ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

A STUDY OF ORGANIZATIONAL CLIMATE OF SENIOR SECONDARY SCHOOLS IN SOUTHERN ETHIOPIA

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ZEBENE GELAGLIE

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ABSTRACT

The purposes of this study were (1) to assess the organizational climate of senior secondary schools in Southern Ethiopia and to determine if differences exist among the schools in their level of openness and teachers' intimacy, and (2) to determine if some variables such as staff size, principals and teachers personality characteristics (sex, age, length of teaching and administrative experiences, level of education and field of specialization) have relationships with senior secondary school openness and teachers' intimacy.

The data were collected from documents and through questionnaire and interview with 393 teachers and 12 school principals. Various statistical techniques such as Cronbach's alpha coefficient, chi- square, ANOVA and Scheffe' test were used to analyse the data.

The outcome of the data analysis revealed significant differences among the senior secondary schools in their level of openness and teachers' intimacy. The study also indicated that most of the senior secondary schools had less open climate and low intimacy of teachers.

On the whole, the results disclosed that staff size and some of principals' personality characteristics (age, length of administrative experience and field of specialization) had significant relationships with senior secondary school openness. Moreover, the findings showed significant association between staff size, principals' field of specialization and senior secondary school teachers' intimacy.

Finally, constant assessment and practices associated with fostering positive climate to develop harmonious working relationship among the staff members, the formation and utilization of a small group of staff advisory council in schools, maintenance of reduced staff size, boosting the morale of principals and teachers, and further investigation as to why principals with training in EDAD tend to develop less favorable school climate were forwarded as major recommendations in order to improve the organizational climate of the senior secondary schools.

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ABBREVIATIONS

The following acronyms appear in the text as stated hereunder.

ANOVA	--	Analysis of Variance
DF	--	Degrees of Freedom
EdAd	--	Educational Administration
MOE	--	Ministry of Education
MS	--	Mean of Scores
OCDQ	--	Organizational Climate Descripetion Questionnaire
OCDQ-RE	--	Organizational Climate Description Questionnaire - Rutgers Elementary
OCDQ-RS	--	Organizational Climate Description Questionnaire - Rutgers Secondary
SD	--	Standard Deviation
SS	--	Sum of Scores
TTI	--	Teacher Training Institute

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Schools, as one of the core social institutions, especially in developing countries such as Ethiopia, exist in difficult environments where resources are limited and where the challenge to survive effectively is present. Within such environments the schools carry out their tasks of educating as well as satisfying the behavioral requirements of teachers and administrators. Schools' capacity to satisfy these requirements depends not only on the provision of an appropriate technical and material infrastructure, but also on the presence of an internal environment or climate which is supportive of teachers, administrators and students' needs, goals and abilities.

Different authorities have asserted that organizational climate affects organizational performance. For instance, Litwin and Stringer (cited in Hoy and Clover, 1986:94) state, "Climate has a major impact on organizational performance because it affects the motivation of individuals." Moreover, Kimbrough (1968:143) writes, "... the organizational climate of a school exercises a powerful influence upon teacher and pupil attitude and productivity." Parallel to this, Gorden and Goldberg (cited in Castetter, 1981: 430) indicate that organizational climate has considerable relationship to school effectiveness. It is because, according to Gorden and Goldberg, "The elements of climate include organizational clarity, decision-making structure, organizational integrity, management style, performance orientation, organizational vitality, compensation, and human resource development."

Because organizational climate enhances or constrains individual performance and satisfaction, it can be regarded as a mediating or intervening variable. In other words, climate is an intervening or a mediating variable because it reflects the loyalties, attitudes, motivations, performance goals, and perceptions of all members and their collective

capacity for effective interaction, communication and decision-making (Juchau, 1982: 100).

The significance of organizational climate, therefore, is seen in its "power" as an intervening variable, moderating the influence of a school structure, technology, and management style on participation effort and performance. In this respect, the ultimate purpose of all school administrators should be to create a favorable organizational climate that allows the greatest possible employee effectiveness so as to meet the desired objectives of the school at the highest level possible. In relation to this, Webb and associates (1987:30) have this to say:

> ... administrators must assume a major responsibility for what the school is and what it might become by developing an organizational climate that assures the greatest possible employee effectiveness... the administrator must be able to assess and practice associated with fostering positive environment to develop harmonious working relationships among employees in the system.

Since organizational climate has been an area of vital concern in schools, it has attracted the attention of various research organizations, individual researchers, educators and policy makers. To this end, Anderson (1982:368) has pointed out that "School climate has been studied with a multitude of variables, methodologies, theories, and models."

However, unifying threads in school climate research are few and fragile. Nevertheless, some agreement does exist. For instance, the findings of some researchers including Kalis, Owens, and Sinclair (cited in Anderson, 1982:370-371) indicate that schools do possess something called climate, unique to each organization. In contrast, some group of researchers such as Cusick, Tye, and Weber (cited in Anderson, 1982:371)do not agree on this fact. Instead, they believe that such differences, while

discernible, are elusive, complex and difficult to describe and measure. Still the findings of the third group of researchers including Bloom, Farkas, Snyder and Spreitzer, and Willower and Jones (cited in Anderson, 1982:371)indicate that climate is influenced by, but not a proxy for, particular dimensions of the school such as student body characteristics. And the fourth group of researchers such as Barker, Taba, Bailey, Coyne, Cox, and Duke and Perry (cited in Anderson, 1982:371) agree on the point that climate affects many student outcomes, including cognitive and affective behavior, values, personal growth and satisfaction. But all the four groups of researchers agree on the point that understanding the influence of organizational climate will improve the understanding and prediction of student behavior (Anderson, 1982:371).

Although many researchers including Brookover and associates, Wilson, and Rutter (cited in Anderson, 1982:372) recognize the difficulty of studying school climate, they also recognize that its holistic focus is closer to reality than the elementalism of many school effects studies. Thus, according to these researchers, poor models, inadequate measures, too few variables, or the wrong variables are some of the reasons for the failure of many early studies to find significant school effects.

Literature indicates different approaches which are appropriate to measure organizational climate. For example, Forehand and Gilmer (cited in Brady, 1985:54) suggested four approaches that might be used by the researchers to measure organizational climate: (a) field studies involving intensive observations of the organization's on going activities; (b) objective indices; (c) experimental manipulation of environment, typically using different leadership style; and (d) perception of participants within the organization. Brady has also indicated that the vast majority of research on organizational climate has used the final approach - perception of participants within the organization.

In general, many researchers, including Rentoul and Fraser (1983:21), Kottkamp and associates (1987:47), Hoy and Miskel (1987:226) have suggested that the organizational climate of schools has to be studied since it is likely to contribute to

understanding and improving the schools functioning, and since it has a major impact on the organizational behavior.

However, here in Ethiopia, except very few studies such as "administrative problems and teacher's grievances" (Ayalew Shibeshi, 1991), "teachers motivation" (Legesse Tsigie, 1992; MOE, 1986), "leader role behavior of school principals" (Zenebe Baraki, 1992), and "bureaucratic structures of schools" (Alemayehu Haile, 1994), which may indirectly reflect some elements of organizational climate, there is no single study that directly concerns about and gives a holistic focus on organizational climate of schools.

1.2 Statement of the Problem

In order to bring change and development, each school needs to satisfy four basic needs: adaptation, goal attainment, integration, and latency. In other words, it must successfully solve (a) the problem of acquiring sufficient resources and accommodating to its environment, (b) the problem of setting and implementing goals, (c) the problem of maintaining solidarity within the school, and (d) the problem of creating the unique values of the school (Hoy and Miskel, 1987:237). However, various authorities acknowledge that different schools achieve different level of success in solving these four basic problems. In fact it is believed that schools with favorable or open climate solve these problems and as a result satisfy their growth and development need better than schools with unfavorable or closed climate. But, as indicated earlier, no research has so far been conducted to investigate the status of organizational climate of schools in Ethiopia. Due to lack of empirical evidence, therefore, it is difficult to predict the level of success of schools of the country in solving the above four problems.

The problem for this study emerged from two facts:

(a) from the failure of researchers, educators, and other concerned body to give due respect for the investigation and promotion of the organizational climate of schools of the country; and

(b) from a growing body of research in many other countries identifying the sources and consequences of school climate.

Most efforts to change a school for growth and development represent attempts to improve its effectiveness. Hence, in the search for factors that influence school effectiveness, the role of the organizational climate of a school has emerged as critical. In this regard, therefore, interest for the investigation and promotion of organizational climate of school seems a missing element among educators and the public at large in Ethiopia.

Based on the above premise, the major purpose of this study is to measure the organizational climate of government senior secondary schools in Southern Ethiopia. The study also tends to investigate the relationship of staff size and personality variables of principals and teachers to organizational climate of schools. In due course, the study tries to answer the following basic questions:

1. Is there a difference in openness among the senior secondary schools?
2. Do the senior secondary schools vary in teachers' intimacy?
3. Is there a relationship between the size of staff and staff perception of the openness of senior secondary schools?
4. Does staff perception of their intimacy vary as a function of the staff size?
5. Do principal's personality variables (i.e. age, field of specialization, teaching and administrative experience) have a relationship with staff perception of the openness of senior secondary schools?
6. Is there a relationship between the principal's personality variables and staff perception of their intimacy?
7. Does staff perception of the senior secondary schools openness vary as a function of teacher's personality variables (i.e. sex, age, level of education, and teaching experience)?
8. Do teachers' personality variables have a relationship with staff perception of their intimacy?

1.3 Significance of the Study

As indicated in the New Education and Training Policy of the Transitional Government of Ethiopia (1994:2), the country is suffering from poor quality of education. Thus, the need for improving the education system of Ethiopia is crucial. To meet this felt need, a continuous evaluation of the system is essential. In this regard, the study of organizational climate in senior secondary schools is dealing with one of the serious problems of the education system.

Time and time again the studies in education have concluded that unfavorable organizational climate has an adverse effect on schools (Halpin, 1966:190; Kimbrough, 1968:147; Owens, 1987:299-300; Gorton et al., 1988:220; Hughes et al., 1985:15; Hoy and Miskel, 1987:228; Kottkamp et al., 1987:34; Webb et al., 1987:54). Thus, in Ethiopia, a country where its educational system is in a recurrent crisis, negative organizational climate in its school systems is disturbing. For this reason, an effort has to be made to minimize the problem. This study is, therefore, felt to be important for the following reasons:

1. The study is felt to indicate the status of the organizational climate of the senior secondary schools of Southern Ethiopia.

2. It is expected that the study pinpoints the major problems that affect the organizational climate of the senior secondary schools of Southern Ethiopia so that concerned authorities can take measures to minimize them.

3. It provides suggestions to policy makers, planners, school principals and teachers for improving the organizational climate of the senior secondary schools of Southern Ethiopia in the future.

4. The study is also felt to contribute literature on organizational climate of Ethiopian senior secondary schools and to serve as a starting point for further and nation wide study.

1.4 Delimitation of the Study

As indicated earlier, organizational climate of schools can be studied with a multitude of variables. However, due to many factors such as finance, materials and time shortages, the study is limited to the investigation of differences among the organizational climate of senior secondary schools and relationship of principals' and teachers' personality variables, including sex, age, level of education, field of specialization, teaching and administrative experience to organizational climate of twelve senior secondary schools in Southern Ethiopia. The schools are Agarfa, Batu and Robe senior secondary schools from Bale administrative zone; Negelle and Kibremengist senior secondary schools from Negelle Borena administrative zone; Awassa and Leku senior secondary schools from Sidama administrative zone; Dilla senior secondary school from Gedeo administrative zone; Arbaminch, Sodo and Areka senior secondary schools from North Omo administrative zone; and Gidolle Senior Secondary School from Dirashe special Woreda.

The study included only principals and teachers of the sample schools. This study, thus, did not encompass other groups of members of the sample schools such as administrative personnel and students whose perceptions can also disclose the type of school climate.

1.5 Limitation of the Study

Due to the absence of reference materials related to the study in Ethiopia, the Investigator has been obliged to rely on foreign sources. Even the foreign sources, despite their cultural biases, were scarce to get adequate information on some contents such as the relationship between staff size and organizational climate, principals' personality

variables and organizational climate, teachers' personality variables and organizational climate, and how to improve organizational climate.

1.6 Research Design and Methodology

As mentioned earlier, the major purpose of this study was to examine the status of organizational climate of senior secondary schools and the relation of staff size, principals' and teachers' personality variables with organizational climate of senior secondary schools in Southern Ethiopia. Since the study was felt to be the first of its kind in the country, a descriptive survey approach was designed with the assumption that it could help indicate the level of differences among the senior secondary schools in their organizational climate and the level of association between the climate of the schools and some variables which could serve as a spring-board to further in depth treatment of the problem. The relevance of this approach for such a purpose has been noted by Hopkins (1980:270), Seyoum Teferra and Ayalew Shibeshi (1989:17) and others.

1.6.1 Sampling Techniques and Population

There were 30 senior secondary schools in the six administrative zones and two special woredas where this study was conducted in 1994/95 academic year. The table in Appendix B shows the distribution of the schools among the administrative zones and special woredas. Out of these, 12 schools (i.e. 40%) were represented in the study.

Several criteria were used in the selection of senior secondary schools for the study. In order to allow sufficient opportunity for the development of interaction patterns between the principals and teachers, only schools with principals who were near the completion of at least their second year in their present schools and who were degree holders were included in the sample (see Appendix C for details). Furthermore, using stratified and simple random sampling techniques, 6 small staff size schools of which 3 schools with principals trained in Educational Administration (EdAd) and the other 3

schools with principals trained in other fields and 6 large staff size schools of which 3 schools with principals trained in EdAd and the other 3 schools with principals trained in other fields were selected. To determine the large and small staff size the mean of the total teacher population of the senior secondary schools was considered as a dividing line. Schools with a number of teachers below the mean were considered as small staff size schools and those schools with a number of teachers above the mean were considered as large staff size schools.

Concerning respondents, out of the total count (out of 780 teachers) of the sample schools 429 (55%) were selected. However, only 393 (50.38%) of which 49 female and 344 male teachers properly filled and returned the questionnaire. Almost half of the staff members of each sample school were represented in the study. Because of their small size, almost all female teachers were included in the study. On the other hand, due to their large size, male teachers in each sample school were stratified according to their level of education (degree, diploma and teacher training institute (TTI) graduates) and then, randomly selected from each group. Due to their small size, the proportion of degree holders and TTI graduates is greater than diploma holders in order to make the figures of each level comparable (see Appendix B for the distribution of teachers by their level of education and sex in each school).

1.6.2 Instruments and Procedures of Data Collection

In the process of data collection, three basic instruments were employed: questionnaire, interview and document analysis.

A 34-item questionnaire known as Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS), developed by Kottkamp and associates (1987) in Rutgers University, was adapted. First, substitutions and additional clarifications were given for some terms and statements which the researcher thought could be ambiguous to the respondents. Second, one item which was not experienced in

Ethiopian schools (student government has an influence on school policy) was deleted. Finally, a 33 - item modified questionnaire was first administered to 117 teachers for the try out at Yirgalem (in Sidama administrative zone) and Dodola (in Bale administrative zone) senior secondary schools. Both the respondents and the schools were randomly selected. After it had been filled by these teachers, each questionnaire was examined to detect ambiguous and unclear statements. In addition to this, Cronbach alpha was calculated to examine the internal consistency of the items of each subtest or dimension of secondary school climate (see Appendix A for the detail). Accordingly, the reliability scores for the five subtests were high. The alpha coefficients were as follows:

Subtests	Number of Items	Reliability (Alpha)
Supportive	7	.87
Directive	7	.83
Engaged	9	.84
Frustrated	6	.83
Intimate	4	.74
Total	33	

The observed correlation coefficient is, thus, a good indicator of the internal consistency of the items under each subtest. In other words, the questionnaire was found to be useful for the purpose intended. The response format for all items was a four-point Likert scale measuring frequency of the perceived behavior: "rarely occurs," "sometimes occurs," "frequently occurs," and "very frequently occurs."

To substantiate the study, unstructured interview was conducted with the principals of the sample schools. This was aimed at obtaining some information from principals regarding teachers' behavior, students' behavior, students' achievement, the total interaction among the school community, and major problems of the schools.

On top of information obtained through questionnaire and interview, data pertaining to the senior secondary school principals and teachers were secured from their respected regional education bureau, zone and woreda education office documents.

1.6.3 Methods of Data Analysis

Depending on the nature of the basic questions and the data obtained, different statistical techniques were used.

To suit the chosen statistical techniques, first, the point value given for each negative item (i.e. items which refer directive principal behavior and frustrated teacher behavior) was reversed. Then, by associating each response with the four-point scale (i.e. very frequently occur = 4, frequently occur = 3, sometimes occur = 2, and rarely occur = 1) an individual's score of each subtest (i.e. supportive, directive, engaged, frustrated, and intimate behavior) was determined by adding the point value given for each item of each subtest. Furthermore, an individual's score for openness was determined by the sum of the scores of the four subtests (i.e. supportive, directive, engaged, and frustrated behaviors). Scores for intimacy were determined by the scores of one subtest, i.e. by the scores of intimate behavior.

In order to test the first and second basic questions, i.e. to show whether there is a significant difference among the senior secondary schools in each dimension of organizational climate, openness and intimacy, one-way analysis of variance (ANOVA) and Scheffé test were employed.

Chi-square or test of association was applied to answer the remaining six basic questions, i.e. to determine the relationship of staff size, principal's and teacher's personality variables to the two general dimensions of secondary school climate (openness and intimacy). The scores of openness were categorized into open and closed using the median test. In calculating the median test, which is a special application of the chi-square

(x^2), first, the respondents were grouped by staff size (large and small staff size). The perception score of each teacher was listed under the group he/she belongs. Then the scores of both groups were combined into a single distribution and the grand median was calculated. After that the scores in each group were compared with the grand median. If the particular score is above the grand median, the observation is assigned to the "above median category" -- this reflects open climate. On the other hand, if the scores fall below the grand median, the observations are assigned to the "below median category" -- indicating closed climate. The same statistical technique and procedures were used for the principal's and teacher's personality variables. Likewise, the scores of intimacy were categorized into high and low using the same median test and the relations between staff size, principal's and teacher's personality variables and intimacy were tested employing the procedures used in testing the relations between openness and these variables.

The .05 level of confidence was accepted throughout the analysis to indicate statistical significance.

1.7 Definition of Key Terms

To have all readers get a clear perception, the meanings of the following terms are given according to the definitions of authorities and the context used in the study.

Dimension:- an independent variable (e.g. supportive principal behavior is one of the dimensions or independent variables of secondary school climate). Dimension, subscale, and subtest are interchangeably used.

Organizational Climate of School:- a broad concept encompassing the total environmental quality of a school or it is the summary of the essence of interactions arising from elements of the four environmental dimensions: ecology, milieu, social system, and

culture (Gorton et al., 1988:220). In this study, organizational climate of school and school climate are interchangeably used.

Perception:- It generally refers to a person's immediate experience (awareness) of the world (Morgan et al., 1986). Here, it stands for attitudes formed and expressed by teachers about the behavior or actions of the principal and staff.

Senior Secondary School:- an educational institution consisting of four grades - grade nine to twelve. Staff:- the group of teachers in a school.

Woreda:- an Amharic term designated to represent the administrative district next to zonal administration in the new division of administrative hierarchies of Ethiopia.

Special Woreda:- is directly accountable for regional administration (instead of zonal administration).

1.8 Organization of the Study

This paper is organized in four chapters. The first chapter treats background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, research design and methodology, and definition of terms. The second chapter deals with the review of the related literature. Presentation, analysis of the data and interpretation of the findings are dealt in the third chapter. The last chapter presents summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The following points will be discussed in this chapter: the concept and nature of organizational climate of schools; measurements of organizational climate of schools; dimensions of the organizational climate of secondary schools -- supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior; the two general factors of organizational climate of secondary schools -- openness and intimacy; and the relationship of some particular characteristics of schools, principals and teachers to perceptions of organizational climate.

2.1 The Concept and Nature of Organizational Climate of Schools

Organizational climate has been defined in different ways by different scholars. For instance, one of the first definitions of organizational climate as Brady (1985:53) writes, was that of Cornell: "A delicate blending of interpretations (or perceptions as social psychologist would call it) by persons in the organization of their job or roles in relationship to others, and their interpretations of the roles of others in the organization."

When applied to schools, according to Brady, the term organizational climate has been used to describe what has been more traditionally regarded as tone or atmosphere. He has expounded this idea as follows:

> The term organizational climate has often been used synonymously with 'tone' and 'atmosphere'. It is used to describe the quality of the school as perceived by the people in it. A visitor to a school acquires a feeling about the school which involves his perceptions of whether the working environment is friendly, indifferent or hostile (Brady, 1984:16).

Thomas (1976:444) and Bossert and associates (1982:44) have asserted that the concept of organizational climate is an attempt to express the intuitive sense that organizations, even ones with similar structures, often have a different "feel," an "atmosphere" or a "tone".

On the other hand, organizational climate was defined by Halpin and Croft as a school's "personality". According to them, schools feel different. As one moves from school to school, each has a "personality" of its own. It is this feel or personality that Halpin and Croft use to explain analogously the idea of organizational climate; that is, "Personality is to the individual what organizational climate is to the organization" (Halpin, 1966:133).

Furthermore, the term organizational climate has been taken by Tye (cited in Rentoul and Fraser, 1983: 21) to mean a set of factors which gives each school a personality, a spirit, a culture. Parallel to this, Wiggins (1972:103) and Webb and associates (1987:30) have defined organizational climate as the collective personality of a school or school system. According to them, it is the atmosphere that prevails in an organization and is characterized by the social and professional interactions of the people. Megginson (1981:410) and Glueck (1982:416) have referred to organizational climate as the value system of the organization, or the feelings and attitudes held by its members.

Tagiuri (cited in Anderson, 1982:369) has defined organizational climate as summary concepts dealing with the total environmental quality within an organization. According to Tagiuri, dimensions of an environment include its ecology (the physical and material aspects), its milieu (the social dimensions concerned with the presence of persons and groups), its social system (the social dimensions concerned with the patterned relationships of persons and groups), and its culture (the social dimensions concerned with belief systems, values, cognitive structures, and meaning).

From the foregoing, it looks that the definitions given to organizational climate of schools can be grouped into two -- narrow and broad definitions. Those definitions [Halpin and Croft, 1963; Cornell (in Brady, 1985); Wiggins, 1972; Webb and associates, 1987] which narrowly describe organizational climate of schools have been criticized by most researchers for their imprecision. For example, Hoy and Miskel (in Hughes et al., 1985:15-16) have criticized Halpin and Croft for their narrow definition of organizational

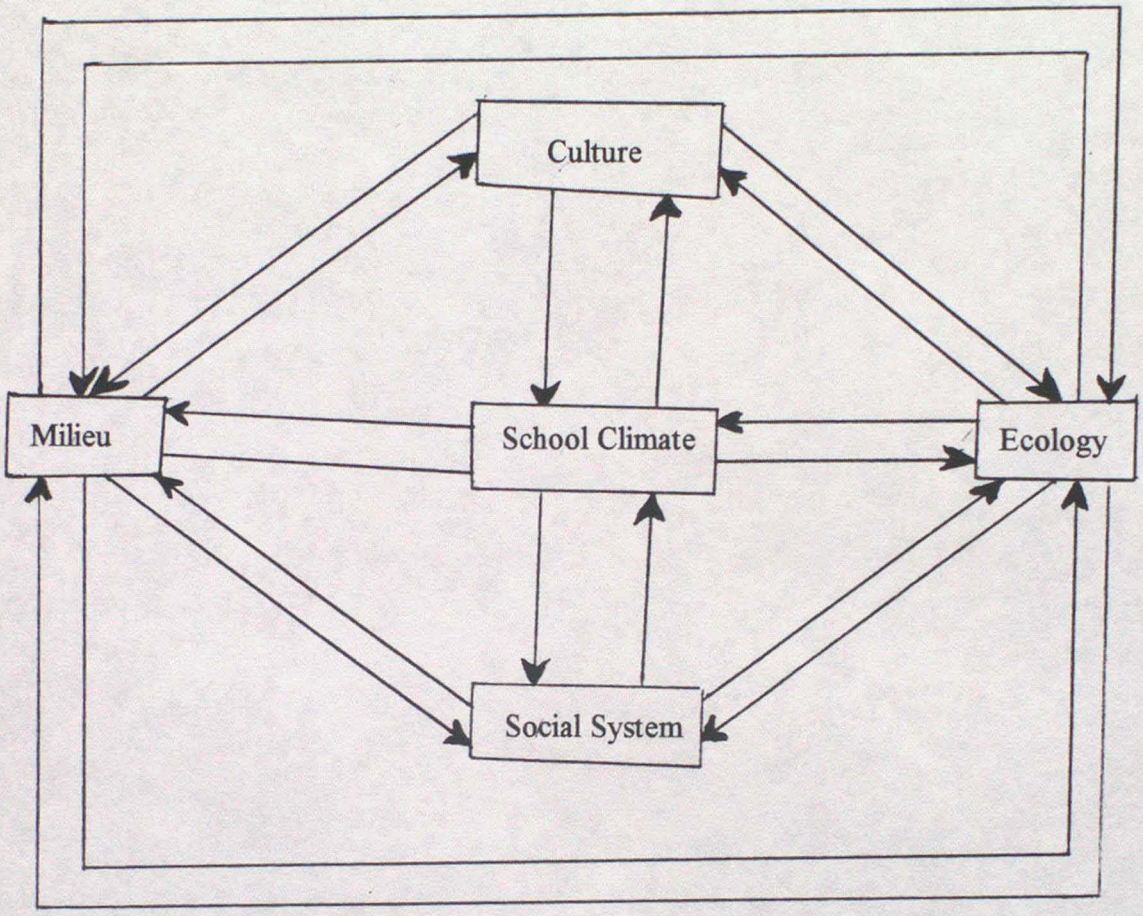
climate. According to them, Halpin and Croft have loosely defined organizational climate relying on the simple analogy of personality. Halpin (1967:6) did not deny that their definition is narrow. He added that they might just as easily have chosen the term 'organizational personality' for what they had in mind. Their approach was to develop a questionnaire to explore various aspects of teacher-teacher and teacher-principal relationships.

Many authorities favor the broad definition of organizational climate of schools as that of Tagiuri. For instance, Gorton and associates (1988:219-220), Kottkamp and associates (1987:32), Hoy and Miskel (1987:225-226), Insel and Moos (in Anderson, 1982:369), Owens (1987:194) and Holmes and Wynne (1989:236) have accepted that organizational climate is a broad concept encompassing the total environmental quality of a school. They have agreed on that it is the summary of the essence of interactions arising from elements of the four environmental dimensions: ecology, milieu, social system, and culture. Figure 1 tries to illustrate this position more precisely.

In line with the above argument, Hoy and Clover (1986:94) have referred to organizational climate as the participants' perceptions of the general work environment of the school. More specifically, according to them, organizational climate is a set of measurable properties of the work environment of teachers and administrators based on their collective perceptions. Owens (1987:169) has also noted that organizational climate is the study of perceptions that individuals have of various aspects of the environment in the organization.

In addition, quoting work by Payne and Pugh, Juchau (1982:100) has asserted that organizational climate describes the characteristic behavioral processes in a social system at one point of time and as it is a molar concept reflecting the content and strength of the members of a social system which can be operationally measured through the perceptions of system members of observational and other objective means.

Fig. 1. Interactive model showing all possible relationships among environmental dimensions and their interactions with school climate.



Source: Anderson, Carolyn S. (1982). "The search for School Climate: A Review of the Research," Review of Educational Research. Vol. 52, No. 3, P.405.

However, some authorities have looked at organizational climate as a subjective phenomenon. As Juchau (1982:100) has indicated, "[Organizational] climate is regarded as a subjective phenomenon because the focus of its study is on perceived properties found in an organization."

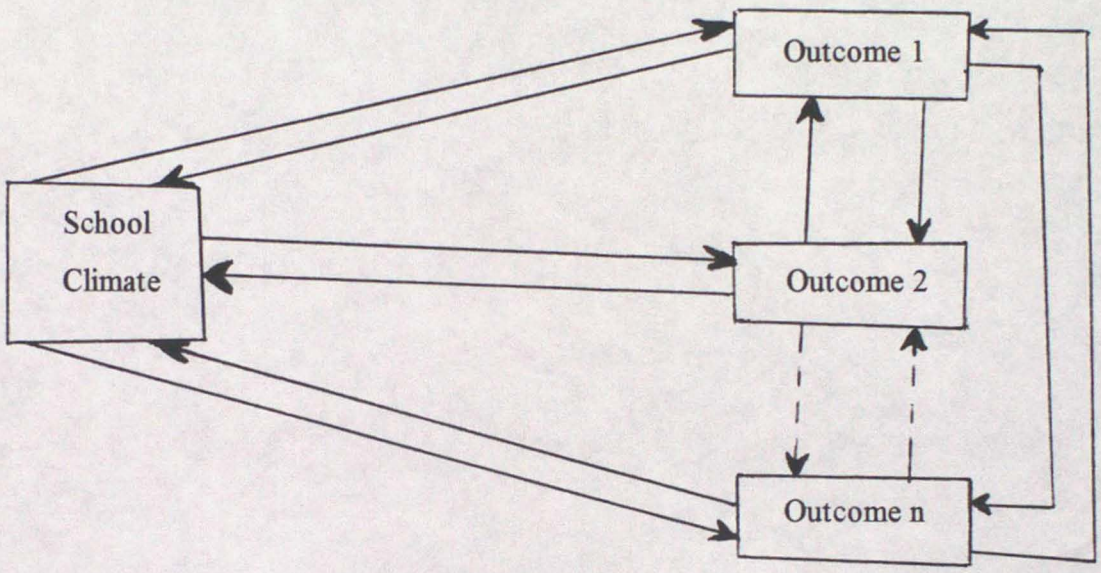
Although it is unthinkable to assume whether the perceptions of individuals are free from subjectivity, most of the investigators in the area of organizational climate have

agreed that the average perceptions of the group reflect the objective reality of an organization. Besides, the perceptions of participants have a negative or positive impact on organizational climate. As this is explained in the words of Brady (1985:53-54), "... the perceptions of those involved, even if not a true reflection of reality, still have a greater effect on organizational climate than what is actually the case. " In light of the obove discussions, there seems a close relation between the satisfaction of participants and the concept of organizational climate. Parallel to this position, Owens (1987:169) has reported that the notion of satisfaction is usually closely associated with the concept of organizational climate. In other words, the perceptions that participants have of their organization largely depend on the extent that the environment of their organization satisfying them.

According to Davis (1981:104), Litwin and Stringer (in Dailey, 1988:440) and Likert (in Juchau, 1982:101), organizational climate is related to organizational performance, employee work attitudes, and organizational survival. As has been noted in their research reports, organizational climate can influence the motivation, performance, and job satisfaction of employees by creating certain kinds of expectancies about what consequences will follow from different actions. To be more specific, teachers expect certain rewards, expectations, and frustrations on the basis of their perception of the organization's climate of the school.

Added to this, Owens (1987:194), Kimbrough (1968:143), Heath (1989:40) and Charlton and David (1993:47) have depicted that organizational climate of a school is certainly a central aspect of people's experiences within the institution. Thus, climate influences what goes on, what the outcomes are and the levels of satisfaction. In general, they have described organizational climate as being the key independent variable for school effectiveness or student outcomes. In turn, student outcomes have a great effect on organizational climate of a school. Therefore, organizational climate of a school can be treated both as a dependent and as an independent variable. This fact is more depicted by the following interactive model (Fig.2).

Fig. 2 Interactive model showing all possible relationships among student outcomes and their interactions with school climate.



Source: Anderson (1982:407)

In brief, organizational climate is a complex and a broad concept which denotes teachers' perceptions of the general work environment of a school. More specifically, the concept of organizational climate can be summarized as a relatively enduring quality of the school's internal environment that is affected by the principal's leadership, is experienced by teachers, affects members' behavior, and is based on collective perceptions (Putti and Singh, 1988:411;Hoy and Clover, 1986:94; Hoy and Miskel, 1987:225-226; Abu-Saad and Handrix, 1995:144).

Drawing once again on the foregoing insights, it seems clear that the organizational climate is a system concept that reflects the entire life -style of a school. Davis (1981:104) has advanced a similar point when he writes:

> We cannot see climate or touch, but it is there. Like the air in a room, it surrounds and affects everything that happens in an organization. In turn, climate is affected by almost everything that occurs in an organization. It is a system concept.

On the other hand, some writers confuse organizational climate with organizational culture. For example, Lezotte and associates (in Bossert et al., 1982:45) have defined organizational climate as the norms and beliefs of an organization. It means, organizational climate and organizational culture are the same. However, many authorities, including Hoy and Miskel (1987:262), Owens (1987:116), and Dailey (1988:440) are in contrast to this idea. They rather describe culture as values, norms, assumptions, and beliefs that are shared by members in the organization at all levels and climate as perceptions of members in the organization that reflect those values, norms, assumptions and beliefs. Again, some authorities consider organizational climate as a more broader concept than organizational culture. For instance, as Davis (1981:104) writes, "Each [organization] has its own culture, traditions, and methods of action which, in their totality, constitute its climate."This statement shows that culture is the element of organizational climate. But recently, many researchers, Dailey (1988:440), Webb and associates (1987:55), and Owns (1987:169) for instance have declared that organizational culture is a much more broader concept than organizational climate. Moreover, they have asserted that organizational climate is an element of organizational culture.

Finally, literature shows clearly that organizational climate has incremental nature. As Davise (1981:104-105) writes, the human values that compose organizational climate are quite different from economic values in an organization. In his view, economics deals with the allocation of scarce resources. Thus, economic values are mostly allocative, but human values are mostly incremental. Davis has illustrated the difference between allocative and incremental values by giving an example of a dollar bill and an idea. For instance, if individual A has dollar bill L95484272T and he gives it to individual B, individual B has it and individual A does not. However, if individual A has an idea and gives it to individual B, both A and B have it. What was one unit becomes two units. They can give the idea many times to others, but they do not loose it. All they do is spread it.

The human values that make up organizational climate, therefore, are self generated, being created within individuals and groups as a result of their attitudes and life-style.

2.2 Measures of Organizational Climate of Schools

Since Organizational climate of schools is a broad and complex concept, it seems that no single measure or study has captured its totality. As Gorton and associates (1988:220) have noted, as a school is an embracing concept and since examining it requires precise definitions and means of measurement, studies of organizational climate of schools have been completed by using different definitions and indicators, each of which is more restricted than the broad definition of organizational climate. Hence , this condition might be the cause for the existence of a number of restricted organizational climate measures.

In a critical analysis of literature on organizational climate of schools, based on over 200 references, Anderson (1982:374-376) has sorted out some of the major instruments for which psychometric properties have been established. These are: Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft in 1963 to measure the interactions between the principal and teachers and among teachers themselves; High School Characteristics Index developed by Stern in 1961 to measure high school "press" (the environmental pressures that students perceive to be exerted by a given school);Elementary School Environmental Survey constructed by Sinclair in 1970 to develop profiles of schools using student perceptions of teacher and peer values and attitudes; My School Inventory constructed by Anderson in 1973 for use with elementary students to predict the learning outcomes; the School Survey developed by Coughlan in 1970 to measure teacher morale or satisfaction with the working environment and to distinguish between high - and low-achieving elementary schools; Pupil Control Ideology constructed by Willower and associates in 1967 to measure teacher orientation toward pupils on a humanistic -- custodial continuum; the School Description Inventory revised by Andersion in 1970 to measure teacher perception of the bureaucratic characteristics of

secondary school environments; and the Quality of School Life Scale developed by Epstein and Mcpartland in 1976 on the basis of their belief that attitude toward school should be treated as a separate educational outcome, apart from its relationship to academic success.

Among the major instruments, the one which has been most prolifically used to measure organizational climate in schools is the OCDQ (Brady, 1984:17; Rentoul and Fraser, 1983:27; Brady, 1985:54; Hoy and Miskel, 1987:226; Gorton et al., 1988:220). According to Brown and House (1967), over 100 studies on the OCDQ were completed between 1963 and 1967 alone, and many more owe their rationale to Halpin and Croft. Further, quoting the work by Thomas, Rentoul and Fraser (1983:270) have also noted that the OCDQ has been used over 200 studies in at least eight different countries and that the instrument achieved something of leading status in research in the field of educational administration.

In designing the OCDQ, Halpin and Croft (1963) reduced an initial item bank of 1000 items by content, cluster, and factor analysis. As a result, the final version of the OCDQ contains 64 items of four-point response formate which measures teacher perceptions of eight factor-analytically divided dimensions.

Four of the dimensions referred to the group (teachers) characteristics, which include Intimacy (teachers' feeling of friendliness toward each other or social need satisfaction without necessarily a sense of accomplishment); Hindrance (teachers' feeling that the principal burdens them and does not facilitate their work); Disengagement (the teachers' tendency to be "not with it,"going through the motions only); and Esprit (teachers' feeling that their social needs are satisfied and that they have accomplished something). And the other four dimensions related to perceptions of the principal's behavior, namely, Production Emphasis (principal is seen as directive, using close supervision and one way communication); Consideration (principal is seen as treating teachers humanely, facilitating their efforts); Aloofness (principal is seen as formal and impersonal, guided by rules and eschewing face-to-face contact); and Thrust (principal is

seen as task-oriented and wanting to move the organization; his efforts are viewed favorably) (Kenney and Rentz, 1970:61-62; Hoy and Appleberry, 1970: 28; Hoy and Miskel, 1987:226; Owens, 1987:299; Webb et al., 1987:54; Zaudneh Yimtatu, 1987: 102-103).

Halpin and Croft not only mapped profiles for each of the schools in their original sample, but also found that these profiles clustered in six basic organizational climate that are arranged along a rough continuum from open to closed: (a) Open, (b) Autonomous (c) Controlled, (d) Familiar, (e) Paternal, (f) Closed. In general, the open climates (a,b,c) tend to have staffs who are interested in their work and cooperate with each other and principals who interact frequently and positively with teachers and students. Closed climates (d,e,f) tend to have uncommitted teachers and principals who dictate rules, are critical, and provide for few meetings and informal gatherings (Brembeck, 1971: 429; Kenney and Rentz, 1970:62; Hoy and Miskel, 1987:26-27; Anderson, 1982:377; Zaudneh Yimtatu, 1987:103-104).

Although the OCDQ has been used in various studies and has remained the most popular organizational climate measure, later research has indicated that the instrument is flawed. In comprehensive reviews of published and unpublished studies, Brown and House (1967) and Thomas (1976) have concluded that the OCDQ has little consistent association with student achievement, suggesting that either the theory or the measurement device may be flawed.

Results of subsequent research on the OCDQ suggested that the middle climate classifications are of questionable validity. For instance, Hughes and associates (1985:16) have noted that the post facto specification of six descrete organizational climates was soon challenged on emperical grounds by Brown in 1965. He has identified eight climates instead of six. Brown (in Hoy and Clover, 1986:95) has also indicated that the failure to replicate the original six climate types through subsequent attempts raises some question about the usefulness of the six climate types. Therefore, Brown (in Hoy and Miskel,

1987:228) has concluded that "Although the [organizational] climate continuum is useful, it may not be advisable to divide the continuum into discrete climates." Halpin and Croft (in Hoy and Miskel, 1987:228) have explained that they are much more confident about the climates described at each end (open-closed) of the listing than they are about those described in between. Indeed, Andrews (in Kottkamp et al., 1987:35) has argued that the designation of the discrete climates along an open to closed continuum adds nothing to the meaning of the eight individual subtests and, infact, detracts from the OCDQ. Similarly, silver (1983:190-192) has noted the ambiguity of the climate continuum conceptualized by Halpin and Croft. According to her, three independent criteria were used to classify organizational climates of schools, not one. Thus she has concluded that the continuum is very rough at best.

Another limitation of the OCDQ is that the validity and reliability of some of the subtests are low. In one of the few comprehensive emprical attempts to appraise the OCDQ, Hayes (in Hoy and Clover, 1986: 94-95) has indicated that:

> ... many of the items of the OCDQ were no longer measuring what they were intended to measure, that some of the subtests were no longer valid (e.g., aloofness), that the reliabilities of some of the subtests were low; and the instrument needed a major revision.

Indeed, a close examination of Halpin and Croft's original study reveals that even in their analysis the reliabilities of some of the subtests were low, and many of the items had weak construct validity (Hoy and Clover, 1986:94).

Moreover, the unit-of-analysis problem is another important issue to consider in developing climate measures. As Kottkamp and associates (1987:36-37) write, when a measure like organizational climate of schools is developed, "between" group analysis is most appropriate because the property is intrinsic to the group not the individual. However, Halpin and Croft used total analysis in the development of the eight dimensions of the OCDQ. They factor analyzed an item-correlation matrix based on individuals ignoring the fact that the individuals came from different schools. In addition, Kottkamp

and associates have indicated that a more appropriate procedure would have been to aggregate the items at the school level and then factor analyze the item matrix.

Finally, the OCDQ was initially developed for use in elementary schools, hence, the appropriateness of some items for secondary schools has been questioned. Because secondary schools are typically larger and more complex than elementary schools, it should not be surprising that different items are needed to measure the social dynamics in each setting (Hoy and Miskel, 1987:229).

Although Halpin and Croft themselves urged future researchers to revise, modify and expand the OCDQ, there has been remarkably little movement in that direction as time, school conditions and society have changed (Hoy and Clover, 1986:93). This position is supported by Kottkamp and associates (1987:34) when they write that the data from which the OCDQ was developed are now over 23 years old. Although a major reanalysis of the instrument was undertaken by Hughes in 1973 as the first step toward revising it, no thorough revision has been executed until the recent revisions made by Hoy and Clover (1986) at the elementary level and by Kottkkamp and colleagues (1987) at the secondary level. Similarly, Hoy and Miskel (1987:229) have cited that "Recent revisions of the OCDQ developed at Rutgers University address many of the criticisms of the original instrument." Therefore, according to their writings, "... two new and simplified versions of the OCDQ were formulated for elementary and seconday schools - the OCDQ-RE and the OCDQ-RS."

In brief, the OCDQ is flawed. Many items that consitute the measure are dated and serious questions about the validity and reliability of some of the subtests persist. The climate continuum is ambiguous and likely not a single continuum. The unit-of-analysis in the development of the OCDQ subtests was the individual; it should have been the school. Finally, most of the items that constitute the measure are limited to elementary schools. In general, its usefulness for measurement purposes is now somewhat limited.

Instead, the revised form of the OCDQ is available for both elementary (OCDQ-RE) and secondary (OCDQ-RS) levels.

2.3 Dimensions of the Organizational Climate of Secondary Schools

As indicated earlier, a revised version of the OCDQ for secondary school (OCDQ-RS) was developed by Kottkamp and associates (1987) in Rutgers University. To this end, Hoy and Miskel write that the frame-work of the original OCDQ is also appropriate for the analysis of secondary schools. Accordingly, a 34-item organizational climate instrument with five dimensions was constructed to describe the behavior of secondary school teachers and principals. The OCDQ-RS measures two aspects of principal leadership -- supportive and directive behaviour, and three aspects of teacher interactions-engaged, frustrated, and intimate teacher behavior (Hoy and Miskel, 1987:234; Witcher, 1993:2). These dimensions are defined and discussed briefly as follows.

2.3.1 Supportive Principal Behavior

Davis and Newstrom (1989:32) describe supportive behavior as it is a part of management's lifestyle at work, reflected in the way that it deals with other people. Accordingly, the supportive manager's role is one of helping employees solve their problems and accomplish their work.

When applied to schools, according to Brady (1984:18, 1985:54); Hoy and Clover (1986:101); and Kottkamp and associates (1987:42), supportive principal behavior is defined as a genuine concern for the personal and professional welfare of the teachers. In other words, supportive principal behavior is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. Furthermore, the supportive principal is visible, approachable and open in discussion. At the same time he respects the professional competence of his staff and exhibit both a personal and professional interest in each teacher. Similarly, Paisey and Paisey (1987:50) state that a

supportive principal tends to be self-effacing as a person and transactional in the conduct of work. He uses deferential rule and leads from behind. Finally, the authors conclude that the suppotive principal manages the school in an orderly and systematic way along conventional lines.

Researchers suggest that principals must develop supportive behaviour to satisfy teachers' social and professional needs and thereby to build commitment among them to the school's goals. For example, Corbally et al. (1965:198); Morgan (1982:123); Jonston and Venable (1986); Buckley and Styan (1988:119); and Robbins (1991:573) expound that the behavior of the principal is a major determinant of teachers satisfaction. Hence, teachers work more efficiently and effectively in a school where the principal has made a conscious effort to take into account the teachers' desires and drives and has made maximum ethical use of the principles of human relations. In detail, studies generally found that teachers satisfaction and commitment is high when the principal is understanding and friendly, offers praise for good performance, listens to the teachers' opinions, and shows a personal interest in teachers. This possition is also supported by Kast and Rosenzweig (1985:378) when they write that supportive behavior enhances someone else's feeling of personal worth and importance. As a result, the level of teachers commitment to achieve the desired objectives tends to increase.

In sum, a supportive principal is always ready to help teachers solve their problems, provide opportunities for teachers to improve professionally, encourage teachers to do better work, praise teachers genuinely and frequently, handle criticism constructively, and set an example through hard work.

2.3.2 Directive Principal Behavior

Directive behavior is the antithesis of supportive behavior. Hoy and Miskel (1987: 234-235); Kottkamp and associates (1987:42); and Hoy and Clover (1986:101) define directive behavior as rigid and domineering management. Accordingly, they describe

directive principal behavior as rigid and domineering control. In other words, such a principal maintains close and constant monitoring of all teachers and school activities down to the smallest detail.

According to kottkamp and associates (1987:41), a directive prinicipal rules teachers with an iron fist; talks more than listens; dominates teacher-principal conferences and is generally autocratic.

Because a directive principal is autocratic, as Brady (1985:54) writes, he makes decisions affecting the staff or the school by himself and his close supervision is burdensome to teachers. According to Griffiths (1956:150), a directive principal relies on directives, rules, and procedures instead of conferences and he lacks compliments to teachers. A directive principal, as literature denotes, believes that he knows what is best and that the teachers' obligation is to follow orders. Further, such a principal assumes that teachers have to be directed, persuaded, and pushed into performance, and this is principal's task.

Directive principal behavior may be useful in situations where employees are relatively untrained, unskilled and unmotivated. But in school situation, where most of the members are professionals, it rather reduces teachers' commitment. In his recent research work, Blase (1987:203-210) has found that nonsupportive or directive principals undermine teachers authority and informal bases of respect; contribute to strong feelings of resentment and alination in teachers and adversely affect teachers' self-concept and self-esteem; reduce the teachers' involvement with instruction and willingness to interact with other teachers in productive ways; reduce teachers' creative, emotional, technical and intellectual investement in work; and lead teachers to develop negativism in the school as a whole.

2.3.3 Engaged Teacher Behaviour

Engaged teacher behavior is a measure of the teachers interaction within the school. Kottkamp and associates (1987:42) describe engaged teacher behavior as follows:

> Engaged teacher behavior is reflected by high faculty morale. Teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other, they are committed to their students. They are friendly with students, trust students, and are optimisitc about the ability of students to succeed.

In short, engaged teacher behavior reflects a teaching staff in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, and committed to the success of their students (Hoy and Miskel, 1987:235).

From the forgoing, one can understand that engaged behavior reflects a teaching-staff that is not only committed to each other but also committed to their students and, in general, to their school. In other words, this behvior supports open and professional interactions among teachers: teachers enjoy working with their collegues, and are enthusiastic, accepting, and mutually respectful of the professional competence of their colleagues. At the same time, they are dedicated to students achievement.

If teachers engagement is low, they will lack meaning and focus to professional activities; they will be non-productive in group efforts or team-building; they will have no common goal orientation; and their behavior will often be negative and critical of their colleagues and the school (Hoy and Clover, 1986:101). Thus, according to Kottkamp and associates (1987:47), "Teacher engagement is a critical element of openness of secondary schools."

2.3.4 Frustrated Teacher Behavior

Frustration is a behavior that individuals exhibit when they are blocked to reach their goals. Accordingly, Kottkamp and associates (1987:42) define frustrated teacher behavior in the following manner:

> Frustrated teacher behavior refers to a general pattern of interference from both administrators and colleagues that distracts from the basic task of teaching. Routine duties, administrative paperwork, and assigned nonteaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other.

Therefore, frustrated teacher behavior is the opposite of engaged teacher behavior. According to the above definition, teachers exhibit frustrated behavior due to both the interference of the principal and the group itself. For instance, the principal could be a cause for frustrated teacher behavior, according to Hoy and Clover (1987:101), when he burdens teachers with paper-work, committee requirements, routine duties, and other demands that interfere with their teaching responsibilities. On the other hand, teachers themselves could be causes for frustrated teacher behavior when they lack mutual respect and good will among themselves. However, Davis and Newstrom (1989:487-488) indicate that managment and co-workers are some of several sources of frustration. For example, according to them, the work itself, the level of motivation or drive toward a blocked goal, etc. could be causes for frustration.

When frustration is prolonged and the limit of frustration tolerance has been reached and passed, it affects the inner emotional state of individuals (Organ and Hamner, 1982:260). This position is supported by Davis and Newstrom (1989:487-488) when they write that if individuals live with their frustration for a long-run, it begins to build emotional disorders that interfere with their ability to function effectvely. They have also cited that aggression, apathy, withdrawal, regression, fixation, physical disorders, and substitute goals are some of the reactions that follow frustration. Finally, they suggest that counseling can help reduce frustration by helping employees choose mature course of

action to overcome constraints prventing goal accomplishment and the counselor can also advise managment regarding blockages so that it can try to reduce or remove them.

The suggestion given by Davis and Newstrom seems advantageous if it is also employed in schools. Even in schools where counselors are not available, it is advisable to use teachers advisory cabinates for the purpose.

2.3.5 Intimate Teacher Behavior

According to Kottkamp and associates (1987:42) and Hoy and Miskel (1987:235), "Intimate teacher behavior reflects a strong and cohesive network of social relationships among the faculty. Teachers know each other well, are close personal friends and regularly socialize together."

In this respect, intimate teacher behavior is a measure of social cohesiveness among teachers. Flippo (1984:410) supports this idea when he writes that intimacy is the degree of attraction that the group has for each of its members; and it is described by such attitudes as loyalty to the group, defending against outside attack, friendliness. Finally, the author has concluded that "[Intimate] work groups are powerful instruments that can be used for or against the formal organization." The last statement of this quotation warns school principals to give due respect for intimate teaching-staff utilization.

The friendly social interactions that are the essence of this construct are limitted to social needs satisfaction which are not necessarily associated with task-accomplishment (Halpin, 1966:151; Kottkamp et al., 1987:46). Hence, friendly social interactions or relationships are also extended beyond the school to satisify social activities (Brady, 1985:54). Moreover, for individuals whose work associates are unhelpful and even actively hostile, friendly or intimate relationships and social support could be found outside the job or their colleagues (Robbins, 1991:611).

In brief, intimate teacher behavior reflects a strong and cohesive network of social relations among the teaching staff. Task accomplishment does not seem pertinent to this dimension.

2.4 The Two General Factors of Organizational Climate of Secondary Schools

Following the conceptual formulation of Halpin and Croft in pursuit of an open-closed continuum, Kottkamp and associates performed a second order factor analysis on the correlation matrix of the standardized scores of the five subscales or dimensions of the OCDQ-RS. Accordingly, supportive, directive, engaged, and frustrate behaviors load strongly on Factor I, while intimate teacher behavior is the only subscale to load strongly on Factor II (Kottkamp et al., 1987:58). For Hoy and Miskel (1987:234-235) aswell the first factor is remarkably similar to Halpin and Croft's conception of openness; and named "openness" and conceptualized along a continuum from open to closed. At the secondary school level, however, intimacy was not part of the openness cluster, thus, it stood alone as a second general factor.

Drawing once again on the above insights, it seems clear that openness is a major factor because it is defined by most of the dimensions of the OCDQ-RS -- supportive, directive, engaged, and frustrated behaviors of secondary school principal and teachers. On the other hand, intimacy is an independent minor factor because it is formed only by one subscale -- intimate behavior of secondary school teachers. To make these general factors more clear, they are separately discussed to some detail here under.

2.4.1 Openness

According to Kottkamp and associates (1987) and Halpin and Croft (1963), when the degree or score of openness is high, it is considered relatively as open climate. On the other hand, when the degree of openness is low, then, it is considered relatively as closed climate.

To have an open secondary school climate, as Hoy and Miskel (1987:236) and Kottkamp and associates (1987:45-46) write, both the teachers' and principal's behaviors should be open. This position is also supported by Zaudneh Yimtatu (1987:105) when he has cited the works of Halpin and Croft that "... the concept of openness versus closedness in organizational climate is directly related to similar concepts about the openness or closedness of an individual's personality."

In this respect, open secondary school climate is characterized by open principal and teacher behaviors. Because open secondary principal behavior is reflected in genuin relationships with teachers where the principal is interested in creating an environment that supports teachers' efforts, encourages their participation and initiative, and frees teachers from routine busywork so they can concentrate on teaching tasks; and because open teacher behavior is characterized by sincer, positive, and supportive relationships among the teaching- staff, administrators and students, then, open secondary school climate refers to both teachers' and principal's behaviors that are authentic, energetic, goal-directed, and supportive (Kottkamp et al., 1987:45-46; Hoy and Miskel, 1987:236; Hoy and Clover, 1986:106-107; Clark et al; 1984:65; Lunenburg and O'Reilly, 1974:32; Hoy and Appleberry, 1970:28).

Similarly, open climate, as described by Hughes and associates (1985:15); Gorton and associates (1988:220); Halpin (1966:190-192), is characterized by authenticity on the part of both principal and staff. According to these authorities, leadership acts emerge from both sources -- from the leader and from the group as needed -- and the principal leading by example and the staff showing commitment and working well together. Moreover, the principal emphasizes an appropriate mix of task orientation and consideration for individuals; and teachers enjoy a sense of both task accomplishment and social-need satisfaction and do not feel burdened by paper work, close supervision, or administrative regulation.

On the other hand, the closed climate of secondary school is virtually the antithesis of the open climate. According to Kottkamp and associates (1987:45); Hughes and associates (1985:15); and Hoy and Miskel (1987:236), the behaviors of both principal and teachers in a closed climate are closed. In other words, principal's behavior is rigid, close, and nonsupportive. At the same time, in a closed climate, teachers' behavior is marked by meaninglessness, divisiveness, apathy, nonsupport and intolerance.

Gorton and associates (1988:220) also support this position when they write:

> In a closed climate, behaviors of both principal and teachers are phony and not at all genuine, each going through the motions with little commitment or satisfaction. The principal stresses routine trivia,unnecessary busywork, close supervision, and impersonal relations. Teachers exhibit minimum compliance behavior and feel frustrated and apathetic.

Therefore, closed climate is undesirable because it is crippling for both the staff and the students. It also seems true that teachers obtain little satisfaction in both task accomplishment and social-needs. Further, the principal is ineffective in leading the activities of the teachers.

2.4.2 Intimacy

As mentioned erlier, intimacy is the second general factor or dimension of secondary school climate. It is also cited that intimate behavior depicts a close network of social relations among the staff. According to kottkamp and associates (1987:46), "...task accomplishment does not seem germane to [intimacy]."

As Hoy and Miskel (1987:235) write, "...at the secondary school level, intimacy is not part of the openness cluster. That is, schools could be either open or closed and still demonstrate a high or low degree of intimacy among the faculty." Kottkamp and associates (1987:46) have pointed out that "Unlike the origional OCDQ, the new measure has two general factors that are orthogonal. Open school climates may or may not have intimate teacher interactions." Hence, intimacy is neither a sufficient nor a necessary conditon for openness.

Kottkamp and his colleagues further explain that schools with closed climates may have intimate teacher interaction. According to the researchers, in such schools, teachers are a cohesive group concerned primarily with social matters and opposing an oppressive administration. On the other hand, as the researchers have noted, some closed climates may also have low teacher interactions; thus, relations among teachers will be just as closed and destructive as they are with the administration.

Moreover, the researchers have noted that some open school climates will have intimate teacher interactions and some others will not. In some schools, the authentic, goal-directed, and supportive behavior of the staff and administration will be supplemented by friendly, cohesive, and social staff. In others, however, intimate personal friendships and regular social activities typically will occur outside the social network of the school. Accordingly, Kottkamp and associates have concluded that openness and intimacy are independent aspects of organizational climate in secondary schools.

2.5 The Relationship of Some Particular Characteristics of Schools, Principals and Teachers to Perceptions of Organizational Climate

The expectation that particular characteristics of schools, principals and teachers - not mentioned in the OCDQ - may influence the perceptions of teachers has stimulated numerous investigations. Among the many particular characteristics, school size, sex, age, level of education, teaching and administrative experience of principals and teachers were treated by many investigators. For example, studies of the effects of school size by Flagg, Creaser, and Slater (cited in Thomas, 1976: 451-452) in the United States and Australia have related large schools significantly to less open climates. However, Thomas added that the issue is confused by similar studies but different researchers which have reported no significant relationships.

As suggested by Halpin and Croft (1963) biographical and personality characteristics of principals and teachers have been investigated. Accordingly, the number

of years of teaching and administrative experience of principals and teachers (Winter, 1968:2083; McLeod, 1969: 2299) have been examined in relation to climate. They have identified that teachers and principals with more teaching experience and principals with less administrative experience tended to have the more open climate. However, as Thomas (1976:452) reviewed the research works of different investigators, the number of years of teaching and administrative experience of principals and teachers have no significant relationships between certification, degree held and assignment of teachers and organizational climate.

Ernst, Farber, Say and Winter (cited in Thoms, 1976:452) found no relationship between climate and the age and sex of school principals. However, quoting the work by Slater, Thomas (1976:452) has reported an inverse relationship between the age of South Australian principals, opennes and intimacy. Furthermore, McLeod (1969:2299) has identified that female principals tend to develop a more open climate than did male principals. Thomas (1976:452) referring to the studies carried out by Brinkmeier, Jones, and Wall has reported a nonsignificant relationships between climate, age and sex of teachers. Similar findings were obtained by Harkin (1968:2062). Nevertheless, Marcum (1968:2932) and McLeod (1969:2299) have found some evidence to link younger teachers with closed climates and older teachers with more open climates.

CHAPTER THREE

DATA ANALYSIS AND INTERPRETATION

This part of the paper deals with the presentation,analysis and interpretation of the data gathered through questionnaire for teachers. Of the total questionnaire distributed, 393 (91.40%) were filled out and returned. Also the data obtained through interview with 12 principals of the sample schools were included in the analysis. Information from documents of regional, zone and woreda education offices were also used in the analysis of the study.

3.1 Characteristics of Teacher Respondents

The data regarding the personality characteristics of the respondents, including their sex, age, level of education and length of teaching experience, are summarized in table 1.

As can be seen from table 1, the proportion of female respondents is very small because the population of female teachers in the sample schools is very small as compared to male teachers (see Appendix B).

A closer examination of the age and length of the teaching experience of respondents, summarized in table 1, reveals that the number of relatively old teachers (41 and over years old) and those who have the longest service in teaching (21 and over years) is very small. Since most of the sample schools are found in the rural towns where the living conditions are poor, most of the teachers who are older and who have long service might have been transferred to large towns or cities where a relatively better living conditions are found.

Table 1

Biographical Data of the Respondents

No.	Items			Respondents	
				No.	%
1.	Sex:	(a)	Male	344	87.53
		(b)	Female	49	12.47
	Total			393	100
2.	Age:	(a)	21-30 years	184	46.82
		(b)	31-40 years	172	43.77
		(c)	41 and over	37	9.41
	Total			393	100
3.	Level of Education:				
		(a)	Degree (MA/MSc,BA/BSc)	126	32.06
		(b)	Diploma (12+3,12+2,12+1)	255	64.89
		(c)	TTI Graduates	12	3.05
	Total			393	100
4.	Length of Teaching Experience:				
		(a)	1-10 years	194	49.36
		(b)	11-20 years	165	41.98
		(c)	21 and over	34	8.66
	Total			393	100

Because TTI graduates are assigned to senior secondary schools in most cases to teach only their local languages in the study area, the population of this group of teachers is very small in the sample schools (see Appendix B). Thus, the proportion of TTI graduates in the sample population, as indicated in Table 1, is very small.

3.2 The Difference Among the Degrees of Openness of the Senior Secondary Schools

It is generally believed that organizations such as schools, like finger prints, are always unique. As Thomas (1976:444) noted, despite the similarity in structure and function schools differ in the "impact" they make on both external and participant observers. Implicit in Thomas's explanation is that each school has its own culture, social milieu, ecology, and social system which, in their interactions, create its unique climate.

In light of this, degree of openness is considered as an indicator of school climate. To this end, Analysis of Variance of F test is employed to show whether there exists significant difference among the senior secondary schools in their level of openness. The summary of this analysis is presented in table 2.

Table2

ANOVA Summary Table (Dependent Variable - Openness)

Source of Variation	DF	SS	MS	F
School	11	5904.79	536.80	5.29*
Residual	381	37973.18	99.67	
Total	392	43877.97		

* Statistically significant at 0.05 level.

As shown in table 2, there is a statistically significant difference among the senior secondary schools in their level of openness [F(11,381)=5.29 exceeds the critical value 1.81]. Secondary school openness is measured by four dimensions (supportive and directive principal behaviors and engaged and frustrated teacher behaviors). The observed significant difference in the level of openness of the senior secondary schools is, therefore,

attributed to the difference among the principals in their leadership behaviors and teachers in their group behaviors.

This result also replicates that of Halpin and Croft (1963), Winter (1968), McLeod (1969), Brady (1985), Hoy and Clover (1986), Kottkamp and associates (1987) where it is generally evidenced that schools differ in their climate.

Although table 2 indicates the existence of significant differences among the degree of openness of the senior secondary schools in general, it does not clearly show the differences among the pairs of schools. Thus, there is a need for multiple comparison tests so as to indicate the differences between each pair of schools and to decide in which group of schools the climate is open or closed.

Therefore, each pair of schools' mean scores for openness were calculated using the Scheffé test formula. Then, the criterion, against which to evaluate the Scheffé (S) values, was computed and as a result determined to be 4.44 (See Appendix E for the Sheffé test and criterion formulas). If the S values exceed the criterion, there is a statistically significant difference among the mean scores of the pairs or otherwise. The computed S values are seen in table 3.

The results of the computation of the Scheffé test, in table 3, indicate a statistically significant difference between the openness mean scores of :

(a)Agarfa and { Robe,Negelle,Awassa, Leku, Dilla, Sodo, Gidolle senior secondary schools on the one hand and

(b) Kibremengist and { Robe, Negelle, Awassa, Leku, Dilla, Sodo, Gidolle senior secondary schools on the other.

These results imply that the schools in each of these pairs are not from the same group or they could not be assigned in the same group regarding their level of openness.

Table 3

The Scheffé Test Results for School Openness

School	1	2	3	4	5	6	7	8	9	10	11	12
1	—	3.98	6.96*	0.88	5.63*	7.09*	6.22*	6.09*	3.73	4.37	6.39*	5.37*
2		—	4.06	2.98	2.70	4.06	3.48	2.86	0.25	1.13	3.17	2.51
3			—	6.07*	0.65	0.55	0.22	1.26	4.22	2.21	1.21	0.65
4				—	4.81*	6.13*	5.42*	5.16*	2.76	3.52	5.44*	4.58*
5					—	0.25	0.75	0.39	2.89	1.36	0.31	0.04
6						—	0.67	0.86	4.23	1.95	0.78	0.28
7							—	1.24	3.62	2.08	1.19	0.76
8								—	3.05	1.18	0.13	0.33
9									—	1.32	3.36	2.66
10										—	1.33	1.27
11											—	0.25
12												—

N.B. 1) As one reads along the X and Y axes, School 1 = Agarfa, school 2 = Batu, school 3 = Robe, school 4 = Kibremengist, school 5 = Negelle, school 6 = Awassa, school 7 = Leku, school 8 = Dilla, school 9 = Arbaminch, school 10 = Areka, school 11 = Sodo, and school 12 = Gidolle.

2) *Statistically significant at 0.05 level.

The computed S values of the remaining pairs, in table 3, do not reach the criterion value they are less than 4.44. This indicates that there is no significant difference between each pair of mean scores of these schools. Therefore, the level of openness of these schools could set them in the same group.

According to the results, as shown in table 3, it is possible to categorize the senior secondary schools into three groups. Agarfa and Kibremengist senior secondary schools could be assigned in the same group because they are similarly and significantly different

from Robe, Negelle, Awassa, Leku, Dilla, Sodo, and Gidolle senior secondary schools. The latter seven senior secondary schools could also be assigned in the same group since there is no significant difference among their openness mean scores. On the other hand, Batu, Arbaminch, and Areka senior secondary schools do not have a statistically significant difference with all of the other schools. Their level of openness could make them members of the above two groups. It implies that these schools are in between the two extreme groups. Due to their dual nature, therefore, these senior secondary schools - Batu, Arbaminch, and Areka -- could be assigned in the same group apart from the two extreme groups.

A closer examination of the openness mean scores of the schools (See Appendix D for the details) indicates that the climate in Agarfa (89.39) and Kibremengist (86.51) is relatively more open than the climate of the other two groups of schools. Moreover, the level of openness in Batu (78.35), Arbaminch (78.89) and Areka (75.38) is relatively medium. On the other hand, the climate in Robe (67.33), Negelle (71.13), Awassa (70.48), Leku (68.70), Dilla (72.21), Sodo (71.94), and Gidolle (71.25) is relatively less open or that it is closed. On the whole, this result depicts that the level of openness of these schools is highly skewed toward the closed end of the continuum.

This finding also conforms to the interview results. Most of the principals, in the interview conducted with them, reported that the relation specially between teachers and students is less healthy, most of the teachers are less loyal to the principals, most of the teachers are less committed to each other and to their students, the highest majority of students exhibits less desire to learn and their academic performance is by far less than satisfactory, and the morale of teachers is very low. All these conditions are indicators of undesirable climate of schools.

It is generally believed that the perception that teachers have of their school largely depends on the extent that the environment of their school satisfies them. According to the above findings, therefore, most of the teachers seem dissatisfied with their school

environment. The findings of the Evaluative Research of the General Education System in Ethiopia (1986), Ayalew Shibeshi (1991) and Legesse Tsigie (1992) also ascertain that both the elementary and secondary school teachers in Ethiopia are highly dissatisfied with their jobs due to poor working conditions, unfair administrative practices and many other factors. Therefore, it is not surprising if most of the senior secondary schools tend to be closed.

3.3 The Difference Among the Levels of Teachers' Intimacy of the Senior Secondary Schools

As mentioned earlier, teachers' intimacy is the second general factor of secondary school climate. Intimacy measures the strengths and cohesiveness of the network of social relationships among the staff members. In other words, it depicts whether or not teachers know each other well, are close personal friends and regularly socialize together. Since teachers' intimacy is one of the general dimensions of school climate and since schools differ in their climates, it seems possible to assume that there could also be a difference among schools in their level of teachers' intimacy. Thus, table 4 shows whether there exists a significant difference among the senior secondary schools in their level of teachers' intimacy.

Table 4

ANOVA Summary Table (Dependent Variable - Teachers' Intimacy)

Source of Variation	DF	SS	MS	F
School	11	196.30	17.85	3.40*
Residual	381	1998.33	5.24	
Total	392	2194.63		

* Statistically significant at 0.05 level.

As can be seen in table 4, there is a statistically significant difference among the senior secondary schools in their level of teachers' intimacy [F(11,381) = 3.40 is greater than the table value 1.81].

Thus, multiple-comparison tests are necessary to clearly indicate the difference between each pair of mean scores of the schools and to determine in which group of schools the intimacy of teachers is relatively high or low.

To this end, the same statistical formulas and procedures, which were used in the calculation of the S values for school openness, were applied to find the S value for each pair of mean scores of the schools with regard to teachers' intimacy. The criterion, against which to evaluate the S values, is again 4.44. The results of the Scheffe test are presented in table 5.

As is indicated on page 40, according to the results of the S test indicated in table 5, there is a statistically significant difference between the mean scores of teachers' intimacy of:

(a) Agarfa and { Robe, Awassa, Leku, Dilla, Areka, Sodo senior secondary schools;

(b) Kibremengist and { Robe, Awassa, Leku, Dilla, Areka, Sodo senior secondary schools;

(c) Negelle and { Robe, Awassa, Leku, Dilla, Areka, Sodo senior secondary schools;

(d) Gidolle and { Robe, Awassa, Leku, Dilla, Areka, Sodo senior secondary schools.

According to these results, the schools in each of the above four pairs are not from the same group. The S values of the remaining pairs are less than the criterion value 4.44. Thus, there is no significant difference between each pair of teachers' intimacy mean scores. These schools, therefore, are from the same group or they could be assigned in the same group regarding their level of teachers' intimacy.

Based on these results, the senior secondary schools could be categorized into three. Agarfa, Kibremengist, Negelle and Gidolle senior secondary schools could be

Table 5

The Scheffe' Test Results for Teachers' Intimacy

School	1	2	3	4	5	6	7	8	9	10	11	12
1	—	3.71	6.26*	0.43	0.01	5.57*	5.44*	5.39*	3.89	4.83*	4.53*	0.18
2		—	3.49	3.27	3.87	2.37	2.81	2.10	0.31	1.97	2.09	3.42
3			—	5.88*	6.50*	1.53	0.02	1.24	3.14	0.94	1.63	5.94*
4				—	0.45	5.16*	5.09*	4.99*	3.46	4.46*	4.91*	0.24
5					—	5.82*	5.59*	5.61*	4.05	4.98*	5.55*	0.10
6						—	1.21	0.17	1.97	0.24	0.19	5.23*
7							—	1.02	2.54	0.82	1.31	5.18*
8								—	1.95	0.10	0.33	5.07*
9									—	1.70	1.73	3.60
10										—	1.37	4.57*
11											—	4.99*
12												—

N.B. 1) As one reads along the X and Y axes, School 1 = Agarfa, school 2 = Batu, school 3 = Robe, school 4 = Kibremengist, school 5 = Negelle, school 6 = Awassa, school 7 = Leku, school 8 = Dilla, school 9 = Arbaminch, school 10 = Areka, school 11 = Sodo, school 12 = Gidolle.

2) * Statistically significant at 0.05 level.

assigned in the same group because they are similarly and significantly different from Robe, Awassa, Leku, Dilla, Sodo, and Areka senior secondary schools. The latter six schools could also be set in the same group since there is no significant difference among them in their level of teachers' intimacy. On the other hand, as observed in the case of openness, two schools - Batu and Arbaminch senior secondary schools-could be members of the two opposite groups. This is because they are in between the two extreme groups. Thus, due to their dual nature they could be assigned in one group independent of the two extreme groups.

A further examination of the mean scores of the schools for teachers' intimacy (see Appendix D) depicts that the level of teachers' intimacy in Agarfa (10.96), Kibremengist (10.64), Negelle (10.97) and Gidolle (10.82) is relatively higher than the other schools. Moreover, the level of teachers' intimacy in Batu (8.60) and Arbaminch (8.42) is relatively considered as medium. Finally, the intimacy of teachers in Robe (6.82), Awassa (7.55), Leku (6.81), Dilla (7.47), Areka (7.41) and Sodo (7.63) is relatively low. In general, the level of teachers' intimacy in most of these senior secondary schools tend to be low.

On top of this, one of the interview items presented to principals of the sample schools elicited information pertinent to this issue. In this item the principals were asked the degree to which teachers are intimate. The responses obtained from the principals also support the above result. That is, the intimacy of teachers, according to most principals, is low.

A closer examination of the results in table 3 and table 5 indicates that Agarfa and Kibremengist senior secondary schools have a relatively more open climate and high teachers' intimacy. This might be a sign of good school climate. In contrast, Negelle and Gidolle senior secondary schools have a relatively closed climate and high teachers' intimacy (see Appendix D to compare the mean scores of the schools for openness and intimacy). The reasons for the case of Negelle and Gidolle senior secondary schools might be those indicated by Kottkamp and associates (1987). That is, schools with closed climates may have a cohesive group to oppose an oppressive administration and to be concerned primarily with social matters.

The findings of this study have also been in conformity with that of Kottkamp and associates (1987). According to them, openness and intimacy are independent aspects of secondary school climate. In other words, intimacy is neither a sufficient nor a necessary condition of openness.

3.4 The Relationship Between Staff Size and School Openness

There are many characteristics of schools which are expected to have the power of influencing the staff perception of an organizational climate. Among these, staff size is one. The variable size as measured by the number of staff members is an indicator of organizational complexity. For instance, a large staff makes the interaction between and among the principal and teachers more complex. Two distinct sizes have been delineated for the purpose of this study - small (50 and below teachers) and large (51 and above teachers) because the average number of teachers of the 30 senior secondary schools of the study area is 51.

This research has set out to investigate the relationship between staff size and school openness. The assumption is that the smaller the size of the staff, the more is the school's openness and vice versa. The data for the sub-groups of small and large schools is given in table 6.

Table 6

Perception of Teachers of Small and Large Staff Size Concerning Their School Openness (%)

Staff Size	Openness		X^2
	Open	Closed	
Small (N = 113)	61.9	38.1	4.09*
Large (N = 280)	50.7	49.3	

* Statistically significant at 0.05 level.

The result in table 6 shows that since the computed chi-square value ($x^2 = 4.09$) is greater than the critical chi-square value ($X^2 1, 0.05 = 3.84$), there is a statistically

significant difference between the perception of respondents of large and small staff size schools concerning the openness of their schools. According to this result, therefore, there is a significant relationship between staff size and senior secondary school openness.

A look at the distribution of the data reveals that out of small staff size teacher respondents, 61.9% perceived the climate of their schools as being open, while only 50.3% of respondents from large staff size schools perceived the climate as being open. The data, therefore, suggest that small staff size schools tend to be more open than large staff size schools. This finding is supported by early research. For instance, the findings of McLeod (1969), Creaser, Cook, Flagg and Slater (in Thomas, 1976) related larger schools significantly to less open climates and smaller schools to more open climates.

It is generally believed that high communication contributes for the development of high interaction and harmonious working relationships between and amongst the principal and teachers. In light of this, it seems possible to assume that high communication contributes for the development of positive teacher attitude toward the principal, the staff and the school at large. For example, in his study of teacher attitudes toward the secondary school principal, Blackman (in Corbally et al., 1965) found that schools with "high communication" indicated a much more favorable teacher attitude than in schools of "low communication". Here, it seems possible to assume that the smaller the size of the staff, the more chance for members to communicate more with the principal and among themselves and vice versa. This difference, therefore, might be one of the major possible reasons for the variation between the perception of teachers of small and large staff size regarding their school openness. Added to this, teachers in senior secondary schools are highly professionals; and according to Hoy and Miskel (1987), there is a conflict between "professional expertise and autonomy" and "bureaucratic discipline and control". Here again, according to the findings of Alemayehu Haile (1994) and others, larger schools are highly bureaucratic in a large number of ways than smaller schools. Thus, this could be another possible reason for the existence of a significant

difference between the perception of the two sub-groups of teachers regarding their school openness.

The result of the interview conducted with the school principals also reveals that staff size happens to be one of the factors which affect the relationship between and amongst the principals and teachers. Accordingly, the principals from large staff size schools reported that the large number of teachers has become a barrier to secure good relationship between them and teachers and among the teachers as expected.

3.5 The Relationship Between Staff Size and Teachers' Intimacy

It is generally argued that schools differ in their level of teachers' intimacy. Table 5 also provides sufficient evidence for believing this as a fact. Here, one important question could be raised. That is, what makes the difference among the schools in their level of teachers' intimacy? As observed in the case of school openness in table 6, again, staff size could be assumed as a determining factor for the difference of teachers' intimacy. The basic assumption here is that the smaller the size of the staff the more is the intimacy of teachers. The result is seen in table 7.

Table 7

Perception of Small and Large Staff Size Teachers Concerning Their Intimacy (%)

Staff size	Teachers' Intimacy		X^2
	High	Low	
Small (N = 113)	59.3	40.7	4.75*
Large (N = 280)	47.1	52.9	

* Statistically significant at 0.05 level.

As is shown in table 7, the majority of respondents (59.3%) from small staff size schools perceived high level of teachers intimacy in their schools when more than half of respondents (52.9%) from large staff size schools perceived the intimacy of teachers in their respective schools as being low.

To check whether or not the observed difference between the perception of respondents of the two sub-groups is statistically significant, a chi-square test was calculated. Accordingly, the result of the computed chi-square value ($X^2 = 4.75$) is greater than the table value ($X^2 = 3.84$). Thus, it indicates that there is a statistically significant difference between the perception of the respondents of the two sub-groups. This result, therefore, depicts that there is a significant relationship between staff size and senior secondary school teachers' intimacy. The data also indicate that small staff size schools have high teachers' intimacy as compared to large staff size schools.

It seems reasonable to hypothesise that the lower the number of teachers in a school, the higher the opportunity for members to know each other well, to be close personal friends, and to socialize together regularly, and the reverse seems true for large number of teachers in a school. In short, high friendly social interactions likely to be more practical in small staff size schools than in large staff size schools. Therefore, it may be due to high friendly social interactions that the small staff size senior secondary schools are significantly related with high teachers' intimacy, and it may also be due to low friendly social interactions that the larger staff size schools are related with low teachers' intimacy

3.6 The Relationship Between the Principals' Personality Characteristics and School Openness

As illustrated in the literature, the leadership behavior of principals are proved to be one of the determinant factors for school openness. On top of their leadership

behavior, there is an expectation that the principals' personality characteristics (i.e. age, field of specialization, teaching experience, administrative experience, and field of specialization of the principals) may influence the perception of teachers regarding their school openness. Although they reached at a different conclusions, studies have been conducted on some of these characteristics to prove whether or not the assumption is true. An attempt is also made in this study to examine whether there is a significant relationship between the personality characteristics of the principals and the senior secondary schools teachers' perception concerning their schools openness.

3.6.1 The Relationship Between Principals' Age and School Openness

The categorization of principals as young and old is arbitrary. For the purposes of this study, principals aged 35 or below are taken relatively as young and those of 36 or more years as old. Normally, older principals are assumed to have high job maturity. Thus, the assumption here is that older principals are related with more open climate than younger principals. However, the result in table 8 indicates the reverse.

As can be seen from table 8, the majority of respondents (60.3%) who are working under younger principals perceived the climate of their schools as being open, while more than half of respondents (52.6%) who are working under older principals perceived their schools climate as being closed.

Table 8

Perception of Teachers (Working Under Younger and Older Principals) Regarding School Openness (%)

Principals' Age	School openness		X^2
	Open	Closed	
26 - 35 (N = 199)	60.3	39.7	6.56*
36 - 45 (N = 194)	47.4	52.6	

* Statistically significant at 0.05 level.

This difference is also revealed statistically. That is, the calculated chi-square value ($x^2 = 6.56$) exceeds the table value ($X^2 = 3.84$) indicating significant difference between the perception of respondents of the two sub-groups. This result depicts the existence of significant relationship between principals' age and the senior secondary schools teachers' perception of school openness. The data also suggest that younger principals tend to have the more open climate than the older principals.

Although some investigators (Harkin, 1968; Winter, 1969; McLeod, 1969) lack sufficient evidence to claim a relationship between the principal's age and a school's organizational climate, Slater (cited in Thomas, 1976) has found some evidence to link younger principals with open climate and older principals with closed climate. The present finding also goes in concordance with that of Slater's because both indicate an inverse relationship between principal's age and school openness.

The investigator did not come across with any explanation given by others why older principals tend to undergo a closed climate than the younger principals. However, as to the writer, why older principals tend to have a closed climate could be because of their inability to break tradition, and instead, they may tend to stick more to rules and regulations.

3.6.2 The Relationship Between the Length of Principals' Teaching Experience and School Openness

Practically, school principals are selected from teachers either to be trained or to be assigned as principals. The reason behind this practice is that the classroom management could be the base for school management. Moreover, it is generally believed that school principals could not be good instructional leaders and could not be able to understand the problem of teachers and the learning-teaching process unless they first serve as teachers. In light of this, it seems possible to assume that principals who have a long years of teaching experience prior to their principalship could be more cooperative

and supportive of teachers and as a result they could easily influence teachers to develop positive attitudes toward the principal, the staff, and the school at large. Therefore, those principals who have a longer teaching experience are expected to have a more open climate. Table 9 shows whether there exists a significant relationship between the length of principals' teaching experience and school openness and whether or not the above assumption is true.

As indicated in table 9, out of the respondents from schools with principals of a relatively less teaching experience, 52.4% perceived the climate of their schools as being open. On the other hand, out of the respondents from schools with principals of a relatively long teaching experience, 55.4% reported the climate of their respective schools as being open.

The consideration of percentages may of course reveal that principals with more years of teaching experience tend to have more open climate than principals having less teaching experience. The chi-square result, however, shows lack of statistically significant difference between the perception of the respondents of the two sub-groups ($X^2 = 0.38$, $P > 0.05$). According to this result, therefore, there is no significant relationship between principals' length of teaching experience and the senior secondary schools openness.

Table 9

Perception of Teachers Regarding School Openness (as Categorized by Years of Principal's Teaching Experience) (%)

Years of Principals' Teaching Experience	School Openness		X^2
	Open	Closed	
1-5 (N = 191)	52.4	47.6	
6 and above (N=202)	55.4	44.6	0.38

$P > 0.05$

This result does not agree with earlier findings. For example, McLeod (1969) found that principals having seven years or more teaching experience, prior to serving as principal, tended to have the more open climate. McLeod conducted his study in elementary schools of Colorado. Thus, the difference between the present finding and that of McLeod's might be due to the difference in the level of the schools that the two studies were conducted or because of the difference in conditions of the two countries (Ethiopia and U.S.A.).

As mentioned earlier, those principals having longer teaching experience are expected to have a more open climate than those principals having less teaching experience. However, the difference in the length of teaching experience of the sample schools' principals could not bring a significant difference in school openness. This might be due to lack of adequate workshops, seminars, refresher courses, and in general, lack of good staff development programs.

3.6.3 The Relationship Between the Length of Principals' Administrative Experience and School Openness

Apart from professional preparation another aspect that may improve the competence and leadership quality of principals could be the experience gained on the job. In this respect, one can assume that principals working for longer years as school leaders gain wider practical knowledge about the entire organization and in their specific professional skills essential in dealing with emergent school problems and role demands. And as a result, such principals tend to secure a more open climate in their schools. Accordingly, in this study, an attempt was also made to check whether there exists a significant relationship between the length of administrative experience and school openness and whether the above assumption holds to be true. To this end, the responses of the teachers regarding their school openness were categorized into two sub-groups. The first sub-group holds the responses of those teachers working under the principals having less administrative experience (1-5 years) and the second sub-group consists the

responses of teachers working under the principals having a relatively more administrative experience (6 and above years). Then, the responses of the two sub-groups were compared using a chi-square test. The result is summarized in table 10.

Table 10

Perception of Teachers Regarding School Openness (as Categorized by Length of Principals' Administrative Experience) (%)

Years of Principals' Administrative Experience.	School Openness		X^2
	Open	Closed	
1-5 (N = 183)	60.7	39.3	6.21*
6 and above (N=210)	48.1	51.9	

* Statistically significant at 0.05 level.

As the result in table 10 indicates, there is a statistically significant difference between the perception of the two sub-groups concerning their school openness ($x^2 = 6.21$, $P < 0.05$). According to this result, there is a significant relationship between the length of principals' administrative experience and the senior secondary schools openness.

A look at the distribution of the data reveals that out of the total respondents from schools with principals having less administrative experience, 60.7% perceived the climate of their schools as being open. In contrast, out of the total respondents from schools with principals having more administrative experience, 51.9% perceived the climate of their schools as being closed. The data therefore, suggest that the length of administrative experience of the principals is inversely related to senior secondary school openness - the less the number of years of principals' administrative experience the more open the climate, and the more the number of years of prinicipls' administrative experience the less open or closed the climate.

In conformity with this finding, McLeod (1969) found that principals with six years of administrative experience or less tended to have the more open climate.

The writer was unable to find any assumption given by other authorities as to why principals with more administrative experience tend to have a more closed climate. However, this might be due to the following reasons: lack of the necessary intrinsic and extrinsic rewards during their long stay in the job; and their long stay in their job might have led them to be fed-up due to the routine nature of administration. On the other hand, those principals with less administrative experience tend to have the more open climate because they might have been more motivated than principals with more administrative experience as they are freshly promoted.

3.6.4 The Relationship Between the Principals' Field of Specialization and School Openness

The perceptions of teachers appear to be positively associated with the kind of organizational climate or social system that becomes reality for each school. If the climate is open, the perceptions of teachers about their school will be positive; and if it is closed they develop negative perceptions. Consequently, a primary leadership goal of school principals should be to work with their staff in such a way as to develop an organizational climate conducive for the development, communication and transmission of positive perceptions which in turn are essential for the development of positive working relationships. To this end, quality leadership of the school principals is necessary. To highten the quality of the principals' leadership, training seems to be of paramount importance. In other words, the need for principals trained in the field of educational administration is crucial. In light of this, one can assume that principals trained in EDAD tend to have a more open climate than non-trained principals.

The chi-square result in table 11 indicates a statistically significant difference between the perception of the two sub-groups of respondents because the calculated chi-square value $X^2 = 4.72$ exceeds the table value $X^2 = 3.84$. Therefore, according to this result, there is significant relationship between principals' field of specialization and senior secondary school openness.

Table 11

Perception of Teachers for School Openness (as Categorized by Principal's Field of Specialization) (%)

Principals' Field of Specialization	School Openness		X^2
	Open	Closed	
EdAd (N = 196)	48.5	51.5	4.72*
Others (N = 197)	59.4	40.6	

* Statistically significant at 0.05 level.

The consideration of percentages also reveals that out of the total respondents from schools with trained principals, 51.5% perceived the climate of their schools as being closed. On the other hand, out of the total respondents from schools with principals not trained in EdAd, 59.4% perceived the climate of their schools as being open. Thus, the data suggest that principals trained in EdAd tend to have closed climate, while principals not trained in EdAd tend to entertain open climate.

The investigator was unable to find other research findings which support or negate this result. However, it seems unusual when principals trained in EdAd tend to have closed climate, while those principals not trained in EdAd tend to have the more open climate. As indicated earlier, the perceptions of teachers are influenced both by formal and informal relationships between and among the principal and teachers. But if the principal becomes too formal, teachers may develop negative attitudes toward the principal and the school. When the educational background of the principals is considered, those trained in EdAd likely to know more rules and regulaions of the Ministry of Education than those principals not trained in EdAd. This may lead those principals trained in EdAd to be relatively more formal, and as a result, to have a relatively closed climate in their schools. Anyhow, as to why trained principals tend to have a relatively closed climate is an empirical question that invites further investigation.

3.7 The Relationship Between Principals' Personality Characteristics and Teachers' Intimacy'

As illustrated in the literature, intimate teacher behavior reflects a cohesive and strong network of social support among the staff. Teachers' intimacy, thus, can be examplified by such attitudes as loyalty to the staff, a feeling of friendliness, providing a strong support from each other and defending against outside attack. In short, intimate or cohesive work groups are powerful instruments that can be used for or against the formal organization.

However, due to many factors the degree of teachers' intimacy varies from school to school. Among these factors principals could be the one because they are the central figures in schools social systems. Their role is crucial to strengthen or worsen the social interactions in the schools. In this respect, it seems possible to hypothesize that principals' personality characteristics have impacts on teachers' intimacy. Examining the relationship between teachers' intimacy and principals' personality characteristics (i.e. age, length of teaching and administrative experiences, and field of specialization) is thus, worth investigating.

3.7.1 The Relationship Between Principals' Age and Teachers' Intimacy

The difference in principals' age is assumed to bring a difference in teachers' intimacy. The basic assumption here is that longer age of principals is significantly related with high teachers' intimacy because they are expected, through their long age, to acquire more knowledge about the social needs of teachers and to develop more skills which help them satisfy the emergent social needs of teachers better than younger principals.

In light of this, an attempt was made to examine whether or not the above assumption holds true. Table 12 summarizes the result of this examination.

Table 12

Perception of Teachers (Working Under Younger and Older Principals) Regarding Their Intimacy (%)

Principals' Age	Teachers' Intimacy		X^2
	High	Low	
26 - 35 (N = 199)	51.8	48.2	
36 - 45 (N = 194)	49.5	50.5	0.20

P>0.05

A look at the distribution of the data in table 12 indicates that of the total respondents from schools with younger principals, 51.8% reported the climate of their schools as being open. On the other hand, of the total respondents from schools with older principals, 50.5% perceived the climate of their schools as being closed. According to this distribution, there seems a slight difference between the perception of the two sub-groups of respondents.

The chi-square result, however, shows lack of a statistically significant difference between the perception of the respondents of the two sub-groups ($X^2 = 0.20$, $P>0.05$). Therefore, the result discloses the absence of sufficient evidence for relating principals' age with the level of senior secondary schools teachers' intimacy.

The present finding is not in agreement with that of Slater's (in Thomas, 1976) because he found an inverse relationship between the age of South Australian principals and intimacy. The difference between the present finding and that of Slater's might have been raised as a result of the difference in culture and other conditions of the two countries (Ethiopia and Australia).

3.7.2 The Relationship Between the Length of Principals' Teaching Experience and Teachers' Intimacy

Principals who have served for a long period of time in teaching are expected to know more about the problems, interests and needs of teachers. Accordingly, those principals giving longer services in teaching are assumed to better satisfy the social needs of teachers and to secure the higher intimacy among teachers than those principals with less teaching experience. If the assumption holds true, then, it is possible to conclude that principals' length of teaching experience is significantly related with the level of teachers' intimacy.

Table 13

Perception of Teachers Regarding Their Intimacy (as Categorized by Length of Principals' Teaching Experience) (%)

Years of Principals' Teaching Experience	Teachers' Intimacy		X^2
	High	Low	
1 - 5 (N = 191)	51.3	48.7	0.07
6 and above (N=202)	50.0	50.0	

P>0.05

Table 13 depicts the relationship between the length of principals' teaching experience and teachers' intimacy of the senior secondary schools.

A look at the distribution of the percentages in table 13 may reveal only a very slight difference between the two categories. The chi-square result (i.e. the calculated chi-square value $X^2 = 0.07$ is by far less than the critical chi-square value $X^2 = 3.84$) also shows a non significant difference between the perception of respondents of the two sub-groups. According to this result, thus, there is no significant relationship between the

length of principals' teaching experience and the senior secondary schools teachers' intimacy. It is difficult to explain as to why principals with longer teaching experience are unable to construct higher teachers' intimacy than those principals with less teaching experience.

3.7.3 The Relationship Between the Length of Administrative Experience of the Principals and Teachers' Intimacy

Everything being equal, principals with more administrative experience are expected to have more knowledge about teachers' social needs and to gain more skills as to how to develop intimate or cohesive staff. Based on this assumption, the study tries to investigate whether there exists a significant relationship between the length of principals' administrative experience and the senior secondary schools teachers' intimacy. The result is summarized in table 14.

Table 14

Perception of Teachers Regarding Their Intimacy (as categorized by Length of Principals' Administrative Experience) (%)

Years of Principals' Administrative Experience	Teachers' Intimacy		X^2
	High	Low	
1 - 5 (N = 183)	53.0	47.0	0.77
6 and above (N=210)	48.6	51.4	

P>0.05

Table 14 shows the level of the relationship between the principals' administrative experience and teachers' intimacy of the senior secondary schools. As is seen in the table, 53.0% of the respondents from schools with principals having less administrative experience perceived the intimacy of teachers in their respective schools as being high. In

contrast, 51.4% of respondents from schools with principals having longer administrative experience perceived the intimacy of teachers in their schools as being low.

The consideration of percentages may of course reveal that principals with less years of administrative experience tend to have high teachers' intimacy in their schools as compared to principals with more administrative experience. However, the chi-square result shows lack of a statistically significant difference between the perception of the two sub-groups of respondents ($X^2 = 0.77$, $P>0.05$). This result, therefore, discloses the absence of significant relationship between the length of principals' administrative experience and the senior secondary schools teachers' intimacy.

According to this finding, those principals having longer administrative experience tend to have teachers' intimacy in their respective schools below the expected assumption. As to why they do not build a more cohesive staff in their school as they are expected is again an empirical question that invites further investigation.

3.7.4 The Relationship Between Principals' Field of Specialization and Teachers' Intimacy

Authorities give more emphasis for the placement of professional administrators specially in social service giving organizations, such as schools. The assumption behind this suggestion is that professional administrators are well equipped with the necessary knowledge and skills to effect harmoniously an interaction between individual needs and organizational goals. In other words, qualified administrators are able to build a more cohesive or intimate work groups to satisfy the social needs of the individuals and thereby to better achieve organizational goals. Based on this assumption, attempts have been made to check whether there exists a significant relationship between principals' field of specialization and the senior secondary schools teachers' intimacy.

Table 15

Perception of Teachers Regarding Their Intimacy (as Categorized by Principals' Field of Specialization) (%)

Principals' Field of Specialization	Teachers' Intimacy		X^2
	High	Low	
EdAd (N = 196)	40.3	59.7	16.69*
Others (N = 197)	60.9	39.1	

* Statistically significant at 0.05 level.

As can be seen in table 15, the majority of respondents (59.7%) from schools with qualified principals perceived the intimacy of teachers in their respective schools as being low. On the other hand, the majority of respondents (60.9%) from schools with principals not trained in EdAd perceived the intimacy of teachers in their schools as being high.

This difference is also revealed statistically. That is, the calculated chi-square value $X^2 = 16.69$ exceeds the critical value $X^2 = 3.84$ indicating the existence of a significant difference between the perception of the two sub-groups of respondents. According to this result, there is a significant relationship between principals' field of specialization and the senior secondary schools teachers' intimacy. The data also suggest that those principals trained in EdAd tend to have less teachers' intimacy, while those principals not trained in EdAd tend to have high teachers' intimacy in their respective schools.

Since they have attended courses such as organizational management, personnel administration, change and innovation, and others at the university level which secure them the necessary knowledge and skills as to how to develop and utilize a cohesive or an intimate work group, those principals trained in EdAd are highly expected to construct high teachers' intimacy in their schools. But, according to the present finding, the reverse is found to be true. This may indirectly imply that the EdAd graduate principals are less

effective in school leadership on human relations than the non-trained principals. The result of this study does not go in harmony with that of Zenebe Baraki (1992) who has found that EdAd graduate principals are more considerate or more effective in their leadership on human relations than non-trained principals.

It is difficult to give the exact explanation as to why principals trained in EdAd fail to develop high teachers' intimacy in their schools. However, this may be due to their failure to give equal respect for the school tasks and the social needs of their teachers.

3.8 The Relationship Between Teachers' Personality Characteristics and School Openness

As illustrated in the literature, open school climate takes place when both the behaviors of the principal and teachers are open. Thus, it is not only the principal who is responsible to negative or positive school climates. Teachers are also responsible to the development of open or closed school climates. Parallel to this, Kottkamp and associates (1987) have noted that the behaviors of teachers have great impact on secondary school openness. According to them, engaged teacher behavior contributes for the development of open secondary school climate, while frustrated teacher behavior lessens the level of secondary school openness. Unless teachers are enthusiastic, accepting and mutually respectful of the professional competence of their colleagues, the climate of the school will be far worse.

One of the reasons for the variation of openness from school to school is, therefore, due to the difference in the quality of group behaviors of teachers. Here, there is an assumption that the personality characteristics of teachers affect the quality of their group behaviors. Based on this assumption, attempts have been made to examine whether there exists a relationship between school openness and teachers' personality characteristics-sex, age, level of education and length of teaching experience.

3.8.1 The Relationship Between Sex of Teachers and School Openness

It is generally accepted that there are many differences, other than physiological, between men and women teachers. Of course there are exceptions, but generally speaking, women teachers are believed to be more sympathetic, conscientious, and kindly than men teachers. These variations seem to bring attitudinal or perceptual differences between the two sexes regarding their school climate. This study, therefore, tries to check whether or not sex of teachers significantly relates with senior secondary school openness. Table 16 highlights this issue.

Table 16

Perception for School Openness by Sex of Respondents (%)

Sex of Respondents	School Openness		X^2
	Open	Closed	
Females (N = 49)	46.9	53.1	1.11
Males (N = 344)	54.9	45.1	

$P > 0.05$.

Table 16 shows the relationship between teachers' sex and senior secondary school openness. As can be seen in the table, of the total female respondents, 53.1% perceived the climate of their schools as being closed. On the other hand, of the total male respondents, 54.9% perceived the climate of their schools as being open.

The consideration of percentages may of course indicate a difference in the perception of the two sex groups. However, the chi-square result shows lack of a statistically significant difference between the responses of the two sub-groups ($X^2 = 1.11$, $P>0.05$). According to this result, there is no sufficient evidence to relate sex of teachers with senior secondary school openness.

As is seen in table 16, the number of female respondents is by far less than the number of male respondents. Moreover, some of the sample schools have only one or two female teachers (see Appendix B). These conditions, therefore, seem to affect the result. Nevertheless, the present finding goes in harmony with that of Harkin (1968); Winter (1968); Brinkmeier, Jones, Wall (in Thomas, 1976) who have found a non significant relationship between climate and sex of teachers.

3.8.2 The Relationship Between the Age of Teachers and School Openness

Almost every system of any size will have teachers varying from the young to the old. Thus, the basic assumption here is that there is a significant difference among the perceptions or attitudes of different age groups of teachers concerning their school climate. For the purposes of this study, then, the respondents are arbitrarily categorized into three age groups. The first group consists of younger teachers aged 30 years or below; the second group incorporates the middle-aged teachers who are 31 to 40 years old; and the third group includes the old teachers aged 41 or above. Based on the data gathered from these groups of respondents, a chi-square test was made to check whether there exists a statistically significant association between the age of teachers and senior secondary school openness. The result is summarized in table 17.

Table 17

Perception for School Openness by Age of Respondents (%)

Respondents' Age	School Openness		X^2
	Open	Closed	
21-30 (N=184)	57.6	42.4	2.07
31-40(N=172)	50.0	50.0	
41 and above (N=37)	54.1	45.9	

$P > 0.05$.

A look at the distribution of the percentages in table 17 may indicate that younger teachers perceived the climate of their schools relatively as being more open than did middle-aged and older teachers. Again, older teachers perceived the climate as being more open than did middle aged teachers.

However, the chi-square result shows lack of a statistically significant difference among the perception of respondents of the three age groups ($X^2 = 2.07$, $P>0.05$). According to this result, therefore, there is no significant relationship between teachers' age and senior secondary school openness.

The present result is also supported by earlier findings. For example, Harkin (1968); Brinkmeier, Jones, and Wass (in Thomas, 1976) have reported a non significant relationship between climate and the age of teachers. On the other hand, Winter (1968) and McLeod (1969) found a significant relationship between climate and the age of teachers. According to the findings of Mcleod, younger teachers, below 36 years, perceived the climate as being more closed than did older teachers who perceived the climate as being more open. The reason for the variations among these findings is not clear. However, it might be due to the difference in culture and other conditions.

3.8.3 The Relationship Between the Level of Education of Teachers and School Openness

On average, there is a wide range of training and knowledge of subject-matter among teachers. Generally speaking, this variation is assumed to bring a difference in the level of teachers' maturity in evaluating the overall situation of their schools. And as a result, they are assumed to have a difference in their perceptions or attitudes towards their schools. To be a bit specific, it is generally believed that the more formal education (certification) teachers have the more critical will their observation and evaluation of the schools be and vice versa. If this assumption holds true, then, one can argue that there

is a relationship between the level of education of teachers and their perception of the schools climate. Therefore, in this study, attempts have been made to examine whether there exists a significant relationship between teachers' level of education and senior secondary school openness. To this end, the respondents are categorized into three groups-- degree holders (MA/MSc and BA/BSc), diploma holders (12+3, 12+2 and 12+1) and TTI graduates.

Table 18

Perception for School Openness by Level of Education of Respondents (%)

Respondents' Level of Education	School Openness		X^2
	Open	Closed	
Degree (N=126)	54.0	46.0	0.76
Diploma (N=255)	54.5	45.5	
TTI (N=12)	41.7	58.3	

$P > 0.05$.

The consideration of percentages, as indicated in table 18, may of course reveal that degree and diploma holders seem to have almost similar perception concerning their school openness. However, although TTI graduates are much less in number and representing only some of the sample schools, due to their absence in some others (See Appendix B), they perceived the climate of their schools as being more closed than did degree and diploma holders who perceived the climate as being relatively more open.

However, the chi-square result (i.e the calculated chi-square value $X^2 = 0.76$ is less than the critical value $X^2 = 2.99$) indicates lack of a statistically significant difference among the perception of the three sub-groups. According to this result, therefore, there is no significant relationship between teachers' level of education and senior secondary school openness.

This result does not agree with the findings of Winter (1968) which indicated a significant relationship between teachers' level of education and school climate. In fact, Winter conducted his study in the elementary schools of Middle Tennessee, while the present study conducted in senior secondary schools of Southern Ethiopia. Hence, the variation between the two findings might have been raised as a result of differences in level of schools, organizational culture of teachers, and other conditions.

3.8.4 The Relationship Between the Length of Teachers' Teaching Experience and School Openness

Apart from their level of education another aspect which is assumed to bring differences in the maturity of teachers to evaluate and understand the conditions in their schools is the length of their teaching experience. The assumption here is that teachers with more years of teaching experience are more able to critically evaluate and understand better the conditions in their schools than those teachers having less teaching experience. In light of this, an attempt was made to check whether there is a significant relationship between the perception of teachers regarding their schools openness and their level of education. For the purposes of this study, then, the respondents were arbitrarily categorized into three groups. The first group consists of teachers having 1 to 10 years of teaching experience; the second group includes teachers having 11 to 20 years of teaching experience; and the third group consists of teachers having 21 or more years of teaching experience. The result is seen in table 19.

A look at the distribution of percentages in table 19 may indicate a difference specially between tLe responses of the second group (i.e. respondents having 11 to 20 years of teaching experience) and the other two groups (i.e. the first and third groups of respondents). That is, the second group of respondents perceived the climate as being less open than did the first and the third categories of respondents who perceived the climate as being relatively more open.

Table 19

Perception for School Openness by Length of Respondents' Teaching Experience (%)

Years of Respondents' Teaching Experience	School Openness		X^2
	Open	Closed	
1-10 (N=194)	56.7	43.3	1.53
11-20 (N=165)	50.3	49.7	
21 and above (N=34)	55.9	44.1	

$P > 0.05$.

The chi-square result, however, shows lack of a statistically significant difference among the perception of the three groups of respondents ($X^2 = 1.53$, $P>0.05$). Therefore, according to this result, there is no significant relationship between the length of teachers' teaching experience and senior secondary school openness.

This finding goes in concordance with that of Harkin(1968), Brinkmeier and Hall (in Thomas, 1976). However, Winter (1968) found a significant relationship between the number of teachers' teaching experience and school climate. The variation in the findings might have been raised as a result of differences in culture and other conditions.

3.9 The Relationship Between Teachers' Intimacy and Their Personality Characteristics

As indicated earlier, teachers' intimacy is a measure of their social cohesiveness. Intimacy, therefore, is a group behavior of teachers. This behavior is developed through the social interactions of the teachers. In this instance, teachers are directly involved in the development of staff intimacy. Hence, they are supposed to strengthen their intimacy in order to satisfy their social needs.

As observed in tble 5, the degree of teachers' intimacy varies from school to school. Since teachers are directly involved in the development of staff intimacy, they could be one of the factors to this variation. Examining the relationship between teachers' intimacy and their personality characteristics -- sex, age, level of education, and length of teaching experience -- is thus, worth investigating.

3.9.1 The Relationship Between Teachers' Intimacy and Their Sex

In order to ascertain whether there is some truth which supports the existence of a significant association between senior secondary school teachers' intimacy and their sex, using a chi-square test, the perceptions of male and female respondents have been compared. The result is summarized in tale 20.

Table 20

Perception for Teachers' Intimacy by Sex of Respondents (%)

Sex of Respondents	Teachers' Intimacy		X^2
	High	Low	
Females (N=49)	53.1	46.9	
Males (N=344)	50.3	49.7	0.13

$P > 0.05$.

As can be seen from tble 20, 53.1% of female and 50.3% of male respondents labeled the intimacy of teachers in their respective schools as high. A look at the distribution of the percentages may reveal that there is a slight difference between the perception of female and male respondents. That is, female respondents perceived the intimacy of teachers in their schools as being a bit higher than did male respondents.

However, as the result in table 20 indicates, there is no statistically significant difference between the perception of male and female respondents regarding teachers' intimacy (because the calculated chi-square value $X^2 = 0.13$ is less than the table value x^2

= 3.84). Accordingly, the data suggest that sex of teachers has no significant association with senior secondary school teachers' intimacy.

3.9.2 The Relationship Between Age of Teachers and Their Intimacy

Another important variable that is assumed to affect the intimacy of the staff is the age of teachers. If there is a significant difference among the perception of different age groups of teachers regarding their intimacy, then, one can argue that the assumption is true. Table 21 shows whether there exists a significant relationship between senior secondary school teachers' intimacy and their age.

Table 21

Perception for Teachers' Intimacy by Age of Respondents (%)

Age of Respondents	Teachers' Intimacy		X^2
	High	Low	
21-30 (N=184)	53.8	46.2	2.35
31-40 (N=172)	49.4	50.6	
41 and above (N=37)	40.5	59.5	

$P > 0.05$.

A look at the distribution of percentages in table 21 seems to indicate a difference among the perception of respondents of the three groups. The younger respondents perceived the intimacy of teachers as being relatively high than did middle-aged and older respondents who perceived the intimacy as being low. On the other hand, older respondents perceived the intimacy as being relatively very low than did younger and middle-aged respondents. Had the observed difference been significant the relationship between teachers' age and intimacy would have been directional -- the younger the teacher the higher the intimacy, and the older the teacher the lower the intimacy.

However, the computed chi-square value $X^2 = 2.35$ is less than the critical value $X^2 = 2.99$. Thus, the difference among the perceptions of the respondents of the three age groups is statistically non significant. Accordingly, to this result, there is no sufficient evidence to relate the age of teachers with their intimacy in the senior secondary schools.

3.9.3 The Relationship Between Teachers' Level of Education and their Intimacy

The assumption here is that there is a difference among the perception of teachers regarding their intimacy due to the variation in the level of their education. That is simply the expectations of teachers regarding their intimacy may be affected by their level of education. Based on this assumption, this research has set out to investigate the impact of teachers' level of education on senior secondary school staff intimacy. Table 22 addresses this issue.

The consideration of percentages in tble 22 may depict an inverse relationship between the educational level of teachers and their intimacy. That is, the higher the level of education the lower the degree of teachers' intimacy, and the lower the level of education the higher the degree of teachers' intimacy.

Table 22

Perception for Teachers' Intimacy by Educational Level of Respondents (%)

Respondents' Level of Education	Teachers' Intimacy		X^2
	High	Low	
Degree (N=126)	44.4	55.6	2.96
Diploma (N=255)	53.3	46.7	
TTI (N=12)	58.3	41.7	

$P > 0.05$.

The chi-square result, however, indicates lack of a statistically significant difference among the perception of respondents of the three groups (i.e. the calculated chi- square value $X^2 = 2.96$ is less than the table value $X^2 = 2.99$). Accordingly, therefore, there is no significant relationship between the senior secondary schools teachers' intimacy and their level of education.

3.9.4 The Relationship Between the Length of Teachers' Teaching Experience and Their Intimacy

In this study, attempt was also made to explore whether there exists a significant relationship between the length of teaching experience of teachers and their intimacy in the senior secondary schools. Table 23 is to examine this relationship.

Table 23

Perception for Teachers' Intimacy by Years of Teaching Experience of Respondents (%)

Years of Respondents' Teaching Experience	Teachers' Intimacy		X^2
	High	Low	
1-10 (N=194)	52.6	47.4	0.93
11-20 (N=165)	49.7	50.3	
21 and above (N=34)	44.1	55.9	

$P > 0.05$.

A look at the distribution of the data in tble 23 may reveal a difference among the responses of the respondents of the three groups. In general, those respondents with 10 or less years of teaching experience perceived the intimacy of teachers as high than did respondents with 11 or more years of teaching experience. On the other hand, those respondents with 21 or more years of teaching experience perceived the intimacy of teachers as being relatively very low than did respondent with 20 or less years of teaching experience.

The chi-square result, however, shows lack of a statistically significant difference among the perception of the respondents of the three groups ($X^2 = 0.93$, $P>0.05$). This result discloses that the length of teaching experience of teachers has no significant relationship with their intimacy in the senior secondary schools.

So far the data obtained through different instruments (questionnaire, interview and document analysis) have been analysed and discussed. In light of this, summary, conclusion and recommendations will be advanced in the following chapter.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is devoted to present the overall view of the study, concluding remarks and measures to be taken on the basis of the findings. The chapter starts with a brief description of the study and goes on to summarize the finding to be followed by conclusion and recommendations.

4.1 Summary

The purposes of this study were to explore the organizational climate of the senior secondary schools and to bring to light some of the specific characteristics of the schools which have significant association with the explored climate in Southern Ethiopia.

In order to achieve these, basic questions were raised which addressed areas such as variation in the level of openness and teachers' intimacy among the senior secondary schools, and degree of association between school openness or teachers' intimacy and staff size, principals' personality variables (i.e. age, field of specialization, length of teaching and administrative experiences) or teachers' personality variables (i.e, sex, age, level of education and length of teaching experience).

The study was conducted in 12 senior secondary schools selected from 6 administrative zones and 2 special woredas based on stratified and simple random sampling techniques. The subjects of the study were 344 male and 49 female teachers and 12 male principals. Documents were used to obtain the necessary information for the study.

The data gathered were analyzed using various statistical tools such as Cronbach's alpha coefficient, ANOVA, the Scheffe' test, and the chi-square of association. The analysis made has brought the following major findings to the fore.

4.1.1 The results of this study indicated the existence of a significant difference in openness among the senior secondary schools. There were relatively two more open climates, three moderately open climates, and seven less open climates among the schools studied. In general, the level of openness of the schools was highly skewed toward the closed end of the continuum.

4.1.2 It was also evidenced that there was a significant difference in the level of teachers' intimacy among the senior secondary schools. Four schools had high teachers' intimacy; two schools had moderate teachers' intimacy; and six schools had low teachers' intimacy. As a whole, most of the senior secondary schools tended to have low intimacy of teachers.

4.1.3 A significant relationship was found to exist between the size of staff and school openness. In general, the study revealed that small staff sized schools tended to have the more open climate than did large staff sized schools.

4.1.4 The results of the study also disclosed the existence of a significant association between the size of staff and teachers' intimacy. Again, small staff sized schools tended to have high teachers' intimacy than did large staff sized schools.

4.1.5 Except for the length of teaching experience, the principals' personality characteristics (i.e., age, length of administrative experience, and field of specialization) were significantly related to school openness. In connection to this, the study revealed:

a) Schools with younger principals, less than thirty-six, tended to have a relatively more open climate.

b) Schools with principals having five years or less administrative experience as a principal tended to have a relatively more open climate.

c) Schools with non-trained principals tended to have a relatively more open climate than did schools with principals trained as educational administrators.

4.1.6 With the exception of field of specialization, principals' personality variables (i.e., age, length of teaching and administrative experiences) were unrelated to teachers' intimacy. The study also disclosed that schools with non-trained principals tended to have a relatively high teachers' intimacy than did schools with principals specialized in EdAd.

4.1.7 There was insufficient evidence to claim a relationship between the teachers' personality characteristics (i.e, sex, age, level of education, and length of teaching experience) and a senior secondary school's openness.

4.1.8 The personality characteristics (i.e. sex, age, level of education, and length of teaching experience) of senior secondary school staff members also failed to show significant relationship to teachers' intimacy.

4.2 Conclusion

The climate of interaction between and amongst the principal and teachers is among the important conceptualizations of school climate. In this regard, the secondary school climate is defined by two general dimensions--openness and intimacy. According to evidences from this study, there is a difference in the level of openness and teachers' intimacy among the senior secondary schools. This implies that the findings support the position that organizations such as schools, like fingerprints and snowflakes, are always unique: each has its own culture, tradition, and methods of actions which, in their totality, constitute its climate.

Of the several factors which affect the climate of schools either positively or negatively, the behavior of the principals and teachers are the main ones. To have a favorable or open school climate and high intimacy of teachers both the teachers' and principals' behavior should be authentic, energetic, goal-directed, and supportive, and the satisfaction of the principals and teachers should be derived both from task accomplishment and social-need gratification. But, unfortunately, the findings of this study indicate that the organizational climate in most of the senior secondary schools tend to be closed and the level of teachers' intimacy is low. Therefore, both the principals and teachers in most of the schools studied are inauthentic, less energetic, non goal directed, and non supportive. Such a climate bears a negative impact on the motivation and performance of teachers and principals in particular and on school effectiveness in general.

The findings of this study clearly indicate the existence of a significant relationship between the climate of senior secondary school and staff size. That is, smaller schools have the more open climate and high intimacy of teachers than do larger schools. Thus, both the teachers' and principals' behavior which are determinants of school climate vary in size. Moreover, the level of performance and motivation of teachers and principals are associated with staff size. Implicit here is that staff size has also a great impact on school effectiveness.

Furthermore, as evidenced in this study, there is a significant relationship between organizational climate and certain personality characteristics such as age, length of administrative experience and field of specialization of senior secondary school principals. In connection to this, the findings also disclosed the failure of those principals who are trained in EdAd, those who are over thirty-five years old, and those who have six and over years of administrative experience to develop a favorable school climate. These results suggest that their specific training in EdAd, their longer age and administrative experience do not help the principals of the senior secondary schools studied to have a favorable school climate. Yet it is not

clear whether the failure of those principals particularly trained in EdAd is attributed to the failure of the training program in providing them with the necessary knowledge and skills in the area of school climate or due to other environmental or personal problems on the part of the principals. Similarly, it is not clear whether the failure of those principals with longer age and administrative experience to develop a favorable climate in their schools is a response to lack of adequate seminars, workshops, and short term courses help them to update their knowledge of educational administration in general and organizational climate in particular or due to lack of the necessary incentives to their longer services or due to other problems. All these, therefore, suggest the need for further investigation.

Finally, as evidenced in this study, the personality variables (sex, age, level of education, and length of teaching experience) of teachers are not significantly related with senior secondary school openness and teachers' intimacy. Thus, this lack of significant relationship between the variables and any of the two general dimensions of climate indicates that staff perception of the organizational climate of senior secondary schools is not affected as a function of variation in sex, age, level of education, and length of teaching experience of teachers.

4.3 Recommendations

In view of the findings and conclusion drawn, the following recommendations are forewarded:

4.3.1 As evidenced in the study, the level of openness and teachers' intimacy in most senior secondary schools studied is low. Apart from the limitation that this type of school climate has on teachers' satisfaction and performance, it is instrumental in demotivating students from working hard. Thus, although it requires major time and financial investment and strong support from all administrative levels, the schools need to take the initiation in changing the prevailing organizational climate. Here, the role

of the principals is absolutely crucial. To develop an organizational climate that involves opportunities for teachers to get better acquainted, to melt away barriers that separate them, to discover that they need and can reinforce each other, the principals need to fulfill the following:

a) They must begin with an awareness that they are really dealing, not with content or concepts, but with people. In other words, they must accept the fact that changing school climate really amounts to changing people, meaning that it is not an easy task. Thus, the principals need to exert high efforts.

b) Each principal must be knowledgeable about the school's culture, including its values, behavior, group dynamics, motivation practices, leadership ideologies, and implications in human psychology.

c) They must be able to assess and practice associated with fostering positive climate to develop harmonious working relationship among the staff members.

d) It seems advantageous if each principal finds a small group of staff advisory council, elected by the staff, with whom the principal meets regularly to discuss issues and problems. The advisory council, therefore, seems to be helpful in establishing and maintaining good staff relations because it is an excellent medium for two-way communication between the principal and his staff.

e) The principals have to also make periodic surveys to determine ways in which the organizational climate has improved or deteriorated.

4.3.2 The teachers should also be aware of the importance of favorable school climate. Accordingly, they have to be enthusiastic, accepting and respectful of the professional competence of their colleagues; and they have to be dedicated to students achievement. In general, the teachers

need to develop sincere, positive, and supportive relationships with administrators, their coleagues and students, so as to improve the climate of their schools.

4.3.3 As observed in the study large staff sized senior secondary schools have closed climate and less intimate teacher interactions. Thus, in order to develop a favorable organizational climate, reduced staff size must be maintained. To this end, the MOE must enact a policy of school size limit or standard so as to establish and maintain a more favorable organizational climate that assures the greatest possible senior secondary school effectiveness.

4.3.4 Efforts should be made to boost the morale of principals especially who are grown old in the service by providing them with the necessary incentives. Because, if the morale of the principals is raised, they may be more concerned with their teachers' welfare - both personal and professional - and thereby improve the organizational climate of their schools.

4.3.5 Although professional training in the specialized field (that is, educational administration) is considered to be a more useful mechanism in providing principals with the necessary knowledge and skill in school management practices, as evidenced in the study, the trained principals tend to have less favorable school climate. Hence, further study is needed as to why principals with training in EdAd tend to develop less favorable school climate.

4.3.6 Finally, as far as the researcher's knowledge goes, the study is the first of its kind in Ethiopia. Thus, there is a need for further and more comprehensive studies on a nation wide scale.

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Appendix - A

Summary Data and Results of the Reliability Test of the Adapted Instrument - OCDQ-RS (N=117)

Dimension	Item No.	S^2_i	$\sum_{i=1}^{K} S^2_i$	S^2_x	Chronbach's alpha
Supportive	5 6 22 23 24 28 29	0.91 0.64 0.63 0.57 0.67 0.51 0.79	4.72	18.48	0.87
Directive	7 11 12 17 18 30 31	0.76 0.78 0.73 0.66 0.84 0.63 0.96	5.36	18.32	0.83
Engaged	3 4 10 15 16 19 27 32 33	0.39 0.69 0.42 0.52 0.29 0.51 0.41 0.42 0.49	4:14	16.47	0.84
Frustrated	1 2 8 9 14 21	0.35 0.63 0.65 0.43 0.68 0.69	3.43	11.21	0.83
Intimate	13 20 25 26	0.86 0.66 0.48 0.49	2.49	5.56	0.74

Note: 1) The item no. is according to the sequence no.of items of the questionnaire in Appendix-G.

2) The calculated values of the Chronbach's alpha are found using the following formula:

$$\alpha = \frac{K}{K-1}\left[1 - \frac{\sum_{i=1}^{k} s_i^2}{S_x^2}\right]$$

Where K = Total no.of items of each dimension; S^2_i = variance of scores of the individual item; $\sum s^2_i$ = Sum of variances of scores of the individual items; s^2_x = variance of the sum of scores of the whole items of each dimension.

Appendix - B
The Distribution of Teachers by Sex and Level of Education in Each Senior Secondary Schools of the Study Area in 1994/95 Academic Year

Name of Administrative Zone or Special Woreda	Name of School	Teachers														
		MA/Msc		BA/Bsc.		12+3		12+2		12+1		TTI		Total		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M+F
Bale	Adaba	1	-	6	-	-	-	34	2	6	-	8	1	55	3	58
	Agarfa	-	-	6	1	-	-	18	-	5	-	5	-	34	1	35
	Batu	3	-	29	-	1	-	54	4	1	-	-	-	88	4	92
	Dello Mena	-	-	5	-	-	-	5	-	-	-	8	-	18	-	18
	Dodola	-	-	8	1	-	-	32	2	-	-	2	-	42	3	45
	ginir	-	-	4	-	-	-	18	-	-	-	7	-	29	-	29
	Jara	-	-	6	-	-	-	6	-	-	-	18	2	30	2	32
	Robe	-	-	18	1	-	-	35	4	11	1	2	-	66	6	72
Borena	Agreremariam	-	-	10	-	1	-	17	-	-	-	-	-	28	-	28
	Bore	-	-	9	-	2	-	11	-	-	-	-	-	22	-	22
	Kibremengist	-	-	8	-	1	-	24	1	2	-	-	-	35	1	36
	Negelle	-	-	9	-	-	-	27	4	-	-	-	-	36	4	40
	Yabello	-	-	11	-	1	-	11	1	-	-	-	-	23	1	24
Sidama	Aleta Wendo	1	-	25	2	-	-	44	2	4	-	2	-	76	4	80
	Awassa	4	-	43	3	-	-	61	14	-	1	-	-	108	18	126
	Leku	1	-	15	-	-	-	19	-	-	-	-	-	35	-	35
	Yirgalem	3	-	24	-	3	-	64	10	4	-	-	-	98	10	108
Gedeo	dilla	1	-	21	2	-	-	52	6	-	-	-	-	74	8	82
	Yirgachefe	-	-	13	-	1	-	24	-	1	-	13	4	52	4	56
North Omo	Arbaminch	-	-	21	-	-	-	60	4	-	-	-	-	81	4	85
	Areka	-	-	7	-	2	-	24	1	3	-	3	1	39	2	41
	Bedessa	-	-	7	-	-	-	15	-	1	-	12	2	35	2	37
	Boditi	-	-	15	-	-	-	32	-	2	-	4	-	53	-	53
	Chencha	-	-	5	1	2	-	19	-	3	-	-	-	29	1	30
	Saula	-	-	11	-	-	-	33	-	1	-	3	-	48	-	48
	Sodo	1	-	22	-	5	-	60	7	2	-	4	2	94	9	103
	Waka	-	-	5	-	1	-	16	-	1	-	3	-	26	-	26
South Omo	Jinka	1	-	14	-	-	-	13	2	1	-	2	-	31	2	33
Konso*	Konso	-	-	4	–	1	-	8	-	-	-	2	-	15	-	15
Dirashe*	Gidolle	-	-	4	-	-	-	28	1	-	-	-	-	32	1	33
Total	30	16	-	385	11	21	-	864	65	48	2	98	12	1432	90	1522

* Special Woreda

Appendix - C

Some Biographical Information About the Principals of the Senior Secondary Schools in the Study Area in 1994/95 Academic Year

No.	Principal by School	Sex	Age	Level of Education	Major	Total Service Year	Years of Experience as a		Service year at his present school as a principal
							Teacher	Principal	
1	Adaba	M	32	B.A.	Peda.Sci	13	6	7	2
2	Agarfa	M	30	B.A.	EdAd	7	2	5	2
3	Batu	M	32	B.Sc	Maths	11	6	5	2
4	Dello Mena	M	37	Dip.	EdAd	16	13	3	3
5	Dodola	M	28	B.A.	EdAd	9	7	2	2
6	Ginir	M	28	B.Sc.	Maths.	7	6	1	1
7	Jara	M	26	B.Sc.	Bio.	7	5	2	2
8	Robe	M	35	B.A.	EdAd	9	3	6	3
9	Ageremariam	M	26	B.Sc.	Chem.	5	3	2	2
10	Bore	M	34	B.A.	EdAd	10	8	2	2
11	Kibremengist	M	26	B.A.	Phych.	2	-	2	2
12	Negelle	M	27	B.A.	Peda.Sc.	7	5	2	2
13	Yabello	M	35	B.Sc.	Bio.	12	10	2	2
14	Aleta Wendo	M	39	B.A.	EdAd	11	7	4	4
15	Awassa	M	43	B.A.	EdAd	22	4	18	2
16	Leku	M	38	B.A.	EdAd	13	4	9	2
17	Yirgalem	M	41	12+3	Geo.	18	16	2	2
18	Dilla	M	42	B.A.	EdAd	20	11	9	3
19	Yirga Chefe	M	33	Dip.	EdAd	10	7	3	3
20	Arbaminch	M	35	B.A.	Eng.	11	8	3	3
21	Areka	M	36	B.A.	EdAd	8	6	2	2
22	Bedessa	M	26	B.A.	Peda.Sc.	3	1	2	2
23	Boditi	M	38	B.Sc.	Maths.	18	13	5	2
24	Chencha	M	26	B.A.	Peda.Sc.	6	5	1	1
25	Saula	M	27	B.A.	Peda.Sc.	5	4	1	1
26	Sodo	M	45	B.Sc.	Maths.	26	18	8	8
27	Waka	M	41	B.A.	EdAd	16	15	1	1
28	Jinka	M	34	B.A.	EdAd	8	6	2	2
29	Konso	M	37	B.A.	EdAd	8	6	2	2
30	Gidolle	M	31	B.A.	Peda.Sc.	7	5	2	2

Appendix - D

School Openness and Teachers' Intimacy Indices of the Twelve Senior Secondary Schools

School	Openness		Intimacy	
	Mean	S.D.	Mean	S.D.
Agarfa	89.39	11.33	10.96	2.87
Batu	78.35	11.79	8.60	1.94
Robe	67.33	9.48	6.82	2.07
Kibremengist	86.51	7.54	10.64	2.63
Negelle	71.13	10.07	10.97	2.50
Awassa	70.48	10.19	7.55	2.26
Leku	68.70	12.03	6.81	2.28
Dilla	72.21	10.09	7.47	2.09
Arbaminch	78.89	8.42	8.45	2.09
Areka	75.38	5.94	7.41	2.42
Sodo	71.94	9.32	7.63	2.37
Gidolle	71.25	12.35	10.82	2.89

Note: Maximum mean score for:

- Openness = 116
- Intimacy = 16

Appendix - E

The Scheffe' Test and Criterion Formulas

1) The Scheffe' Test Formula:

$$Si\text{-}j = \frac{x_i - x_j}{\sqrt{Mswg\,(1^2/ni + 1^2/nj}}$$

Where Xi, Xj = means of samples being compared

MSwg = mean square within groups from overall analysis of variance (Residual MS)

Ni,Nj= number of cases in sample i and j.

2) The Criterion Formula:

$$C = \sqrt{(k\text{-}1)F\alpha{:}\ (k\text{-}1)(N\text{-}k)}$$

Where $f\alpha{:}\ (k\text{-}1)(N\text{-}K)$ is the F-table value at the specified .05 or .01 criterion for the degrees of freedom K-1 and N-K.

K = total number of samples or groups

N = total number of sample population or total number of cases.

Source: Chase, Clinton I. (1987). Elementary Statistical Procedures, 3rd ed. New York: McGraw-Hill Book Company.

Appendix- F

Interview Questions Presented to Senior Secondary School Principals

1. To what extent is the relationship among the school community healthy?

2. Are the teachers loyal to the school administration?

3. Is the morale of teachers high?

4. To what extent do teachers help and support each other?

5. To what degree are teachers committed to the success of their students?

6. Is the academic achievement of students satisfactory?

7. Is there intimate social relationship among the staff?

8 Do you think that the size of your staff is a barrier to maintain good relationship between you and the staff and among the staff?

Appendix-G

Letter and Questionnaire to Teachers

Dear teacher:

This study is being conducted as part of a master's thesis by a graduate student in the Department of Educational Administration, Faculty of Education, Addis Ababa university.

The purpose of the questionnaire is to examine the organizational climate of the senior secondary schools in Southern Ethiopia. By the phrase "organizational climate of a school" or "school climate" we mean the internal atmosphere of a school which can be determined by the behavior of the principal and the teaching-staff. Both the leader behavior of the principal and the group behavior of the teachers are specific, perceptible or observed activities among their own work group in the school. It is hoped to study how these behaviours vary from school to school.

You have been selected randomly from a list of all the teachers in your school and are being asked to fill out this questionnaire. Since the success of this study largely depends upon your genuine and frank responses, please read the instruction given to each part and provide your responses accordingly. When you feel that you should change your response, make sure that you have cancelled your original ones.

In any part of the questionnaire you are not required to write your name. Feel assured your response will be confidential.

Thank you in advance for your participation in this study.

Sincerely yours,

Zebene Gelaglie.

PART ONE

Instructions: A. For each question where alternative answers are given, put sign "X" in the blank space or box against the answer that you think best suits.

B. For each question where alternative answers are not given write your answer clearly in the blank space provided against each question.

General Information

1. Name of the School _____
2. Name of the administrative zone _____
3. Name of the town _____

Personal Data

1. Sex:
   - A. Female ____
   - B. Male _____

2. Age:
   - A. 21-30 ____
   - B. 31-40 ____
   - C. 41-50 ____
   - D. 51 or above _____

3. Level of education:
   - A. Diploma (12+2) ___
   - B. B.A/B.Sc _____
   - C. M.A./M.Sc. ___
   - D. If it is out of these, please specify _____

4. Total years of experiences in teaching
   - A. 1-10 _____
   - B. 11-20 ____
   - C. 21-30 _____
   - D. 31 or above _____

PART TWO

Instructions: Items from 1-33 request the frequency (rate of occurrence) to which the principal and the teaching-staff exhibit a particular behavior/s. Please, indicate the extent (degree) to which you perceive these behaviors at your school by marking "X" in the box against the given choices (i.e., rarely occurs, sometimes occurs, frequently occurs, and very frequently occurs) for each item.

Note: The choices are arranged in a continuum at an ascending order (increasing scale) from rarely occurs to very frequently occurs.

No.	To what extent do the following occur at your school?	Rarely Occurs	Sometimes Occurs	Frequently Occurs	Very frequently Occurs
1	The mannerisms (odd ways of behaving or outside normal expectations which become habitual) of teachers at this school are annoying (irritating).				
2	Teachers have too many committee requirements (assignments of work).				
3	Teachers spend time after school (working hours) with students who have individual problems.				
4	Teachers are proud of their school.				
5	The principal sets and example (becomes an example) by working hard himself.				
6	The principal compliments (praises or respects) teachers.				
7	Teacher-principal conferences (meetings for discussion) dominated by the principal.				
8	Routine duties out of class or teaching duties) interfere with the job of teaching.				

No.	To what extent do the following occur at your school?	Rarely Occurs	Sometimes Occurs	Frequently Occurs	Very frequently Occurs
9	Teachers interrupt other teaching-staff members of the school who are taking in staff meetings.				
10	Teachers are friendly with students.				
11	The principal rules with an iron fist (he is extremely strict & highly demanding & enforcing obedience).				
12	The principal monitors (strictly controls) everything teachers do.				
13	Teachers' closest friends are other teaching-staff members of the school.				
14	Administrative paper work is burdensome (teachers have too many administrative paper works).				
15	Teachers help & support each other.				
16	Pupils solve their problems through logical reasoning.				
17	The principal closely checks on teacher activities.				
18	The principal is autocratic (he is not democratic).				
19	The morale of teachers is high.				
20	Teachers know the family background of other teaching-staff members of the school.				
21	Assigned non-teaching duties are excessive (in addition to the teaching duties, teachers are assigned to do excessive non-teaching duties).				
22	The principal goes out of his way (makes a special effort) to help teachers.				
23	the principal explains his reason for criticism to teachers.				