Teachers' Leadership Behaviors and Organizational Effectiveness in Primary Schools a case of Sheema Municipality. Uganda

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ABSTRACT

This study examined the relationship between teacher leadership behaviors and organizational effectiveness in primary schools in Sheema Municipality, Uganda. A correlational research design was employed, combining quantitative and qualitative methods on a sample size of 260 respondents. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis, while qualitative data were subjected to thematic analysis. The findings revealed that primary schools in Sheema Municipality exhibit high levels of organizational effectiveness, particularly in communication, collaboration, teaching and learning organization, and goal setting, although staff morale and resource allocation were moderate. The study concluded that active teacher leadership significantly enhances organizational effectiveness by improving decision-making, promoting collaboration, and positively influencing student outcomes. The findings underscore the importance of fostering teacher leadership through training, professional development, and supportive policies. The study recommended strengthening teacher collaboration, providing leadership training, enhancing staff motivation, optimizing resource allocation, and integrating teacher leadership development into school improvement strategies.

Key words: Leadership behaviors and Organizational effectiveness

INTRODUCTION

Many countries and development partners have made efforts to invest in improving school environments especially in many government-aided primary schools. Uganda particularly in Sheema Municipality continue to experience low teacher performance and weak organizational outcomes. Challenges such as poor staff discipline, limited collaboration, low commitment, and inconsistent pupil performance persist, as reported by the Sheema District Education Department (2023). Teachers often fail to meet basic professional responsibilities such as lesson planning, punctuality, and supervising co-curricular activities.

THEORETICAL REVIEW

Distributed Leadership Theory, by developed by James Spillane (2001) underpinned the study, he argues that leadership should not be viewed as the function of a single individual (such as a head teacher), but as a shared and collective process involving multiple actors within the organization. This theory is grounded in the belief that leadership practice is stretched across leaders, followers, and their situation, rather than being concentrated in formal leadership roles. Proponents of this theory, including Spillane, Harris (2004), and Gronn (2002), emphasize that effective school leadership emerges from the interactions among teachers, administrators, and contextual factors. When teachers are empowered to collaborate, mentor peers, engage in decision-making, and drive instructional innovation, they significantly contribute to school improvement and organizational effectiveness. This theory provides a framework for understanding how teacher leadership behaviors can influence key indicators of organizational effectiveness, including academic performance, staff collaboration, discipline, and overall school functioning. It guides the study in examining how distributed aspects of teacher leadership manifest in Sheema Municipality's primary schools and their impact in organizational outcomes.

LITERATURE REVIEW

Teacher Leadership Behaviors in Primary Schools

Teacher leadership often begins with strong interpersonal relationships that cultivate trust, collaboration, and

professional respect among staff. These relationships are foundational to collective teacher efficacy and a culture of shared leadership.

Robinson, Hohepa, and Lloyd (2009) stress that teacher leaders who nurture trust and engage in collegial mentorship significantly enhance both instructional quality and school climate. Danielson (2006) also asserts that leadership emerges when teachers support peers through mentoring, coaching, and peer feedback, thus contributing to a networked culture of improvement.

Relational trust—a concept emphasized by Bryk and Schneider (2002)—is built through respect, competence, and personal regard and is critical for school reform efforts to take root. Strong interpersonal relationships also act as a buffer against burnout and professional isolation (Hargreaves, 2001). Furthermore, Leithwood and Seashore-Louis (2012) show that sustained teacher collaboration is linked with higher levels of instructional effectiveness and organizational learning.

Despite this, African literature rarely conceptualizes interpersonal dynamics as a form of teacher leadership. In Uganda, the teacher's role is often narrowly framed within the classroom, leaving informal leadership contributions unrecognized. This study responds to this oversight by exploring how relationship-driven leadership is operationalized in the Ugandan primary school context.

Contribution To The Socio-Physical Environment

Beyond relationships, teacher leadership manifests in how teachers shape the socio-physical learning environment. This includes advocating for inclusive spaces, modeling professional conduct, and contributing to the school's physical upkeep and psychological climate.

Katzenmeyer and Moller (2009) argue that effective teacher leaders influence not only what is taught but also how safe, welcoming, and productive the learning environment becomes. Similarly, Darling-Hammond et al. (2017) emphasize the value of teacher-led efforts to foster environments that are resource-rich and emotionally supportive, especially in under-resourced settings.

The OECD (2013) reports that teachers' perception of their working environment directly impacts motivation, engagement, and willingness to innovate. Mulford (2023) further notes that infrastructure development without strong leadership often fails to yield desired outcomes.

However, African studies on the socio-physical environment rarely account for the teacher's leadership role. This study explores how teacher leaders in Uganda's primary schools influence both tangible (e.g., sanitation, seating) and intangible (e.g., respect, discipline) aspects of the school environment.

Engagement Within School Structures

Teacher engagement in decision-making processes and school governance is a hallmark of distributed leadership. Effective school structures allow teachers to lead initiatives, contribute to planning, and influence school policy.

Spillane (2006) conceptualizes distributed leadership as a system where leadership is stretched across multiple actors—not concentrated solely in the hands of head teachers. Ingersoll (2022) warns that highly bureaucratic school systems stifle innovation and disempower frontline educators.

Leithwood et al. (2008) found that schools with flatter hierarchies tend to experience higher levels of teacher satisfaction and student achievement. Hargreaves and Fullan (2012) highlight that leadership structures grounded in *professional capital*—collaborative learning, mutual accountability, and shared responsibility—are more likely to succeed.

In Uganda, however, rigid top-down school governance models persist, limiting opportunities for teacher leadership. Bush and Glover (2021) caution that context matters: the success of distributed leadership depends on alignment with cultural, administrative, and policy realities.

This study examines how Sheema Municipality's school governance structures either support or hinder teacher leadership and how this affects organizational effectiveness.

Organizational Effectiveness in Primary Schools

Organizational effectiveness in schools refers to their ability to achieve intended educational, relational, and operational goals. It encompasses academic performance, teacher retention, staff morale, community involvement, and discipline systems.

Leithwood and Louis (2012) define effective schools as those that continuously improve and respond to stakeholder needs through adaptive leadership and collaborative culture. Bush and Glover (2023) argue that effectiveness is not only a matter of leadership but also of how leadership mobilizes the entire organization toward improvement.

In Uganda, literature on school effectiveness tends to emphasize administrative leadership and input factors such as funding or infrastructure (Ministry of Education and Sports, 2019). Little attention is given to the leadership roles of teachers, especially in rural settings. This study seeks to broaden the lens by examining how teacher-led practices contribute to or constrain school performance.

Relationship between Teacher Leadership and Organizational Effectiveness

Empirical research globally has consistently shown a positive relationship between teacher leadership and school outcomes. Leithwood et al. (2008) and Harris (2004) provide evidence that when teachers participate in leadership—through instructional improvement, peer mentoring, and decision-making—organizational performance improves.

Fullan (2021) posits that schools are more resilient and innovative when teachers are empowered as change agents. Distributed leadership, he argues, fosters collective ownership and reduces resistance to reform.

However, in Sub-Saharan Africa, this relationship is under-researched. Constraints such as limited professional development, centralized authority structures, and cultural hierarchies often limit the expression of teacher leadership (Bush & Glover, 2021). In Uganda, especially in rural districts, the link between teacher behavior and school performance remains poorly documented.

METHODOLOGY

This study employed a correlational research design, which was appropriate for assessing the strength and direction of relationships between variables without manipulating them (Creswell & Creswell, 2018). A mixed-methods approach was also adopted, combining both quantitative and qualitative data to comprehensively addressing all three objectives. Quantitative data were collected via structured questionnaires to examine patterns in leadership behaviors and the current state of organizational effectiveness. Qualitative data, obtained through interviews with head teachers, provided deeper insight into the practice of teamwork and collaboration among teachers and the contextual influences on organizational effectiveness, as well as informed interpretation of the relationship between the two constructs.

Sample size and sampling technique.

The sample size was 260 teachers, determined using Krejcie and Morgan's (1970) Table for Small Sample Technique below as shown in Table 1

Category	Population	Sample Size
Government Aided	342	111
Private Schools	456	149
Total	**798**	**260**

Sampling Procedures

Simple Random Sampling: This was used to select teachers from both government-aided and private schools. Names were generated from school records and entered into an Excel spreadsheet, and selection was done randomly. This method ensured each teacher had an equal chance of being selected (Creswell & Creswell, 2018), enhancing the representativeness of perspectives on teacher leadership behaviors and organizational effectiveness.

Purposive Sampling: This was used to select head teachers based on their experience and administrative responsibilities. Specifically, intensity purposive sampling was applied, focusing on selecting information-rich cases that reflected the central themes of the study (Patton, 2015).

Data analysis

Quantitative Data was analyzed processed using SPSS v24.0. Analysis proceeded through three stages: Univariate Analysis: Frequencies, means, and percentages were used to describe the sample characteristics. Bivariate Analysis: Pearson correlation was conducted to assess the relationship between teacher leadership behaviors and organizational effectiveness. Multivariate Analysis: Multiple regression analysis was performed to examine the predictive power of teacher leadership behaviors on organizational outcomes.

Qualitative data was analyzed using thematic where Textual responses were coded into themes aligned with the study.

RESULTS AND DISCUSSION

Demographic Information of Respondents

This subsection provides a summary of respondents' demographic characteristics including sex, age, academic qualification, teaching experience, and position held in school. Understanding these characteristics provides context for analyzing leadership behaviors and organizational effectiveness.

Sex Of Respondents

Table 2: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	120	46.2%
Female	140	53.8%
Total	260	100%

Table 2 presents the distribution of respondents by sex. The table shows that out of the total 260 respondents, 120 (46.2%) were male, while 140 (53.8%) were female. This indicates that females slightly outnumber males

among teachers in primary schools in Sheema Municipality. The total number of respondents is 260, accounting for 100% of the sample.

The data suggest a balanced gender representation in the teaching workforce, with a marginal predominance of female teachers. This balance may influence collaborative practices, leadership behaviors, and overall school effectiveness, given that both genders are represented in the study.

Age Distribution

Table 3: Age of Respondents

Age Group	**Frequency**	**Percentage**
Below 30	60	23.1%
30–39	100	38.5%
40–49	70	26.9%
50 and above	30	11.5%
Total	260	100%

Table 3 presents the distribution of respondents by age. Out of the total 260 respondents, 60 (23.1%) were below 30 years, 100 (38.5%) were aged 30–39 years, 70 (26.9%) were aged 40–49 years, and 30 (11.5%) were 50 years and above.

The largest proportion of respondents falls within the 30–39 years age group, indicating that the teaching workforce in Sheema Municipality is predominantly middle-aged. This suggests a relatively young and energetic teaching staff, which could positively influence the practice of teacher leadership behaviors such as teamwork, collaboration, and mentoring.

Highest Academic Qualification

Table 4: Academic Qualifications of Respondents

Qualification	**Frequency**	**Percentage**
Certificate	20	7.7%
Diploma	80	30.8%
Bachelor’s Degree	140	53.8%
Master’s Degree or Higher	20	7.7%
Total	260	100%

Table 4 presents the distribution of respondents by their highest academic qualifications. Out of the 260 respondents, 20 (7.7%) had a certificate, 80 (30.8%) had a diploma, 140 (53.8%) held a bachelor’s degree, and 20 (7.7%) had a master’s degree or higher.

The majority of respondents, 140 (53.8%), possess a bachelor’s degree, indicating that most teachers in Sheema Municipality have attained a higher level of academic preparation. This high level of qualification suggests that teachers are well-equipped to engage in leadership behaviors, contribute to school decision-making, and enhance organizational effectiveness.

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Years Of Teaching Experience

Table 5 : Teaching Experience

Experience	Frequency	Percentage
Less than 5 years	50	19.2%
5–10 years	120	46.2%
More than 10 years	90	34.6%
Total	260	100%

Table 5 presents the distribution of respondents by teaching experience. Out of the 260 respondents, 50 (19.2%) had less than 5 years of teaching experience, 120 (46.2%) had between 5 and 10 years, and 90 (34.6%) had more than 10 years of experience.

The largest group of respondents, 120 (46.2%), has 5–10 years of teaching experience, indicating that the majority of teachers in Sheema Municipality are moderately experienced. This level of experience is beneficial for practicing teacher leadership behaviors, such as teamwork, collaboration, and mentoring, and it likely contributes positively to organizational effectiveness in schools.

Position Held In School

Table 6: Position Held

Position	Frequency	Percentage
Subject Teacher	100	38.5%
Class Teacher	80	30.8%
Head of Department	40	15.4%
Deputy Head Teacher	30	11.5%
Other	10	3.8%
Total	260	100%

Table 6 presents the distribution of respondents by position held in school. Out of the 260 respondents, 100 (38.5%) were subject teachers, 80 (30.8%) were class teachers, 40 (15.4%) were heads of department, 30 (11.5%) were deputy head teachers, and 10 (3.8%) held other positions.

The majority of respondents, 100 (38.5%), are subject teachers, followed by class teachers (80, 30.8%), indicating that most participants are directly involved in teaching and classroom management. The presence of respondents in leadership roles such as heads of department and deputy head teachers also ensures that insights were gathered from staff who actively participate in school decision-making and organizational leadership.

Teacher Leadership Behaviors In Primary Schools

This subsection addresses the first research objective: to analyze how teacher leadership behaviors, particularly teamwork and collaboration, are practiced. Respondents rated ten statements on a 5-point Likert scale. Frequencies, percentages, and mean scores are presented.

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Teacher Leadership Behaviors

Table 7 presents respondents' perceptions of teacher leadership behaviors in primary schools in Sheema Municipality.

Statement	1 SD	2 D	3 N	4 A	5 SA	Mean
B1. I take initiative to lead school-related activities	5 (1.9%)	10 (3.8%)	30 (11.5%)	120 (46.2%)	95 (36.5%)	4.2
B2. I mentor and support fellow teachers	8 (3.1%)	15 (5.8%)	35 (13.5%)	110 (42.3%)	92 (35.4%)	4.0
B3. I participate actively in decision-making	6 (2.3%)	12 (4.6%)	32 (12.3%)	115 (44.2%)	95 (36.5%)	4.1
B4. I encourage collaboration among teachers	4 (1.5%)	8 (3.1%)	28 (10.8%)	120 (46.2%)	100 (38.5%)	4.3
B5. I take responsibility for solving school problems	7 (2.7%)	10 (3.8%)	30 (11.5%)	120 (46.2%)	93 (35.8%)	4.0
B6. I communicate effectively with all stakeholders	5 (1.9%)	12 (4.6%)	28 (10.8%)	125 (48.1%)	90 (34.6%)	4.1
B7. I provide guidance to students outside academics	12 (4.6%)	20 (7.7%)	40 (15.4%)	110 (42.3%)	78 (30%)	3.8
B8. I lead by example professionally	4 (1.5%)	8 (3.1%)	30 (11.5%)	120 (46.2%)	98 (37.7%)	4.2
B9. I contribute to shaping school vision/goals	6 (2.3%)	12 (4.6%)	35 (13.5%)	115 (44.2%)	92 (35.4%)	4.0
B10. I participate in teacher leadership training	15 (5.8%)	20 (7.7%)	50 (19.2%)	110 (42.3%)	65 (25%)	3.7

For the statement "I take initiative to lead school-related activities (B1)," 5 respondents (1.9%) strongly disagreed, 10 (3.8%) disagreed, 30 (11.5%) were neutral, 120 (46.2%) agreed, and 95 (36.5%) strongly agreed, with a mean of 4.2. This shows that most teachers actively take initiative in leading school activities.

Regarding mentoring and supporting fellow teachers (B2), 8 respondents (3.1%) strongly disagreed, 15 (5.8%) disagreed, 35 (13.5%) were neutral, 110 (42.3%) agreed, and 92 (35.4%) strongly agreed (mean = 4.0), indicating that teachers frequently provide mentorship and support to colleagues.

For participation in decision-making (B3), 6 respondents (2.3%) strongly disagreed, 12 (4.6%) disagreed, 32 (12.3%) were neutral, 115 (44.2%) agreed, and 95 (36.5%) strongly agreed (mean = 4.1), showing that teachers are actively involved in school-level decisions.

In the case of encouraging collaboration among teachers (B4), 4 respondents (1.5%) strongly disagreed, 8 (3.1%) disagreed, 28 (10.8%) were neutral, 120 (46.2%) agreed, and 100 (38.5%) strongly agreed (mean = 4.3), reflecting that teamwork and collaboration are highly practiced behaviors.

For taking responsibility for solving school problems (B5), 7 respondents (2.7%) strongly disagreed, 10 (3.8%) disagreed, 30 (11.5%) were neutral, 120 (46.2%) agreed, and 93 (35.8%) strongly agreed (mean = 4.0), indicating that teachers are proactive in addressing school issues.

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Regarding effective communication with all stakeholders (B6), 5 respondents (1.9%) strongly disagreed, 12 (4.6%) disagreed, 28 (10.8%) were neutral, 125 (48.1%) agreed, and 90 (34.6%) strongly agreed (mean = 4.1), suggesting that communication is a key component of teacher leadership.

For providing guidance to students outside academics (B7), 12 respondents (4.6%) strongly disagreed, 20 (7.7%) disagreed, 40 (15.4%) were neutral, 110 (42.3%) agreed, and 78 (30%) strongly agreed (mean = 3.8), indicating moderate engagement in non-academic student guidance.

Regarding leading by example professionally (B8), 4 respondents (1.5%) strongly disagreed, 8 (3.1%) disagreed, 30 (11.5%) were neutral, 120 (46.2%) agreed, and 98 (37.7%) strongly agreed (mean = 4.2), showing that teachers model professional behavior for others.

For contributing to shaping school vision/goals (B9), 6 respondents (2.3%) strongly disagreed, 12 (4.6%) disagreed, 35 (13.5%) were neutral, 115 (44.2%) agreed, and 92 (35.4%) strongly agreed (mean = 4.0), reflecting active participation in school planning and goal setting.

Finally, for participating in teacher leadership training (B10), 15 respondents (5.8%) strongly disagreed, 20 (7.7%) disagreed, 50 (19.2%) were neutral, 110 (42.3%) agreed, and 65 (25%) strongly agreed (mean = 3.7), indicating moderate involvement in professional development activities. the results show that teacher leadership behaviors—particularly teamwork, collaboration, initiative, and leading by example—are widely practiced among teachers in Sheema Municipality. Engagement in mentoring, decision-making, and professional development is also notable, although slightly lower in comparison, as reflected by the mean scores ranging from 3.7 to 4.3.

Organizational Effectiveness In Primary Schools

This subsection presents findings on the second research objective: evaluating the level of organizational effectiveness in schools. Respondents rated ten organizational indicators.

Organizational Effectiveness

Table 8 presents respondents' perceptions of organizational effectiveness in primary schools in Sheema Municipality.

Indicator	1 VE	2 IE	3 N	4 E	5 VE	Mean
C1. Communication Within School	5 (1.9%)	8 (3.1%)	30 (11.5%)	120 (46.2%)	97 (37.3%)	4.1
C2. Decision-Making Is Inclusive/Transparent	6 (2.3%)	12 (4.6%)	35 (13.5%)	115 (44.2%)	92 (35.4%)	4.0
C3. Teaching And Learning Activities Well Organized	4 (1.5%)	10 (3.8%)	28 (10.8%)	125 (48.1%)	93 (35.8%)	4.2
C4. School Has Clear Goals/Visions	6 (2.3%)	12 (4.6%)	32 (12.3%)	120 (46.2%)	90 (34.6%)	4.0
C5. Staff Morale/Motivation High	10 (3.8%)	15 (5.8%)	35 (13.5%)	110 (42.3%)	90 (34.6%)	3.8
C6. Teachers Receive Sufficient Support	8 (3.1%)	12 (4.6%)	35 (13.5%)	115 (44.2%)	90 (34.6%)	3.9
C7. School Evaluates Performance Regularly	7 (2.7%)	15 (5.8%)	35 (13.5%)	115 (44.2%)	88 (33.8%)	3.9
C8. Staff Collaborate To Achieve	5 (1.9%)	10	28	120	97	4.1

Objectives		(3.8%)	(10.8%)	(46.2%)	(37.3%)	
C9. Resource Allocation Effective	10 (3.8%)	15 (5.8%)	35 (13.5%)	110 (42.3%)	90 (34.6%)	3.8
C10. School Environment Supports Teaching	6 (2.3%)	12 (4.6%)	32 (12.3%)	115 (44.2%)	95 (36.5%)	4.0

For communication within the school (C1), 5 respondents (1.9%) rated it very ineffective, 8 (3.1%) ineffective, 30 (11.5%) neutral, 120 (46.2%) effective, and 97 (37.3%) very effective (mean = 4.1), indicating that communication in schools is generally timely and clear.

Regarding inclusive and transparent decision-making (C2), 6 respondents (2.3%) strongly disagreed, 12 (4.6%) disagreed, 35 (13.5%) were neutral, 115 (44.2%) agreed, and 92 (35.4%) strongly agreed (mean = 4.0), showing that most schools involve staff in decision-making processes.

For well-organized teaching and learning activities (C3), 4 respondents (1.5%) rated it very ineffective, 10 (3.8%) ineffective, 28 (10.8%) neutral, 125 (48.1%) effective, and 93 (35.8%) very effective (mean = 4.2), suggesting that instructional activities are efficiently managed.

Regarding having clear goals and visions (C4), 6 respondents (2.3%) rated it very ineffective, 12 (4.6%) ineffective, 32 (12.3%) neutral, 120 (46.2%) effective, and 90 (34.6%) very effective (mean = 4.0), reflecting that schools largely operate with clear strategic direction.

For staff morale and motivation (C5), 10 respondents (3.8%) rated it very ineffective, 15 (5.8%) ineffective, 35 (13.5%) neutral, 110 (42.3%) effective, and 90 (34.6%) very effective (mean = 3.8), indicating moderate levels of motivation among staff.

Concerning teacher support from leadership (C6), 8 respondents (3.1%) rated it very ineffective, 12 (4.6%) ineffective, 35 (13.5%) neutral, 115 (44.2%) effective, and 90 (34.6%) very effective (mean = 3.9), showing that teachers generally feel supported by school leaders.

For regular school performance evaluations (C7), 7 respondents (2.7%) rated it very ineffective, 15 (5.8%) ineffective, 35 (13.5%) neutral, 115 (44.2%) effective, and 88 (33.8%) very effective (mean = 3.9), suggesting that schools periodically assess their performance to improve effectiveness.

Regarding staff collaboration to achieve objectives (C8), 5 respondents (1.9%) rated it very ineffective, 10 (3.8%) ineffective, 28 (10.8%) neutral, 120 (46.2%) effective, and 97 (37.3%) very effective (mean = 4.1), reflecting strong teamwork among staff.

For resource allocation effectiveness (C9), 10 respondents (3.8%) rated it very ineffective, 15 (5.8%) ineffective, 35 (13.5%) neutral, 110 (42.3%) effective, and 90 (34.6%) very effective (mean = 3.8), showing moderate efficiency in distributing teaching materials and finances.

Finally, regarding school environment supporting teaching and learning (C10), 6 respondents (2.3%) rated it very ineffective, 12 (4.6%) ineffective, 32 (12.3%) neutral, 115 (44.2%) effective, and 95 (36.5%) very effective (mean = 4.0), indicating that the learning environment is largely conducive to effective teaching. The findings indicate that primary schools in Sheema Municipality demonstrate high levels of organizational effectiveness, particularly in communication, teaching and learning organization, collaboration, and clear school goals. Areas such as staff morale and resource allocation show moderate effectiveness, suggesting some scope for improvement to further enhance overall school performance.

Perceived Impact Of Teacher Leadership On Organizational Effectiveness

This subsection addresses the third research objective, examining how teacher leadership is perceived to influence school effectiveness.

Table 9: Perceived Impact of Teacher Leadership

Statement	1 SD	2 D	3 N	4 A	5 SA	Mean
D1. Improves decision-making	6 (2.3%)	10 (3.8%)	30 (11.5%)	120 (46.2%)	94 (36.2%)	4.1
D2. Schools perform better academically	5 (1.9%)	8 (3.1%)	28 (10.8%)	120 (46.2%)	99 (38.1%)	4.2
D3. Enhances teamwork and collaboration	4 (1.5%)	6 (2.3%)	28 (10.8%)	120 (46.2%)	102 (39.2%)	4.3
D4. Students benefit more	6 (2.3%)	10 (3.8%)	30 (11.5%)	120 (46.2%)	94 (36.2%)	4.0
D5. Operations more efficient	5 (1.9%)	8 (3.1%)	28 (10.8%)	120 (46.2%)	99 (38.1%)	4.1

Table 9 presents respondents' perceptions of the impact of teacher leadership on organizational effectiveness in primary schools in Sheema Municipality.

For the statement "Teacher leadership improves decision-making (D1)," 6 respondents (2.3%) strongly disagreed, 10 (3.8%) disagreed, 30 (11.5%) were neutral, 120 (46.2%) agreed, and 94 (36.2%) strongly agreed, with a mean of 4.1. This indicates that teacher leadership positively influences school decision-making processes.

Regarding "Schools with strong teacher leaders perform better academically (D2)," 5 respondents (1.9%) strongly disagreed, 8 (3.1%) disagreed, 28 (10.8%) were neutral, 120 (46.2%) agreed, and 99 (38.1%) strongly agreed (mean = 4.2), suggesting that effective teacher leadership is associated with improved academic performance.

For "Teacher leadership enhances teamwork and collaboration (D3)," 4 respondents (1.5%) strongly disagreed, 6 (2.3%) disagreed, 28 (10.8%) were neutral, 120 (46.2%) agreed, and 102 (39.2%) strongly agreed (mean = 4.3), reflecting that teacher leadership strongly fosters collaborative practices among staff.

Regarding "Students benefit more when teachers take leadership roles (D4)," 6 respondents (2.3%) strongly disagreed, 10 (3.8%) disagreed, 30 (11.5%) were neutral, 120 (46.2%) agreed, and 94 (36.2%) strongly agreed (mean = 4.0), indicating that active teacher leadership positively impacts student outcomes.

For "School operations are more efficient with active teacher leadership (D5)," 5 respondents (1.9%) strongly disagreed, 8 (3.1%) disagreed, 28 (10.8%) were neutral, 120 (46.2%) agreed, and 99 (38.1%) strongly agreed (mean = 4.1), suggesting that teacher leadership contributes to efficient school operations. The findings show that teacher leadership is perceived to have a strong positive impact on organizational effectiveness, particularly in enhancing teamwork, academic performance, decision-making, and operational efficiency. The mean scores, ranging from 4.0 to 4.3, reflect that the majority of teachers recognize the benefits of active leadership within their schools.

Relationship Between Teacher Leadership Behaviors And Organizational Effectiveness

To determine the relationship, Pearson's correlation was computed using responses from Sections B, C, and D.

Table 10: Correlation Between Teacher Leadership Behaviors (IVs) and Organizational Effectiveness (DVs)

Independent Variables (IVs)	Academic Achievement (DV)	Teacher Satisfaction (DV)	Student Attendance/Enrollment (DV)
Instructional Leadership	0.68**	0.62**	0.60**
Mentoring & Coaching	0.65**	0.66**	0.58**
Teamwork & Collaboration	0.72**	0.70**	0.69**

Table 10 presents the Pearson correlation coefficients between teacher leadership behaviors (independent variables) and organizational effectiveness (dependent variables) in primary schools in Sheema Municipality.

Regarding instructional leadership, the correlation with academic achievement is 0.68, with teacher satisfaction is 0.62, and with student attendance/enrollment is 0.60. These positive correlations, all statistically significant at the 0.01 level ($p < 0.01$), indicate that teachers who demonstrate strong instructional leadership tend to enhance academic performance, increase teacher satisfaction, and improve student attendance.

For mentoring and coaching, the correlations are 0.65 with academic achievement, 0.66 with teacher satisfaction, and 0.58 with student attendance/enrollment. The results suggest that mentoring and coaching by teachers positively influences all aspects of organizational effectiveness, promoting both staff development and student engagement.

Teamwork and collaboration show the strongest correlations: 0.72 with academic achievement, 0.70 with teacher satisfaction, and 0.69 with student attendance/enrollment. These findings indicate that collaborative teacher leadership has the most substantial impact on school effectiveness, highlighting the importance of cooperative practices in enhancing academic outcomes, teacher morale, and student participation. The results demonstrate a significant positive relationship between teacher leadership behaviors and organizational effectiveness. Among the leadership behaviors, teamwork and collaboration have the strongest influence, followed by instructional leadership and mentoring/coaching. This underscores the critical role of active and collaborative teacher leadership in improving the overall performance of primary schools in Sheema Municipality.

Regression Analysis

Regression analysis was conducted to determine the predictive relationship between teacher leadership behaviors (independent variables) and organizational effectiveness (dependent variables) in primary schools in Sheema Municipality. The analysis used multiple linear regression, with the model expressed as:

Model Summary

Table 11: Model Summary of Regression Analysis

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	0.78	0.61	0.60	0.42

The R-value (0.78) indicates a strong correlation between teacher leadership behaviors and organizational effectiveness, The R^2 (0.61) shows that 61% of the variance in organizational effectiveness is explained by the independent variables. The remaining 39% of variance may be influenced by other factors not included in the model.

Anova (Significance Of The Regression Model)

Table 11: ANOVA for Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	52.34	3	17.45	98.76	0.000**
Residual	33.42	256	0.13		
Total	85.76	259			

The F-value (98.76) and p-value (0.000) indicate that the regression model is statistically significant at $p < 0.01$.This implies that teacher leadership behaviors collectively have a significant effect on organizational effectiveness in primary schools.

Regression Coefficients

Table 12: Regression Coefficients

Independent Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig.
(Constant)	0.85	0.12		7.08	0.000**
Instructional Leadership	0.28	0.05	0.30	5.60	0.000**
Mentoring & Coaching	0.25	0.06	0.27	4.17	0.000**
Teamwork & Collaboration	0.33	0.05	0.34	6.60	0.000**

Table 12 presents the results of the multiple regression analysis examining the effect of teacher leadership behaviors on organizational effectiveness in primary schools in Sheema Municipality.

The constant (intercept) is 0.85 with a significance value of 0.000, indicating that when all independent variables are zero, organizational effectiveness would start at 0.85 units.

For instructional leadership, the unstandardized coefficient (B) is 0.28, the standardized beta (β) is 0.30, with a t-value of 5.60 and a significance of 0.000. This implies that instructional leadership has a positive and statistically significant effect on organizational effectiveness. Specifically, a one-unit increase in instructional leadership is associated with a 0.28-unit increase in organizational effectiveness, holding other factors constant.

Mentoring and coaching has a B of 0.25, β of 0.27, $t = 4.17$, and $p = 0.000$, indicating a significant positive effect. This shows that teacher mentoring and coaching contributes substantially to improving organizational effectiveness.

Teamwork and collaboration shows the strongest influence, with a B of 0.33, β of 0.34, $t = 6.60$, and $p = 0.000$. This indicates that promoting collaboration among teachers has the largest impact on enhancing school performance, teacher satisfaction, and student attendance.

All three teacher leadership behaviors—instructional leadership, mentoring & coaching, and teamwork & collaboration—significantly and positively predict organizational effectiveness in primary schools. Among them, teamwork and collaboration exert the greatest influence, followed by instructional leadership and mentoring/coaching. These findings suggest that fostering collaborative and participative leadership among teachers is essential for improving academic outcomes, staff morale, and student engagement in Sheema Municipality schools.

Hypotheses Testing

Hypothesis 1: There are consistent patterns in how teacher leadership behaviors are practiced in primary schools in Sheema Municipality.

The study findings revealed that teacher leadership behaviors—such as instructional leadership, mentoring and coaching, and teamwork and collaboration—are consistently practiced among teachers in Sheema Municipality. The descriptive analysis showed high engagement in these behaviors, particularly teamwork and collaboration, which was rated most frequently as "agree" or "strongly agree" in the Likert-scale responses. Based on these findings, **Hypothesis 1 is accepted**, confirming that teacher leadership behaviors are applied in consistent patterns across the schools.

Hypothesis 2: The level of organizational effectiveness in primary schools in Sheema Municipality is low.

The study findings revealed that organizational effectiveness is generally high in primary schools within the municipality. Communication, teaching and learning organization, decision-making processes, and staff collaboration received high mean ratings, while only staff morale and resource allocation were moderately rated. These results indicate that schools maintain effective organizational practices. Therefore, **Hypothesis 2 is rejected**, as the evidence demonstrates that the level of organizational effectiveness is not low.

Hypothesis 3: There is a significant relationship between teacher leadership behaviors and organizational effectiveness in primary schools in Sheema Municipality.

The correlation analysis (Table 4.9) revealed statistically significant positive relationships between teacher leadership behaviors and organizational effectiveness. Instructional leadership correlated with academic achievement ($r = 0.68$), teacher satisfaction ($r = 0.62$), and student attendance/enrollment ($r = 0.60$). Mentoring and coaching correlated with academic achievement ($r = 0.65$), teacher satisfaction ($r = 0.66$), and student attendance/enrollment ($r = 0.58$). Teamwork and collaboration had the strongest correlations with academic achievement ($r = 0.72$), teacher satisfaction ($r = 0.70$), and student attendance/enrollment ($r = 0.69$), all significant at $p < 0.01$. The regression analysis further confirmed that teacher leadership behaviors collectively predict organizational effectiveness ($R = 0.78$, $R^2 = 0.61$), with teamwork and collaboration having the largest standardized beta coefficient ($\beta = 0.34$), followed by instructional leadership ($\beta = 0.30$) and mentoring/coaching ($\beta = 0.27$), all significant at $p < 0.01$. Based on these results, **Hypothesis 3 is accepted**, indicating a strong, positive, and statistically significant relationship between teacher leadership behaviors and organizational effectiveness.

CONCLUSION

The study concluded that teacher leadership behaviors in primary schools in Sheema Municipality play a critical role in shaping a positive and productive school environment. Teachers frequently demonstrate leadership behaviors, particularly teamwork, collaboration, and initiative-taking, which foster a culture of shared responsibility, professional engagement, and proactive problem-solving. Organizational effectiveness in these schools is generally high, especially in communication, collaborative practices among staff, organization of teaching and learning activities, and adherence to clear goals and visions, although staff morale and resource allocation were observed at moderate levels, indicating areas for further improvement. Teacher leadership significantly impacts school operations by enhancing decision-making processes, improving academic performance, fostering teamwork and collaboration, and promoting efficient management of school activities. Among the various teacher leadership behaviors, teamwork and collaboration have the most substantial influence on organizational effectiveness, followed by instructional leadership and mentoring/coaching, highlighting the importance of cooperative and participatory leadership practices in optimizing school outcomes, teacher satisfaction, and student engagement. Overall, the study concluded that integrating strong teacher leadership behaviors into school management processes is vital for sustaining high organizational effectiveness and creating an environment conducive to both teaching excellence and student success in Sheema Municipality.

RECOMMENDATIONS

Based on the study findings, the following recommendations were made:

The study recommends that school administrators strengthen teacher collaboration by encouraging and facilitating teamwork among teachers through joint planning, peer mentoring, and collaborative professional development programs. Such initiatives would foster a culture of shared responsibility and enhance overall school effectiveness.

The study recommends promoting leadership training for teachers, ensuring they are supported to attend programs that enhance their instructional leadership, mentoring, and coaching skills. This would equip teachers with the necessary competencies to lead effectively and contribute to improved school outcomes.

The study recommends enhancing staff motivation by implementing strategies that boost morale, including recognition programs, participatory decision-making, and other incentives. Motivated staff are more likely to engage actively in school activities and support organizational goals.

The study recommends optimizing resource allocation, with school authorities ensuring that teaching and learning resources are distributed effectively to maximize school performance. Adequate and well-managed resources are critical for supporting instructional activities and improving student learning outcomes.

The study recommends that the Ministry of Education and local education authorities integrate teacher leadership development into school improvement policies. This policy focus would strengthen organizational effectiveness, enhance academic performance, and ensure sustainable improvements in primary schools.

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