



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP STYLE**

**AND SCHOOL CLIMATE: THE CASE OF YABELLO WEREDA**

**SECONDARY SCHOOLS OF BORENA ZONE, OROMIA REGIONAL STATE**

**A Thesis Submitted to COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE**

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**In Partial Fulfillment of the Requirements of the Degree of Master of Arts in  
Educational Leadership and Management**

**By**

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## **DEDICATION**

I dedicate this thesis to my lovely wife **Watiye Gincho** and my children **Rabitu Getachew** and **Barite Getachew** for their nursing me with affection and love and for their dedicated partnership in the success of my life.

## **STATEMENT OF THE AUTHOR**

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## **LISTS OF ABBREVIATION**

SC: School climate

OCDQ: Organizational Climate Description Questionnaire

LPC: Least Preferred Coworker

SLEQ: School Level Environment Questionnaire

ILS: Instructional Leadership Styles

LSC: Leaders response regarding School Climate

LPLS: Leaders response regarding School Principal Leadership Styles

TSC: Teachers response regarding school climate

TPLS: Teachers response regarding principal leadership styles

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## **Abstract**

*The main purpose of this study is to study and improve a link between the principals' leadership style and the school climate which existed in behavior, attitude, expectations, values, beliefs and relationships with teachers and how the principal is exercising the leadership style in Yabello Wereda district secondary schools. Creating a good climate where teachers can teach and pupils can learn and parents can be involved in the education of their children's. This is to say that there is a connection between positive school climate and school principal leadership styles. The implication of this is that leadership styles dictate organizational climate. To this effect, Correlational design was employed by which questionnaires and interviews were used as instruments of data gatherings. The data were collected from two secondary schools teachers, department heads, unit leaders, principals and supervisors for the Wereda has only two secondary schools and also difficult to apply the methodology to other many secondary schools at other weredas. A total of 2 supervisors, 2 principals, 19 heads of departments, 2 unit leaders, and 40 teachers were included as subjects of the study. The collected data were analyzed with the help of appropriate Correlational Design to see relation which is used by "Pearson". Various leadership styles used by principals and the corresponding climates were identified. The findings of the study indicated that the type of climate that exists in schools is related to the principal leadership style and the school principal used leadership style inappropriately. School climate differs from school to school; principals employ various styles while performing their duties, Principals' perception of their behavior is different from how their followers perceive them. Teachers are not committed to their work, there is a link between principal leadership style and school climate. The study found that the dominant style of leadership used by the principals covered in this study, as perceived by their teachers, was the telling style of leadership. The two principals used the telling style of leadership inappropriately. To this end, the closed climate that existed in both schools could be linked to the inappropriate use of the telling style of leadership. More importantly, the style does not seem to be suitable to create a positive organizational climate. Finally, based on the findings of the study, the following are recommended that principals should familiarize themselves with various leadership styles and their effectiveness in different situations and other stakeholders should organize and improve the school climate by mobilizing, how good climate can be created and how it can be improved and sustained.*

# **CHAPTER-ONE**

## **1. INTRODUCTION**

Schools are 'formal agencies of education' where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. To do this, it requires the effectiveness and commitment of the educational leadership particularly school leaders and teachers, (Chitiavi, 2002). According to the above opinion to improve the basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. To perform this, we need to have competent principals to build positive school climate. In line with this, (Mohanty, 1990) stated that in educational system, there are different variables that have their own contribution for its development. Of all, this is the one which is the main input and important is educational leadership style and school climate.

### **1.1 BACKGROUND OF THE STUDY**

Leadership is a subject of concern among scholars, managers, and administrators. One reason for their concern is that the best way to bring about change in an organization is to change the behavior of the organization's leader. In schools, the principal is the leader and each has his/her characteristic, attitudes, values, and behaviors. These factors combined spell the principal's leadership style which can be described as "the behavior pattern that person exhibits when attempting to Influence the activities of others as perceived by those other "(Hersey & Blanchard, 1982). Style has so much potential Influence that it should be considered seriously In all aspects of administrative behavior.

leadership is an organizational management behavior introduced by Hersey and Blanchard to help people be more effective in their attempts to Influence the behavior of others (Hambleton and Gumpert, 1982). Situational leadership is based on the postulate that there is no one best style of influencing people (Hersey and Blanchard, 1982). For that matter, situational theories describe ranges of styles and then supply directives for identifying which style is most effective in specific situations. Up to now, Hersey and Blanchard's situational leadership theory has been considered the best of the leadership theories. Task behavior, defined as "the extent to which a leader provides direction for people: telling them what to do, when to do it, where to do it, and how to do it," and relationship behavior, defined as "the extent to which a leader engages in two-

way communication with people: providing support, encouragement, 'psychological strokes,' and facilitating behavior," are central to the concept of situational leadership theory (Hersey & Blanchard, 1982).

According to the Dunklee (2000) the differences in student's behavior and academic outcomes are influenced by the school principal. The school principal leads from his/her values the achievement of the desired purpose. The activities of the school are determined by what the school principal does. He/she influences everyone else's behavior: his/her values are contagious, his/her good sense of ethics instills respect what is important, how people are to be treated and how the school should operate daily. Strengthening the above claim, Ramsey (1999) contends that in an organization like the school, students and staff tend to live up to the image of the school principal; because no school is high performing without an effective and efficient school principal. He/she expect to accept responsibility for whatever pupils and staff do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning.

Considering the importance of the principal's tasks, his/her leadership style is one of the major factors determining the SC (school climate) in his/her school. Freiberg (1999) contends that the creation of any SC starts with the school principals and it is reflected in the relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of school goals and objectives, ethos of the school, etc. In other words, the school principal is in the position to initiate and maintain the kind of atmosphere he/she wants through his/her behavior. Taylor (2002) affirms this claim by saying that the school principal deliberately models a positive climate in school. He explains further that the existence of quality relationships between the school principals and teachers, among the teachers, and between the teachers and students and among students reflects a positive school climate. Ribbins and Marland (1994) said that: 'the school principal is significant in determining the quality of a school and the achievement of the goals of the schools'. Hoy and Sabo (1998) highlight various types of SC; 'a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate or a closed climate'. In light of the above, it can be assumed that the school principal apply different leadership style to determine the kind of climate that prevails in the school. Ordinarily, the main task of the school principal creates a healthy working environment in which pupils are happy and prepared to learn. He/she also identifies the school's mission and goals.

The government also gave consideration in improving quality of education on which the domain that is school environment and leader (MoE, 2010). The learning environment must be friendly to both the students and the teachers. It is believed that learning can become more pleasant and effective if the school environment is more conducive and welcoming than hostile. This situation could be linked to the absence of the necessary leadership styles. Even though there may be other factors contributing to this situation, one major problem is that some principals lack the necessary Principal's leadership styles. For example, the misbehavior of some student's increase and the situation of the school and the performance of the school have a relationship in the school. Therefore, the purpose of this study is to investigate the relationship between school principal's leadership style and school climates in the case of Yabello Wereda secondary schools.

## **1.2 STATEMENT OF THE PROBLEM**

It is obviously known that the student achievement and quality of education can be achieved properly when educational leadership maintain the SC and make safe and healthy environment. School climate is frequently mentioned in the effective schools which research as one of the variables which is important for student achievement. According to O'Hanlon and Clifton (2004) hold that a positive school climate does not exist by chance rather the principal expectations, instance and values shape the climate of the school. Without safe and healthy school climate it is difficult to achieve the school goals.

Miskel and Ogawa (1988, p. 291) assert that school climate is the quality of faculty-principal relations and the relative presence of two organizational dimensions of consideration and initiation of structure. During the 1960s and early 1970s, when school climate research was very active, a number of climate instruments were developed that subsequently accounted for most of the climate research to date (Nichols, 1991). Thus, it appears that the principal's leadership style impinges on the school climate. Moswela (2004) holds that for effective learning to be take place, the learning environment must be friendly to both the students and the teachers. He believes that learning can become more pleasant and effective if the school environment is more conducive and welcoming than hostile.

(Hambleton and Gumpert, 1982). Situational leadership is based on the postulate that there is no one best style of influencing people (Hersey and Blanchard, 1982). For that matter, situational theories describe ranges of styles and then supply directives for identifying which style is most

effective in specific situations. Up to now, Hersey and Blanchard's situational leadership theory has been considered the best of the leadership theories. Task behavior, defined as "the extent to which a leader provides direction for people: telling them what to do, when to do it, where to do it, and how to do it," and relationship behavior, defined as "the extent to which a leader engages in two-way communication with people: providing support, encouragement, 'psychological strokes,' and facilitating behavior," are central to the concept of situational leadership theory (Hersey&Blanchard, 1982).

Freiberg and Stein (1999) observe that 'schools are similar with a moderate difference in the organizational structures'. According to these scholars, schools have a common category group of students with a teacher, scheduled times for teaching and all other activities, specific times for starting and closing the school day, and management structures which are mainly hierarchical chain in all schools. The highest official position in all schools is that of a principal. In spite of the similarities in the organizational and administrative structures of schools, the achievement of the schools and the behavior of the students are different. Head (1999) explained the above in terms of academic achievement or behavior, some schools are better than others, even when they all have similar intakes. It could therefore be inferred that some schools are better than others in academic achievement as well as behavior regardless of having comparable intakes.

All schools do not run their activity uniformly. Even the schools have similar geographical location and facilities but their performance is different. For instance, the student achievement like grade 10 and 12 their scores differ from school to school, they depend on the behavior of their students.

That is why the researcher is initiated to conduct this study. Hence, the main purpose of this study is to investigate the relationship between school principal's leadership style and school climates in the case of Yabello Wereda secondary schools. For there are a gaps of understanding the relationship between school principal's leadership style, or the way they behaves in the school and school climate, or school environment in Yabello Wereda on how the school principals have been leading the school and what activity they have been doing to provide conducive environment for staffs and student learning and the relation between them with in the school including parents participation. Concerning this issue, there is no research conducted in yabello Wereda which is evident in the literature review that draws upon the significant works of

other foreign countries but has found no work on Yabello Wereda.No previous study investigated this assumption; therefore, this study attempted to fill this research gap.

### **1.3 Research Questions**

- 1) What is the school principal are leadership styles that have been practiced by school principals in secondary schools of Yabello Wereda?
- 2) What kind of behavior, attitude, expectations, values, beliefs and relationships exists in Yabello Wereda secondary schools?
- 3) What is the relationship between the school principal’s leadership style and school climates in Yabello Wereda secondary schools?

### **1.4 Objective of the Study**

#### **1.4.1 GENERAL OBJECTIVE**

The general objective of this study is to investigate the relationship between school principal’s leadership style and school climate in secondary schools of Yabello Wereda.

#### **1.4.2 SPECIFIC OBJECTIVES**

1. To identify the school principal’s leadership style of secondary schools in Yabello Wereda.
2. To identify the kind of school climate exists in the secondary schools of Yabello Wereda.
3. To investigate the relationship between schools principal’s leadership style and school climates in the secondary schools of Yabello Wereda.
4. To suggest possible strategies of improving school principal’s leadership style and school climate.

### **1.5 SIGNIFICANCE OF THE STUDY**

There is a need for the school to have knowledgeable and skilled leadership to lead the school. This need becomes very crucial for the accomplishment of the desired objectives of the schools and improvement of the school climate. Based on these facts, the study has the following significances:

1. It indicates the principals’ broad knowledge and the ability to apply leadership and styles are fundamental to creating and maintaining a conducive climate for teaching and learning.

2. It may help the whole process of establishing a culture of learning and teaching starts with the principals' leadership styles to direct both teachers and learners' focus on the essence of schooling, which would lead to the creation of a positive climate.

3. It can serve as a stepping stone and reference for interested individuals to conduct further research in the areas.

#### **1.6 DELIMITATION OF THE STUDY**

The dimension of the study is confined to the relationship between school principal's leadership style and school climate that was covered under the study area. It is also mainly confined to investigate the relation between the two variables of the two secondary schools and can't cover other Wereda's schools because of the nature of the problem needs wide description and investigation. It also needs to make detailed analysis of existing phenomena with the intent of employing data to see the relation between school principal leadership style and school climate

#### **1.7 LIMITATION OF THE STUDY**

The study focused on the investigation of the relationship between principal's leadership style and school climate in the case of Yabello Wereda secondary schools. It is obvious that research work can be not totally free from limitation. To this end, some limitations were observed in this study. One apparent limitation is resource and budget scarcity. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

#### **1.8 OPERATIONAL DEFINITION OF TERMS**

**Educational Leadership Style:** describe leadership style as the manner a leader leads ,how they communicate, exercise power and authority and the effect these have on teachers and other school staff members.

**School climate:** school climate is a blend of beliefs, values and attitudes of pupils and staff members, principals and parents, level of independence, styles of leadership and job satisfaction. is a broad term referring to teachers' perceptions of the general work environment of the school.

**Leadership:** is influence power and the legitimate authority acquired by leader to be able to effectively transform the organization through the direction of human resources that are the most important organizational asset.

**Principal:** as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant figure in initiating and realizing of the innovations that take place in the schools.

## CHAPTER-TWO

### 2. REVIEW OF THE RELATED LITERATURE

#### 2.1 .QUALITIES OF PRINCIPALS

In 1985, Bennis and Nanus described the results of ninety interviews that were conducted with people who worked in government, business, and nonprofit organizations in order to measure certain factors that may explain why they excelled as leaders in their areas. All ninety people shared seven leadership qualities. These qualities are shown below:

1. **Know what they want:** Have an intensity of vision (bright flame burning) that attracts the attention and commitment of other people.
2. **Communicate meaningfully:** Style varies, but the communication about goals and agendas is clear, consistent, and definite.
3. **Commitment:** Predictable, persistent, determined, dedicated. This constancy engenders trust and builds organization identity.
4. **Positive self-regard:** Feel good about themselves and the job. Recognize own strengths and weaknesses and compensate for the latter. Receptive to criticism; and do without constant approval and recognition. Keep developing their talents.
5. **Think positively:** Never think of failure. Just possible setbacks. Look ahead to challenges; never look back except to learn from mistakes. Enjoy each day. Rewards are satisfaction and sense of adventure and play.
6. **Energetic:** Heal fey, active, and hardworking.
7. **Conceptually able:** Problem-solvers and capable decision-makers. Able to analyze, synthesize, evaluate, and think creatively.

#### 2.2 School climate

Freiberg and Stein (1999) refer to school climate as the core of the school; the value of a school that brings about a wholesome learning place, where pupils' and parents' dreams and ambitions are tended, and teachers motivated to function at their best, where everybody is respected and feel attached to the school. School climate is defined by Hoy and Miskel (2001) as a blend of beliefs, values and attitudes of pupils and staff members, principals and parents, level of independence, styles of leadership and job satisfaction.

From the above definitions, school climate may be perceived as a term used to portray the atmosphere of the school which is mainly influenced by the principal and dictates how pupils and teachers perceive their school and affects their values and attitudes toward school and job respectively. Researchers of school climate, for example Hoy and Sabo (1998) observe that a positive school climate is related to the effectiveness of whole school. This is to say that there is a connection between positive school climate and school effectiveness. The implication of this is that leadership styles dictate organizational climate. However, most authors on school climate are of the opinion that the perceptions of students and the school community are important components of creating a good climate where teachers can teach and pupils can learn and parents can be involved in the education of their children's climate is the total environmental quality within an organization. It may refer to the environment within the school department, school building, or school district. Organizational climate can be expressed by such adjectives as open, bustling, warm, easy going, informal, cold, impersonal, hostile, rigid and closed. Organization culture has its roots in sociology and anthropology, whereas organization climate is rooted in psychology.

### **Components of school climate**

Organizational Climate Description Questionnaire (OCDQ; Halpin and Croft 1963).

It was proposed that eight factors are responsible for climate indicators:

The level of unity among teachers

Relations with the school principal

The level of teacher job satisfaction

Relations with colleagues

The level of alienation of the principal

The level of control exercised by the principal

The exchange of ideas with the principal

The principal's respectful attitude towards students

### **TYPES OF SCHOOL CLIMATE**

#### **2.2.1 OPEN CLIMATE**

An open climate is used to describe the openness and authenticity of interaction that exists among the principals, teachers, pupils and parents. Hoy and Sabo (1998) state that an open

climate reflects the principal and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal, according to these researchers, shows genuine concern for teachers; he/she motivates and encourages staff members (high supportiveness). He/she gives the staff freedom to carry out their duties in the best way they know (low defectiveness). He/she does not allow routine duties to disrupt teachers' instructional responsibilities (low hindrance). Also, in a school characterized with open climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that pupils succeed (high commitment). They care, respect and help one another as colleagues and even at personal level (high collegial relations). As a team they work for the success of pupils. Both the principal and teachers are accessible and approachable they maintain close relationships with pupils and parents (Halpin 1966). Hoy and Tarter's (1997) findings reveal that high supportive principal behavior, low directive principal behavior, high engaged teacher behavior, and very low frustrated teacher behavior are attributes of an open/healthy organizational climate.

### **2.2.2 CLOSED CLIMATE**

Hoy and Sabo (1998) assert that closed climate represents the direct opposite of the open Climate. The main characteristic of this type of climate identified by Hoy and Tarter's (1997) is lack of commitment and or unproductive (high disengagement). There is no commitment, especially on the part of the principal and teachers. There is no emphasis on task accomplishment; rather the principal stresses routine, trivial and unnecessary paper work to which teachers minimally respond. The principal is rigid and controlling (high defectiveness). He/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consequently, most teachers are frustrated and ineffective. Hoy and Sabo (1998) add that there is lack of respect for the principal. Not only that, the teachers lack respects for and are suspicious of each other, the school authority and even the pupils. Teachers are intolerant and divided, thus, there is social tension in the school. Hoy and Tarter's (1997) findings establish the above characteristics of a closed/unhealthy organizational climate as enumerated by Hoy and Tarter's. In this kind of atmosphere, it would be illogical to either expect the pupils to achieve high academic standard or have positive attitude toward the school and each other simply because there is no example to be emulated.

As mentioned earlier, climate types range on a continuum from open to closed climate.

In view of the characteristics of each of the above organizational climates of schools as described by Hoy and Tarter's (1997), the first and the last types (open and closed), are the two extremes. Thus, they are opposites. Each dimension in an open climate is positive: contributing to a goal-driven learning environment, while each dimension in a closed climate is negative, contributing to a confused, unproductive atmosphere. For instance, in an open climate, the principal is flexible and gives his/her teachers freedom to function without close scrutiny, which encourages them to put into use their creative talents and put in their best; whereas, in a closed climate, the principal is rigid, controlling and closely scrutinizes his/her teachers. In this situation, a considerable number of teachers are resentful and uncommitted: they show no interest in their job and simply put in minimum effort in reforming task given, just for the purpose of earning a living. Similar contrast is seen in autonomous and paternal climate; the general impression in an autonomous climate is that it is a person oriented as opposed to the task oriented that characterizes a paternal climate. Controlled and familiar climate are similar to paternal climate.

### **2.2.3 AUTONOMOUS CLIMATE**

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The principal models enthusiasm and diligence. Both teachers and pupils are happy. There is no external threat or influence. Teachers have great desire to work and pupils are highly motivated to learn. There is close relationship among the principal, teachers, pupils and parents (Ribbins and Marland, 1994)

### **2.2.4 CONTROLLED CLIMATE**

Hard work is the major characteristic of controlled climate. Even though the principal does not model commitment, hard work is over-emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Pupils are also hard working, but are given little time for participation in extracurricular activities. The principal often employs a direct approach, keeps his/her distance from teachers, pupils and parents in order to avoid familiarity. Parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Ribbins and Marland, 1994).

### **2.2.5 FAMILIAR CLIMATE**

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the school: they do not share same views with principal and their colleagues. As a result, those who are not committed, form a clique because they are of the same attitude, they become friends. Most pupils do not take their studies seriously and some of them give flimsy excuses to be out of class or absent from school. Most parents are not involved in their children's education, they are not keen to find out what their children do or do not do in school. They do not think it is important to attend Parent-Teacher meetings. The familiarity between principal and teachers is so much that the schoolwork suffers (Ribbins and Marland, 1994).

### **2.2.6. PATERNAL CLIMATE**

This type of climate depicts an atmosphere where the principal is very hardworking, but has no effect on the staff; to them hard work is not a popular term. There is a degree of closeness between the principal and teachers, but the principal's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, pupils and parents prefer to maintain distance from the principal. Often, pupils cannot express their difficulties or problems with boldness and parents visit the school only when it is absolutely necessary (Ribbins and Marland, 1994), like, for example, on days when the Parent Teacher Association (PTA) is meeting.

### **2.3 CREATING A POSITIVE SCHOOL CLIMATE.**

Freiberg and Stein (1999) posited that school climate can be seen in every aspect of the school: from teacher's and student's attendance records, in the classroom, on the bulletin board, during break and lunch times, in the teachers' lounge, from pupils' mobility rates in allways, and the like. Interestingly, school climate does not exist by accident. For instance, Harris and Lowery (2002) assert that school climate is created and can be maintained unless an alteration occurs in the life of the school. While it is true that behaviors of the principal, teachers, pupils and parents affect a school climate, to some extent, the principal is central to creating the climate: what he/she does establishes the climate of the school whether positive or negative (Hall & George, 1999). Therefore, at this point, it would be worthwhile to examine how a positive climate can be created and sustained in schools.

## **2.4 HOW TO IMPROVE SCHOOL CLIMATE**

Educators and parents have multiple options to enhance school climate and students' overall educational experience.

The following is a list of possible interventions to improve school climate, those are:

- Increased parent and community involvement
- Implementation of character education or the promotion of fundamental moral values in children
- Use of violence-prevention and conflict-resolution-curricula
- Peer mediation
- Prevention of acts of bullying, Peterson & Skiba, (2001),
- Teachers and principals treat students fairly
- Equally and with respect
- Provide a safe environment for staff and students. Harris & Lowery, (2002),
- Personalization through adopt-a-kid programs
- Honoring most-improved students, and block scheduling, (Shore, 1995). wholesome atmosphere conducive to learning.

## **2.5 PARENTS PARTICIPATION IN THE SCHOOL**

Most, parents irrespective of race or age, desire the best for their children. They want children to live a better life, they want them to be successful in school and they want to see a whole child who is successful academically and is morally upright (Constantino, 2003). Parents' involvement in their children's education is not a new issue; most researchers of parent involvement concur that parents contribute significantly to pupils' performance (Rosenblatt & Peled, 2002). Small's (2003) experience as a teacher who loves to involve parents in children's school work indicates that parent teacher partnership promotes learning and brings about growth in pupils. This is to say that when the school involves parents in the education of their children, it improves pupils' performance both in academic work and character, which otherwise may not be achieved by the school alone. Epstein (2002) argues that developing a partnership with parents improves school climate; connects families in the school and the community and helps pupils to succeed in school and in later life. In other words, when parents, pupils and teachers see one another as partners in education, a positive climate begins to flourish in school.

This is because frequent interaction among school, parents and community creates a situation where pupils receive similar motivating messages about the importance of school, hard work, positive character, etc., from various people at different times. In view of the above, it can be assumed that if pupils feel that everybody is interested in their success, they are likely to build positive school behavior, attitudes and work hard to obtain their full potential; and consequently, absenteeism and dropout rate will decrease. Homework habit will equally improve.

Griffith (2000) asserts that school climate affects parent empowerment and involvement in school. He says that if parents perceive school climate as positive, their involvement increases as long as the school allows them to do so. This implies that parents will be involved in their children's school activities if the school climate encourages them to do so. Rosenblatt and Peled's (2002) findings indicate that unless school and teachers intentionally develop and implement appropriate practices of partnership with parents, there may not be any improvement on parent involvement in school. Therefore, the principal seems to be the individual to initiate and facilitate parent involvement in a school. Constantino (2003) eludes to the assertion that school leaders do not encourage the parents in school and argues that even though the school leaders claim to delight in parent involvement in school, they limit the relationship by taking actions that do not encourage parent involvement in school, otherwise, parent would have been actively involved in school activities, and realize their dream for their children. Hornby (2000) asserts that despite the fact that parent involvement contributes to the achievement of school goals, minimal parent involvement in school is a worldwide issue. In this regard, Benhamtye (2000) observes that in most cases, parents get involved when what they feel that the school has violated their expectations, for instance, when a school eliminates a program that parent's value for their children, parents' respond without delay. Otherwise, many of them believe that it is the school's responsibility to educate their children, thus, many parents are far away from the school. However, Small (2003) holds a different opinion with regard to the parents' lack of interest in their children's education. He believes that parents are willing to cooperate with teachers so much so that if teachers are willing to involve them, they come readily as resource individuals and helpers in the teaching-learning process. He maintains that many teachers are reluctant to utilize parents in teaching-learning activities to avoid any kind of intimidation, an issue which Small (2003) feels should not arise if teachers are well prepared for their class activities.

Otherwise, teachers benefit from parent involvement as their support fosters the accomplishment of the teachers' tasks, class objectives, and therefore, the school goals.

The case in Yabelloo Wereda Secondary schools is not different from Hornby (2000) and Benhamtye's (2000) observations as Mosime's (2000) findings reveal that parents seldom visit the school to check on their children's performance. She explains further that some parents respond coldly when and if they are called concerning the behavior of their children. If this is the case, the question is how can principals create climate, which will encourage parent involvement in school? It is assumed that principals would empower parents in order to their involvement and contribution in school.

## **2.6 . IMPORTANCE OF SCHOOL CLIMATE**

The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001) and Pasi (2001) argue that a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception; as well as their responses to learning objectives in school environment. Pupils who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nurture, supports and challenges them. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally. According to Brooks (1999), pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Many adolescents join gangs to satisfy this need for connectedness and a sense of identity. Related to this feeling of belonging is the importance of helping each student to feel welcome, thereby reducing the feelings of alienation and disconnectedness? Pasi (2001) observes that schools have become important in the lives of pupils especially those who face negative circumstances at home. Thus, more than ever before, the school should be a safe and positive place, which is conducive to learning, fosters positive relationships and helps pupils to prepare for future challenges.

He adds that the school climate significantly influences the way pupils feel about education. A school's climate can have a positive effect on pupils or it can be a barrier to learning, that is, it can either hinder or facilitate the realization of pupils' potentials

## **2.7 SCHOOL PRINCIPAL'S LEADERSHIP STYLES**

Researchers have discerned a number of school leadership patterns or styles, the most commonly known having been identified by renowned social scientist Kurt Lewin and his colleagues in 1939. These are authoritarian or autocratic, democratic or participative, and laissez-faire or passive: the authoritarian leader makes all decisions, independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision-making; and the laissez-faire leader allows the group complete freedom for decision-making without participating himself/herself.

In 1967, Likert suggested another set of styles: exploitive authoritative, benevolent authoritative, consultative, and participative. In exploitive authoritative style, the leader has low concern for people and uses such methods as threats and punishments to achieve conformance. When an authoritative leader becomes concerned for people, a benevolent authoritative leader emerges. The leader now uses rewards to encourage appropriate performance and listens more to concerns, although what he/she hears is often limited to what subordinates think that the leader wants to hear. In consultative style, the leader is making genuine efforts to listen carefully to ideas; nevertheless, major decisions are still largely centrally made. At the participative level, the leader engages people in decision-making; people across the organization are psychologically closer and work well together at all levels.

According to Bass (1985), transformational leaders are more likely to be proactive than reactive in their thinking, and more creative, novel, and innovative in their ideas. Transactional leaders may be equally intelligent but their focus is on how to keep the system for which they are responsible running—reacting to problems generated by observed deviances, and looking to modify conditions as needed. Bass (1998) believes that every leader displays practices of both styles to some extent. Although transformational and transactional leadership are at opposite ends of the leadership continuum, he maintains that the two can be complementary (see also Leithwood & Jantzi, 2000). The ideal leader would practice the transformational components more frequently and the transactional components less frequently.

Bass and Avolio (1994) embrace this “two-factor theory” of leadership and believe that the two build on one another. The transactional components deal with the basic needs of the organization, whereas the transformational practices encourage commitment and foster change. It should be noted that by 1990 researchers were advocating transformational leadership and other forms of leadership that were more consistent with evolving trends in educational reform, such as empowerment, shared leadership, and organizational learning (Hallinger, 2003; see also Avolio, 1999; Bass 1997, 1998; Bass & Avolio, 1994; Leithwood, Begley, & Cousins, 1994; Leithwood & Jantzi, 2000; Silins & Mulford, 2002). While this shift from more managerial, or transactional, leadership to dispersed, or transformational, leadership was evident in literature, it remains questionable as to whether these changes are evident in the practices of administrators. Considering the realities of schools today, many school principals are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment, interdependence, and empowerment of teachers and staff is not always available. In some contexts, not every leader has the ability to convince their subordinates to make an effort to perform at a high level. Transactional leaders, in contrast, do not dedicate much time to developing their subordinates; instead, they wait until they either fail or succeed and then react.

## **2.8 RELATIONSHIP BETWEEN PRINCIPAL’S LEADERSHIP STYLE AND SCHOOL CLIMATE**

A principal with a strong belief and value system is more effective, exhibits a greater longevity, and receives more valuable support from the community. On the other hand, principals who lack integrity, avoid responsibility, and blame others lack acceptance from their employees and the community and have no staying power. Poor leaders create an environment of neglect, mismanagement, escalation of crises, and continuation of unacceptable behaviors and relationships throughout the school. Poor leadership in any field can lead to failed programs (Plummer, 1995). The Ciruli Study (2002) findings stated that teachers uniformly believe the principal is the most “important” person at the school. Principals are important in setting expectations for teachers and in boosting morale through positive feedback. The main complaint about less effective principals is that they offer no positive feedback. Whether teachers get along with and/or respect their principal seems key whether the teacher will stay at the school.

This factor overrides other issues such as teaching environment and whether the school is rated satisfactory or unsatisfactory. According to Winter and Sweeney (1994, p. 12), “administrators can improve school climate and student achievement by understanding their role in the school environment and working to improve them. Successful principals encourage risk-taking and support good ties. When principals back teachers, are fair and trust-worthy, and are genuinely concerned about teacher growth, teachers go the extra mile”. Robbins (2002) felt that a great follower makes a great leader. If public school teachers perceive their principals as having the effective traits of a successful leader, they will model themselves after their principals.

As a result, future leaders in the public school system will have the ability to create a new environment for supporting teachers, and in turn, the teachers will be empowered to take care of the student population which is a mutually beneficial, symbiotic and elegant relationship. Principals need dedicated cooperation and involvement by teachers, staff, parents, and community to create a learning environment (Kimbrough and Burkett, 1990; Ubben et al., 2003). Once principals have established their leadership status with teachers, students, and parents, their influence is to inspire the direction of the school’s educational purpose (Kimbrough and Burkett, 1990).

Looking at how leaders (principals) as well as followers (staff) behave in schools is not just a role of proper expectations and individual incentive and cognition. There is an active relationship among these elements, with participants bringing with them a wealth of exclusive attributes, values, needs, sentiments, motives, and cognitive skills. These conditions create a collective sense of identity and transform “a simple aggregate of individuals into a distinct workplace ‘personality’ or culture” (Hoy and Miskel, 1996, p. 27). Al-Gasim’s (1991) study that found a strong relationship between an open climate and principals who were high in both consideration and initiating structure dimensions (John and Taylor, 2002). Similarly, Bailey (1988) concluded that school principals who desire to improve their school climate need to exhibit both high task-oriented behaviours and high relationship behaviours with their teachers.

Other studies have likewise underscored the importance of the leadership style of principals to the development of a positive school climate (Bancroft, 1986; Bishop and Dagley, 1991; Chen, 1990; Hayes, 1994; Marschilok, 1993). The challenges brought to educational institutions by reorganization have been mentioned as grounds for promoting transformational leadership in schools.

It is asserted that transformational leadership is appropriate to the trials of current school restructuring. Transformational leadership has the potential for constructing high levels of commitment (in teachers) to the multifaceted and uncertain nature of the school restructuring agenda and for nurturing growth in the aptitudes teachers must build up to respond positively to this plan (Leithwood and Jantzi, 1997). In other words, challenges brought to schools by restructuring have been cited as reasons for advocating transformational leadership in schools (Barnett et al., 2000).

The transformational leader finds ways to be successful by collaboratively defining the essential purpose of teaching and learning and then empowering the entire school community to become energized and focused (Sagor, 1992). Prior studies have similarly found significant relationships between leadership style and climate. Holley (1995), for example, concluded from her study of high school administrators and staff members of an urban school district that leadership style of the administrators can create a climate that is conducive and supportive of the instructional emphases in the school.

Bailey (1988) found that high school teachers in West Virginia perceived a positive relationship between their principals' leadership styles and the school climate. The findings indicated that high school principals who desire to improve their school climate need to exhibit high task and high relationship behaviors with their teachers. Research has been done on the principal's effect on school climate and the ways a principal can enhance school climate.

[

Madison(2002)argues that there is appositive school climate under the principal who perceived transformational leadership, and also finding has been indicated that collegial leadership was strongest in line/transformational supervisors and weakest in line/transactional supervisors. However, only limited research shows the effect principals have on the climate in small rural schools.

## **CHAPTER-THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This study is quantitative correlational in nature. It is designed to identify the relationship between principal's leadership styles and school climate

#### **3.1 RESEARCH DESIGN**

In this study correlational research design was employed to conduct the study. This method was selected because the nature of the problem needs wide description and investigation. The study was correlational because it helped to make detailed analysis of existing phenomena with the intent of employing data to see the relation between school principal leadership styles and school climates.

#### **3.2 SOURCE OF DATA**

The primary data was collected from Dioda Hara and Dadim secondary schools principals, unit leaders and head of departments and teachers in two different secondary schools were taken for the study in considering the number of teachers was 100% from each school through questionnaires. Principals, supervisors, teachers and unit leaders through interview on principal leadership style and school climate was also available to apply.

#### **3.3 SAMPLE AND SAMPLING TECHNIQUES**

The population data was gathered from the year 2019/2020 Annual Statistical Report of Yabello Wereda secondary schools. There are 2 government secondary schools staffed by 40 teachers, 2 unit leaders, and 19 head of departments, 2 principals, 2 supervisors for two schools. Sampling techniques was employed for the study and probability sampling was also used. The researcher preferred probability sampling for every member of the population has an equal and independent chance selected for the sample for the number of principals, unit leaders, department heads, and supervisor and were few in number.

Therefore, from the total population of 40 teachers all the 40 teachers were taken for the sample. There were 2 supervisors for the two schools, 2 principals, 19 head of department, 2 unit leaders that was taken for the study. that was taken for the study. The total population for the study was 65 and sample size was 65 because "For smaller populations,  $N \leq 100$  or fewer, there is little point in sampling; survey the entire population.(L.R.Gay,Geoffrey E.Mills and Peter W.Airison) .P-139." For the number of participant is few the whole were taken for sampling.

**Table 1. Sample population and sample size**

No of schools	No of teachers		supervisors.			Principals			Depar't heads			Unit leaders			
	pop'n	%	Sample	pop'n	%	Sample	pop'n	%	Sample	pop'n	%	Sample	pop'n	%	Sample
1															
Dadim secondary school	20	100	20	1	100	1	1	100	1	8	100	8	1	100	1
2															
Dida Hara secondary School	20	100	20	1	100	1	1	100	1	11	100	11	1	100	1

**3.4 INSTRUMENTS OF DATA COLLECTION**

**3.4.1 QUESTIONNAIRE**

The questionnaire was employed as a major instrument to collect information from the data sources of the study. It was prepared in order to collect data from teachers, Principals, head of departments and unit leaders. The questionnaire was used to obtain factual information, opinions and attitudes from respondents about principal leadership style and school climate. The questionnaire contain closed-ended questions' to help the flow of adequate information as much as possible. The Questionnaire was prepared by the options given for the items based on Likert Scale and multiple choices.

### **3.4.2 INTERVIEW**

In addition to the questionnaire, interview was the other instrument of collecting data for the study. The interview was undertaken to get views and opinion about the instructional leadership style in the school. In this study interviews was prepared to conduct and collect data from teachers, principals, supervisors and head departments. The purpose of interview is to strengthen, support and fill the gap in the information obtained through the questionnaire.

### **3.5 PILOT TESTING**

Pilot testing was conducted on a total of 35 respondents, 1 supervisor, 2 principals and 32 teachers at Yabello town Kobole Secondary school teachers from grade 9-12. The instrument was assessed in the pilot test to try out generally constructed to measure the school principal leadership style and school climate. Respondents were told how to give response to the questionnaire that provided to them. A vague question, that was risen by the respondents, was cleared during the pilot distribution. The pilot testing was try out the total of 35 respondents who were completed the questionnaire appropriately. Finally, the responses of the participants were entered to SPSS version 2020 to compute item in to correlation/”Pearson”(r). The measure was found to be reliable with -0.167 for 8 items from school climate and -0.167 for 8 items from school principal leadership style which shows negatively correlated.

### **3.6 PROCEDURE OF DATA COLLECTION**

At the very initial level, the total number of population was collected from the two schools supervisors through telephone and from documents. Based on the collected data, the size of the target population were known. Then the sample size for each school was set proportionally using the target respondent population of each school. Subsequently, discussion was conducted with supervisor of the school on how and when the questionnaires should be distributed to respondents. The name of teachers was obtained from attendances in the school. From attendance list the teacher’s were selected using probability sampling method.

The respondents were available, the researcher was discussed before distributing the questionnaire with the school principals and supervisors, then they were announced their presence in the staff room ready to fill in the questionnaire. Before the respondents start filling in the questionnaire, the purpose of the study was explained by the researcher and oral instructions was also given. The questionnaire was administered in their respective schools during regular class periods.

They were told not to discuss on the items as the response of one respondent might be influenced by the other. The questionnaire was administered to 65 respondents. The analysis was made using 65 respondents. There were four assistants (two for each school). Two assistants were selected from primary school teachers with diploma qualification. In particular, they were helping the researcher when the questionnaires filled.

### **3.7 METHODS OF DATA ANALYSIS**

The statistical analysis was used to find whether relation existed between the principal's leadership style and the existed school climate. Finally, statistical analysis was used to find whether the principal's leadership style and his effectiveness differed according to the principal's years of experience, and school level ( secondary). The result was expressed as a correlation coefficient "pearson" ( $r$ ) that indicates the degree of relation between the two variables.

The researcher was used both quantitative and qualitative methods of data analysis in the research. For the quantitative data, likert scale was weighed according to the degree of agreements in school climate questionnaires. The scaling approach adapts as (1) = strongly agree, (2) = agree, (3) = undecided, (5) = strongly disagree and (4) = disagree. During data analysis the researcher was used that  $> 50\%$  this indicates that strongly agree and agree,  $= 50\%$  undecided and  $< 50\%$  this indicates that disagree and strongly disagree. Quantitative data was coded, tabulated, and analyzed by using correlation coefficient "Pearson" ( $r$ ). When two variables were correlated, the result is a correlation coefficient, which is a decimal number ranging from .00 to 1.00. The correlation coefficient indicates the size and direction of the relation between variables. The data collect by interview was supplemented and strengthen to the information obtain from questionnaires analyzed qualitatively and logically interpreted by the researcher to answer the basic questions. Correct choice of correlation method (Pearson  $r$ ) was used to calculate the correlation.

### **3.8 ETHICAL CONSIDERATION**

The ethical issues that was given attention in the study. At the beginning cooperation letter was received from the department of educational planning and management of Addis Ababa University. Then, the letter was given to Woreda education office and a consent letter was prepared by the researcher to help the respondents make an informed decision.

In addition, to get the intended response from the subjects and to conduct the research, the researcher was made a trust between him and his respondents. Also, he made a positive approach minding that his respondents were not harmed in any way, socially, mentally or physically. Moreover, the researcher was informed all the respondents why he need them and ensuring freedom from harming them.

### **3.9 ORGANIZATION OF THE STUDY**

This research paper was organized on the topic the relationship between principal leadership and school climate of Government Secondary School of Borana Zone in southern Oromia region. The main objective is to assess the relationship between principal leadership and school climate in the school activities and their effectiveness. It was also organized on how to engage different subjects who have been concerned to the problem: school principals, teachers, department heads, supervisors finalizing with SPSS.

The paper includes: the introductory parts which has background of the study, statement of the problem and objectives of the study, the other part which has delimitation of the study, significance of the study and definition of technical terms, the next part has research design and methodology, which has research design, sampling techniques, data gathering tools, procedure of data collection, data analysis, ethical consideration, organization of the study, summary, findings and recommendations.

## **CHAPTER FOUR**

### **4. RESULTS AND DISCUSSION**

This chapter shows results and discussion of the collected data. It consists of two sections. The first section treats the characteristics of respondents in terms of sex, age, educational qualification, and position and work experience. The second section discusses the main part of the study, the analysis and interpretation of data which was collected through questionnaire and interview. A total of 65 questionnaires were distributed to the respondents that was filled and returned. The rate of return of the questionnaires was 100%.

The total number of the respondents who were planned to participate in both school are 37 respondents at Dida Hara Secondary School and 35 respondents at Dadim Secondary School respectively, and 2 wereda education officials totally 74 respondents planned to participate. But 3 respondents from Dida Hara Secondary School, 4 respondents from Dadim school and the 2 Wereda Officials were missed because of some social problems and transference of job to another Wereda. The remained 65 respondents from both school was successfully participated in the research study. In order to treat the basic questions. Moreover, in order to answer the basic questions, the data collected from the respondents through questionnaires were organized in tabular form and interpreted using percentage and frequency.

#### **4.1 . CHARACTERISTICS OF THE RESPONDENTS**

As shown in Table 2, in the age category 23-27 ages were Dida Hara Secondary school 6(17.65%), in Dadim secondary school 6(19.35%). 28-32 ages were at Dida Hara secondary school 8(23.53%), at Dadim Secondary school 7(22.58%) respectively. 33-37 ages were at Dida Hara Secondary school 6(17.65%), at Dadim secondary school 2(6.45%) respectively. Age 38-42 were 4(11.76%) at Dida Hara Secondary School and 3(9.68%) at Dadim Secondary school respectively.

**Table 2.Characteristics of the Respondents**

			Name of the school	
			Dida Hara Secondary school	Dadim secondary school
<b>Sex</b>	Male	F	33	30
		%	97.06	96.77
	Female	F	1	1
		%	2.94	3.23
<b>Age</b>	23-27	F	6	6
		%	17.65	19.35
	28-32	F	8	7
		%	23.53	22.58
	33-37	F	6	2
		%	17.65	6.45
	38-42	F	4	3
	%	11.76	9.68	
<b>Service Year</b>	6-10	F	4	5
		%	11.76	16.13
	11-15	F	4	4
		%	11.76	12.90
	16-20	F	1	2
		%	2.94	6.45
	21-25	F	1	1
		%	2.94	3.23
	26-30	F	0	1
	%	0	3.23	
	31 & above	F	0	0
		%	0	0
<b>Qualification</b>	first degree	F	30	29
		%	88.24	93.55
	second degree	F	4	2
		%	11.76	6.45
<b>current Position</b>	Teacher	F	21	19
		%	61.76	61.29
	Dep't head	F	11	10

	%	32.35	32.26
unit leader	F	1	1
	%	2.94	3.23
Principal	F	1	1
	%	2.94	3.23

**F-Frequency %-Percentage**

With respect to gender, the greater majority of the respondents were males 33(97.06%),30(96.77) at Dida Hara Secondary school and at Dadim Secondary school respectively while the remaining were females. This result in male dominates in responses than females. With respect to their level of qualification, the majority of the respondents were first degree holders. Regarding of their service, the majority of the respondents are the age's between28-32. This indicates that the respondents have long experiences.

About their current position in the school from the total respondents were 61.76% and 61.29% at Dida Hara Secondary school and Dadim secondary school were teachers. About 32.35% and 32.26% in both schools Dida Hara Secondary school and Dadim Secondary school were department heads. Concerning about unit leaders, Dida Hara Secondary school and Dadim Secondary school were 2.94%, and 3.23% respectively. The last one is about the principals of both schools in Dida Hara Secondary school and Dadim Secondary school were 2.94% and 3.23% respectively, and 1 supervisor for each school.

**4.2 LEADERSHIP STYLE**

Each alternatives of the respondents had circled in the questionnaire were entered accordingly(Appendix A part three). For example, if a teacher had circled 'A' the 'A' next to 1 in the scorecard was recorded. All respondents' choices for alternatives as indicated on the questionnaire were recorded accordingly. Then, the numbers of chosen alternatives in each vertical column representing quadrants were counted and the total was then written in the table. The total alternatives chosen from all the columns for each respondent was twelve (12) (see appendix A part three). Scores from the scorecard were transferred to the corresponding quadrant (see table 6). The primary/dominant leadership style was represented by the quadrant with the highest score. The secondary or supportive management styles were represented by the next two or more scores in any of the other three quadrants. The literature reviewed (see section indicated that there is no one best way to lead, manage or to influence people.

The readiness level of the subordinates and the type of task to be done are the major determinant factors for the choice of style. The Table 6 indicated how each school scored in the quadrants of one to four.

Table 6 indicates that in both schools the highest scores, which indicate the dominant styles used by the principal, are situated in quadrant one. Quadrant one represents a low relationship and high task leadership style. In other words, the principal in those schools used primarily the telling style of leadership. In the Table it shows that the highest scores of the principals were located in quadrant one; the highest scores of the two schools fall in this quadrant. As indicated on the table, quadrant one represents a low relationship and high task leadership behavior. This implies that the principals that participated in the study used the telling style while influencing the behavior of teachers.

The highest score of Dida Hara secondary school was situated in quadrant one in both leaders and teachers 16.4% and 28% respectively. This means that the behavior of Dida Hara secondary school principal was characterized by low relationship and high task orientation.

In the second score the second quadrant leaders 8.5 and 10.8% teachers responded. In essence, Quadrant two represents a high task and high relationship orientation. This suggests that 8.5% of the principals were selling and 10.8% of the teachers in this school responded quadrant 3.

The third score in these school 8.8 % leaders and 12% teachers which represents high relation and low task. The last score both leaders and teachers 4% and 11% leaders that is the fourth quadrant low task and low relation or delegating style (Hersey and Blanchard, 1993).

Regarding about Dadim secondary school the highest score 14% and 21% both leaders and teachers were in the first quadrant, the first score leaders 9.1% and 11% in the third quadrant was high relation low task or participating, teachers in the first quadrant is high task low relation or telling and the last score teachers the forth quadrant 11% and leaders 6.9% low task low relation or delegating and for leaders the second quadrant 8.6% and teachers 11% high task low relation. When we conclude both secondary schools, the highest score in the first quadrant shows low relation and high task (Hersey and Blanchard, 1993). In other words, most of the direction with regard to the task to be performed is still provided by the principals. The need for high emphasis on relationships suggests that the principals consider it necessary to build and develop staff members that are not susceptible but a group, which isn't able to interact and communicate freely with others as they attempt to complete the given tasks.

The implication of this is that the principals are not satisfied with having staff members that will perform tasks but they aren't interested in having achievement-motivated staff members, teachers who aren't established, conscientious, approachable and devoted and who don't have a pleasure in their job. This dominant style (the telling style) should have an impact on the atmosphere that prevails at these schools.

**Table.3 .Leadership Styles**

No	leadership styles in both Schools															
	Didahara Secondary School								Dadim Secondary school							
	L	T	L	T	L	T	L	T	L	T	L	T	L	T	L	T
1	C	C	A	A	B	B	D	D	C	C	A	A	B	B	D	D
	6	12	2	4	3	2	2	3	7	11	3	2	2	1	1	4
2	A	A	B	B	C	C	D	D	A	A	B	B	C	C	D	D
	7	10	2	4	3	4	1	3	5	6	3	3	3	5	2	4
3	A	A	B	B	C	C	D	D	A	A	B	B	C	C	D	D
	6	12	3	2	2	4	2	3	7	11	2	1	3	2	1	4
4	D	D	A	A	B	B	C	C	D	D	A	A	B	B	C	C
	2	6	5	8	4	3	2	4	2	3	6	8	2	3	3	4
5	B	B	C	C	D	D	A	A	B	B	C	C	D	D	A	A
	7	11	3	2	2	3	1	5	5	7	3	5	2	2	3	4
6	D	D	B	B	A	A	C	C	D	D	B	B	A	A	C	C
	2	6	4	3	5	8	2	4	2	3	2	3	6	8	3	4
7	C	C	A	A	B	B	D	D	C	C	A	A	B	B	D	D
	7	10	3	4	2	4	1	3	4	6	3	5	3	3	3	4
8	B	B	C	C	D	D	A	A	B	B	C	C	D	D	A	A
	7	11	3	2	2	3	1	5	5	7	3	5	2	2	3	4
9	B	B	C	C	D	D	A	A	B	B	C	C	D	D	A	A
	7	10	3	3	2	4	1	4	6	10	4	3	1	2	2	3
10	D	D	B	B	A	A	C	C	D	D	B	B	A	A	C	C
	2	6	4	3	5	8	2	4	2	3	2	3	6	8	3	4
11	C	C	A	A	B	B	D	D	C	C	A	A	B	B	D	D
	7	10	2	4	3	3	1	4	6	10	1	2	4	3	2	3
12	C	C	A	A	B	B	D	D	C	C	A	A	B	B	D	D
	7	11	1	5	3	2	2	3	5	7	3	4	3	5	2	2
F	67	115	35	44	36	48	18	45	56	84	35	44	37	44	28	44
%	16.4	28	8.578	10.8	8.8	12	4	11	14	21	8.6	11	9.1	11	6.9	11
Q	1		2		3		4		1		2		3		4	

**F-Frequency    %-Percentage    Q-Quadrant**

Various atmospheres may emerge according to the situations. For example, if the followers work according to the level of their readiness, the anticipated atmosphere will be that of trust and willingness to do the work for which they have already been equipped. On the other hand, if the principals try to buy followers to delight in them at the expense of work accomplishment, the atmosphere is likely to be that of friendship while the work suffers.

However, one of the ways to handle this kind of situation requires the principals to encourage the teachers to work on the task while the principals support the teachers' effort. Another way of looking at it demands the principals to work with the teachers to facilitate task accomplishment. In either case, an achievement-oriented atmosphere will be promoted. Most of the principals according to Table 6 less amount used the delegating style of leadership, which is characterized by low relationship and low task behavior. Low emphasis on relationship and task suggests that there is less social relation. Principals in the telling styles in the two schools expected atmosphere that of lawlessness and unproductively. Some of the principal according to Table 6 used the telling style of leadership, which depicts high task and low relationship behavior. This suggest that the principals define the role of followers and tell them what, how and where to do which task.

The principals are basically in charge of the situation; monitoring every activity and ensuring that tasks are done according to the given specifications. The principals control the relationship between them and the followers such that sentiment is not allowed to interfere with task completion. This indicates that the followers are no more performing at their readiness level and therefore, their performance is declining. This is probably due to the fact that followers perceive the principals as permissive because the principals display a high degree of relationship leading to what Black and McCanse describe as excessive familiarity. If the above style of leadership is appropriately used in this situation, an unproductive atmosphere is likely to change for the better one.

#### **4.3 THE SCHOOL CLIMATE DATA**

Corresponding to the research questions that the study set out to answer, the school climate data have been categorized under the following headings. Kottkamp et al. (1987) state that the school climate question contains thirty-four items which the researcher some of them modifies and add to suit the target schools and classified into five dimensions out of which one (supportive)

illustrate the principals' behavior and the other one (engaged) portray the behavior of secondary school teachers.

#### 4.3.1 SUPPORTIVE BEHAVIOR OF PRINCIPALS

Thus, the data will be presented and discussed under the headings mentioned above.

From Table 3 most of the respondents were dissatisfied with the principal supportive behaviour as indicated in the Table. The data shows that the majority of the respondents in Dida Hara and Dadim secondary schools, the two groups respondents, leaders and teachers 6(17.65%),12(35.29%),6(19.35%) and 11(35.48%) respectively were disagree that the statement principal act quickly and firmly to correct and redirect the staff. It is indicated that the school principal considering the followers to do the task by ordering rather than supporting. Similarly, the majority of the respondents in both secondary schools 8(23.53%),13(38.24%),6(19.35%) and 12(38.71%) were disagree principal focus on the importance of the tasks.

**Table 4 Supportive behavior of principals**

No	Items	Name of schools					
				Dida Hara Secondary		Dadim Secondary	
				Leaders	Teachers	Leaders	Teachers
1	Act quickly and firmly to correct and redirect the staff	A	F	6	8	5	4
			%	17.65	23.53	16.13	12.90
		U	F	1	1	2	3
			%	2.94	2.94	6.45	9.68
		D	F	6	12	6	11
	%	17.65	35.29	19.35	35.48		
2	Focus on the importance of the tasks	A	F	4	6	6	5
			%	11.76	17.65	19.35	16.13
		U	F	1	2	1	1
			%	2.94	5.88	3.23	3.23
		D	F	8	13	6	12
	%	23.53	38.24	19.35	38.71		
3	Active in Working with the staff to solve the problems	A	F	7	7	3	6
			%	20.59	20.59	9.68	19.35

		U D	F	2	1	1	2
			%	5.88	2.94	3.23	6.45
		D A	F	4	13	9	10
			%	11.76	38.24	29.03	32.26
4	Encourage the staff to be supportive of their efforts	A	F	2	10	5	8
			%	5.88	29.41	16.13	25.81
		U D	F	1	1	2	1
			%	2.94	2.94	6.45	3.23
		D A	F	10	10	6	9
			%	29.41	29.41	19.35	29.03
5	Concerned to involve the staff in making decisions	A	F	3	12	4	6
			%	8.82	35.29	12.90	19.35
		U D	F	2	1	1	2
			%	5.88	2.94	3.23	6.45
		D A	F	8	8	8	10
			%	23.53	23.53	25.81	32.26
6	Cooperative and respectful to the staff members and to the students	A	F	4	7	5	7
			%	11.76	20.59	16.13	22.58
		U D	F	2	2	1	2
			%	5.88	5.88	3.23	6.45
		D A	F	7	12	7	9
			%	20.59	35.29	22.58	29.03
7	Have good approach to handle and correct the student's and teacher's behavior	A	F	5	8	6	6
			%	14.71	23.53	19.35	19.35
		U D	F	1	1	1	2
			%	2.94	2.94	3.23	6.45
		D A	F	7	12	6	10
			%	20.59	35.29	19.35	32.26
8	Ready to learn from staff and implement so forth	A	F	4	6	5	7
			%	11.76	17.65	16.13	22.58
		U D	F	2	2	1	2
			%	5.88	5.88	3.23	6.45

		D A	F	7	13	7	9
			%	20.59	38.24	22.58	29.03
9	Hard worker on developing good school culture by creating conducive environment	A	F	5	10	2	7
			%	14.71	29.41	6.45	22.58
		U D	F	1	1	1	2
			%	2.94	2.94	3.23	6.45
		D A	F	7	10	10	9
			%	20.59	29.41	32.26	29.03

F-Frequency %-Percentage A-Agree UD-Undecided DA-Disagree

According to item 3, the majority of the respondents in Dida Hara and Dadim secondary schools leaders and teachers 4(11.76.0%),13(38.24%),9(29.03%) and 10(32.26%) respectively were disagree the statements that the principal is active in working to solve the problems with the teachers.

This shows that the relation between principal and the staff members of both schools hadn't social relation. He didn't give attention to social interaction. This has an influence on the school climate. According to Hoy and Sabo (1998), lack of principal skill, not only that, the teachers lack of respects for and are suspicious of each other, thus social tension will be in the school. It deduced that both schools principal's lack of relationship-oriented about perception of followers.

Item 4 shows that the majority of the respondents in both schools that were in Dida Hara and Dadim secondary schools , the leaders and teachers were disagree on the statement that the principal Encourage the staff to be supportive of their efforts. The data is indicated that both school principals weren't characterized by effects to support the effort of their teachers by using constructive criticism. The principal's didn't motivate the followers during conferences, meetings or during task performance.

Regarding item 5 the majority of the respondents in both schools both groups leaders and teachers 8(23.53%) ,8(23.53%) in Dida Hara secondary school and 8(25.81%) and 10(32.26%) in Dadim secondary school weren't agree the statement that the principal Concerned to involve the staff in making decisions.

Regarding item 6, the majority of the respondents in Dida Hara and Dadim secondary schools were also disagree on the statement that the principals Have good approach to handle and correct the student's and teacher's behavior. Thus from the data obtained, both schools concluded that they had low supportive behaviors and the principal's behavior was task oriented. In addition, according to the data as seen in the table principal supportive behavior was different from schools to schools. In Both schools, it indicated that less than 50% of the school principals had less supportive behavior. This is in line with Hoy and Tarter's (1997) assertion that a closed organizational climate is characterized by low supportive behavior,

Item 7 shows that the majority of the respondents in Dida Hara 7(20.59%),12(35.29%) and Dadim 6(19.35%),10(32.26%) secondary schools were also disagree on the statement that the principals Have good approach to handle and correct the student's and teacher's behavior. The principals do not encourage, inspire and support their followers.

Item 8 and 9 also shows that the majority of the respondents on both secondary schools disagree on the statements the principals are Ready to learn from staff and implement so forth and Hard worker on developing good school culture by creating conducive environment. This shows that they are reluctant to learn and hear from their followers as well as had weak on developing good relationship with in the school.

As the Table 4 shows, regarding items 1, 7(20.59%),12(35.29%) in Dida Hara Secondary school and 7(22.58%),9(20.81%) in Dadim Secondary school were disagree on the statement Teachers are actively participate to change their school performance. For there wasn't participatory leader in the school teachers didn't have a motive or interest to change their school performance.

Item 2 shows that the majority of the respondents in both secondary schools Dida Hara 7(20.59%),12(35.29%) and In Dadim 6(19.35%),10(20.81) disagree on the statement Teachers are working hard to promote the students results

**Table 5 Engaged Behavior Of Teachers**

<b>3.Teachers Behavior.(Engaged Behavior items)</b>							
No	Items	Name of schools					
		Dida Secondary		Hara Secondary		Dadim Secondary	
		Leaders	Teachers	Leaders	Teachers	Leaders	Teachers
1	Teachers are actively participate to change their school performance	A	F	4	7	5	7
			%	11.76	20.59	16.13	22.58
		U	F	2	2	1	2
		D	F	2	2	1	2
			%	5.88	5.88	3.23	6.45
		D	F	7	12	7	9
	%	20.59	35.29	22.58	20.81		
2	Teachers are working hard to promote the students results	A	F	5	8	6	6
			%	14.71	23.53	19.35	19.35
		U	F	1	1	1	2
		D	F	1	1	1	2
			%	2.94	2.94	3.23	6.45
		D	F	7	12	6	10
	%	20.59	35.29	19.35	20.81		
3	Teachers are cooperative in working with the principal and students	A	F	2	10	5	8
			%	5.88	29.41	16.13	25.81
		U	F	1	1	2	1
		D	F	1	1	2	1
			%	2.94	2.94	6.45	3.23
		D	F	10	10	6	9
	%	29.41	29.41	19.35	29.03		
4	Teachers are open and positively engaged in school activity	A	F	6	10	6	8
			%	17.65	29.41	19.35	25.81
		U	F	1	2	2	3
		D	F	1	2	2	3
			%	2.94	5.88	6.45	9.68
		D	F	6	9	5	7
	%	17.65	26.47	16.13	22.58		
5	Teachers are interested to implement changes to the school	A	F	6	8	5	4
			%	17.65	23.53	16.13	12.90
		U	F	1	1	2	3

			%	2.94	2.94	6.45	9.68	
		D						
		A	F	6	12	6	11	
			%	17.65	35.29	19.35	35.48	
6	Teachers are working hard in collaboration with school principals, parents and students	A	F	7	7	3	6	
			%	20.59	20.59	9.68	19.35	
		U						
		D	F	2	1	1	2	
			%	5.88	2.94	3.23	6.45	
		D	A	F	4	13	9	10
		%	11.76	38.24	26.47	29.41		
7	Teachers derives their students on how to solve different problems	A	F	4	6	5	7	
			%	11.76	17.65	16.13	22.58	
		U						
		D	F	2	2	1	2	
			%	5.88	5.88	3.23	6.45	
		D	A	F	7	13	7	9
		%	20.59	38.24	22.58	26.47		
8	Teachers guides students to have a plan to study and help each other	A	F	5	10	2	7	
			%	14.71	29.41	6.45	22.58	
		U						
		D	F	1	1	1	2	
			%	2.94	2.94	3.23	6.45	
		D	A	F	7	10	10	9
		%	20.59	29.41	29.41	26.47		
9	Teachers are helping each other through sharing different work experience	A	F	4	6	6	5	
			%	11.76	17.65	19.35	16.13	
		U						
		D	F	1	2	1	1	
			%	2.94	5.88	3.23	3.23	
		D	A	F	8	13	6	12
		%	23.53	38.24	19.35	38.71		

F-Frequency    %-Percentage    A-Agree    UD-Undecided    DA-Disagree

Both schools were characterized by high disengagement on engaged climate, most teachers didn't work as a team and didn't have a commitment to their work. They didn't respect each other and perceive themselves as professionals, the goal didn't achieve.

According to Table 4, in both schools Dida Hara secondary school and Dadim secondary school in item 3, leaders and teachers 10(29.41%), 10(29.41%) and 6(19.35%), 9(29.03%) respectively were disagree on the statement Teachers are cooperative in working with the principal and students.

Freiberg and Stein(1999) Where pupils and parents, and teachers are motivated to function at their best where everybody is respected and feel attached to the school. The principal should facilitate to the open climate in which the student and teachers are considerable to the issue of the school.

According to Item 4 of table 4, the majority of the respondent in both secondary schools Dida Hara 6(17.65%), 9(26.47%) and Dadim 5(16.13%), 7(22.58%) are disagree on the statement teachers are open and positively engaged in school activity.

The learning environment must be friendly to both the students and the teachers.(MoE,2010). Thus, the school leader is able to facilitate to engage the students and the teachers to be free involvement in every aspects of the school activities.

Regarding Item 5 in the same table, the majority of the respondent in both secondary schools Dida Hara 7(20.59%), 7(20.59%) and Dadim 3(9.68%), 6(19.35%) are disagree on the statement teachers are interested to implement changes to the school.

The school principal is in the position to initiate and maintain the kind of atmosphere he/she wants through his/her behavior. Tylor(2002). The school principal should elicit or ask the interest of the school community to participate freely and show their desire to work accordingly.

According to item 6 on the same table, the majority of the respondents in both school Dida Hara 4(11.76%), 13(38.24%) and Dadim 9(26.47%), 10(29.41%) are disagree on the statement teachers are working hard in collaboration with school principals, parents and students.

The perceptions of students and the school community are important components of creating a good climate where teachers can teach a pupils and parent can be involved in the education of their children Hoy and Sabo(1998). The principals should show their friendly relationship with the school community and socializing them to facilitate the working condition.

The same opinion is true for the majority of the respondents in both secondary schools that they respond disagree for item 7,8 and 9 on table 4.

Hoy and Tarter's(1997) reveal that high supportive principal behavior, low directive principal behavior, high engaged teacher behavior and very low frustrated teacher behavior are attributes of an open or healthy organizational climate

The interviewee also supported that the behavior of the teachers was low engaged in both schools that reflect low morale. Teachers weren't proud of their school, didn't enjoy working with each other, and weren't supportive of their colleagues.

They didn't have commitment to the success of their students. They weren't friendly with students, trust students, and weren't optimistic about the ability of students to succeed.

In General, engaged behavior items described teachers' lack of commitment to the school, some teachers complained a lot, they are unproductive and engaged themselves in trivial matters. These teachers disliked and criticized the principal. Their negative attitude was reflected in the manner they related to one another, they negatively criticized and disrespected each other. Hoy and Sabo (1998) classify this set of teachers as individual who are just 'putting in their time'. The situation may be so serious that they sabotage the principal's leadership attempts. In effect, a negative climate pervades the school.

**Table6. Principals improve the school climate.**

No	Items	Name of schools					
				Dida Hara Secondary		Dadim Secondary	
				Leader s	Teacher s	Leader s	Teacher s
1	Parent involvement in the school	A	F	6	0	4	5
			%	17.65	0.00	12.90	16.13
		U	F	0	0	0	0
			%	0	0	0	0
		D	F	6	22	9	13
			%	17.65	64.71	29.03	41.94
2	Forum create in the school	A	F	2	1	1	1
			%	5.88	2.94	3.23	3.23
		U	F	0	0	0	0

			%	0	0	0	0
		D					
		A	F	11	20	12	17
			%	32.35	58.82	38.71	54.84
3	Fund raising	A	F	2	3	3	2
			%	5.88	8.82	9.68	6.45
		U					
		D	F	0	1	0	2
			%	0	2.94	0	6.45
		D	A	F	11	17	10
	%	32.35	50.00	32.26	45.16		
4	Involving teachers and students in different school activities	A	F	7	2	3	4
			%	20.59	5.88	9.68	12.90
		U					
		D	F	0	0	0	0
			%	0	0	0	0
		D	A	F	6	19	10
	%	17.65	55.88	32.26	45.16		
5	Inviting different social leaders of the community to work on the school issues	A	F	0	2	0	2
			%	0	5.88	0	6.45
		U					
		D	F	0	0	0	0
			%	0	0	0	0
		D	A	F	13	19	13
	%	38.24	55.88	41.94	51.61		

F-Frequency %-Percentage A-Agree UD-Uncecided DA-Disagree

According to Table 5 item 1 in both schools in Dida Hara secondary school, And Dadim secondary school leaders and teachers under the statement parents involvement in the school, the majority of the respondents in both secondary schools 6(17.65%),22(64.71%) at Dida Hara and 9(29.03%),13(41.94) were disagree

Increasing parents and community involvement, implementation of character education or the promotion of fundamental moral values in children, use of violence-prevention, conflict resolution, peer mediation and prevention of acts of bullying. Peterson and Skiba(2001)

In item 2, the majority of the respondents in both schools in Dida Hara secondary 11(32.35%),20(58.82%)school ,And Dadim secondary school 12(38.71%),17(54.84%)were

disagree that the statement the principal create forum in the school. The interviewee also supports the idea that the involvement of the parents to create forum in the school and fund raising in the school was less.

Regarding item 3, the majority of the respondents in Dida Hara Secondary School 11(32.35%),17(50%) and in Dadim Secondary school 10(32.26%),14(45.16%) were disagree on the statement Fund raising.

Regarding item 4, the majority of the respondents in Dida Hara Secondary School 6(17.65%),19(55.88%) and in Dadim Secondary school 10(32.26%),14(45.16%) were disagree on the statement Involving teachers and students in different school activities

In Addition to this, under item 5 both secondary schools Dida Hara 13(38.24%),19(55.88%) and Dadim 13(41.94%),16(51.61%) were disagree on the statement Inviting different social leaders of the community to work on the school issues.

The Behavior of the principals, pupils and teachers, and parents can affect the school.

The principal is the center in creating the climate of the school either positive or negative.(Hall and George,1999)

The findings of this research indicate that lack of parent, school community and different social leaders involvement in pupils' education. It is therefore recommended that the school administration should employ various techniques(preparing panel discussion with Parent teacher association, parents, leaders of the villages/old men and Abagadas, with wereda education heads and administration, also by creating committees from this) to improve parent participation and school community in school activities. It is assumed that when parents and different social leaders work in partnership with the school, pupils' behavior and academic performance is enhanced as a result and a positive school climate is created. Parents and social leaders should be assisted to see themselves as stakeholders and encouraged to behave accordingly.

Therefore, principals should intensify their effort in motivating parents and social leaders to play their role in their children education. The forum should be created, for instance, 'Parent Day', 'Family Day' or workshops where parents can be enlightened on the significance of their involvement in their children's education.

The parents and different social leaders who are actively involved in school should be recognized and appreciated for their contributions toward school. Principals should also create opportunities and organize activities such as Fund Raising', 'Fun Day', and 'Sport Day' and discussing with

wereda administration and also Aba Gedas representatives of different Kebeles that will improve parent involvement in school.

For example, a career week can be organized and experts in different areas: engineering, accountancy, medicine, law etc. be invited to motivate the pupils. In this regard, it is suggested that much of career development program which is presently done at the secondary school level where pupils study already chosen subjects for future career should be carried out at the elementary school level where it will be beneficial to pupils because once they are well informed, they are not likely to be confused as to what subjects to choose for any career.

Both schools studied had a closed climate. A closed climate is an indicator of game playing and deception. The principals should endeavor to walk the talk and be role models for teachers, pupils, parents and other stakeholders. Their apparent efficiency and hard work should be an incentive for others. They should attend immediately to issues that interrupt teaching and the learning process and should take a firm stand on such issues to prevent reoccurrence. The support for teachers to discharge their duties effectively and create climate where pupils learn with fun should be adequately provided. The principals should try to move around the school building looking for good things that are happening for pupils and openly affirm them, bringing encouragement to both teachers and pupils.

**Table 7. The relationship between school principal Leadership styles and school climates in the two schools.**

Correlating the response of <b>leaders</b> regarding principal supportive behavior and school principal leadership styles		
	The response of leaders regarding school climate( <b>LSC</b> )	The response of leaders regarding school principal leadership styles( <b>LPLS</b> )
	L	L
F	6	67
%	17.65	16.4
F	8	35

Correlating the response of <b>teachers</b> regarding principal supportive behavior and school principal leadership styles		
	The response of teachers regarding school climate( <b>TSC</b> )	The response of teachers regarding school principal leadership styles( <b>TPLS</b> )
	T	T
F	12	115
%	35.29	28
F	13	44

%	23.53	8.58
F	4	36
%	11.76	8.8
F	10	18
%	29.41	4
F	6	56
%	19.35	15
F	6	35
%	19.35	9.4
F	9	37
%	29.03	9.9
F	6	28
%	19.35	7.5

%	38.24	10.8
F	13	48
%	38.24	12
F	10	45
%	29.41	11
F	11	84
%	35.48	23
F	12	44
%	38.71	12
F	10	44
%	32.26	12
F	9	44
%	29.03	12

The following tables shows the result of the relationship between leaders response and teachers responses regarding school climate and school principal leadership styles of table mentioned above taken from principal supportive behavior and principal Leadership style

Correlations			
		LSC	LPLS
school climate (leaders)	Pearson Correlation	1	-.433
	Sig. (2-tailed)		.284
	N	8	8
leadership style (leaders)	Pearson Correlation	-.433	1
	Sig. (2-tailed)	.284	
	N	8	8

Correlations			
		TSC	TPLS
school climate (teachers)	Pearson Correlation	1	.176
	Sig. (2-tailed)		.676
	N	8	8
leadership styles (teachers)	Pearson Correlation	.176	1
	Sig. (2-tailed)	.676	
	N	8	8

**LSC-leaders response regarding school climate, LPLS-leaders response regarding principal leadership style**

**TSC-teachers response regarding school climate, TPLS- teacher's response regarding principal leadership style**

The above response was taken from table 3 from Dida Hara secondary school and Dadim Secondary leaders response on school climate and principal leadership style of both school from table 6, at the same time teachers response from table 3 on school climate of Dida Hara secondary school and Dadim Secondary school of teachers response under principal leadership style. Then the researcher depend up on correlational design using 'pearson'(r) from SPSS to see the relation between both (School climate and leadership style) had been held in both school. Therefore, the result of SPSS when relating the response of the respondents of both school correlating with "pearson"(r):

The result of Leaders response under principal supportive behavior shows "pearson"(r) -0.433 and leaders response under leadership style shows "pearson"(r) -0.433 and teachers response under principal supportive behavior shows "pearson"(r) 0.176 and teachers response under principal leadership style shows "pearson"(r) 0.176

Here we can observe from the result, the response of leaders under school climate shows "pearson" -0.433 and response of leaders under response of principal leadership style shows -0.433 which is negatively correlated.

Both schools used the telling style of leadership, which is characterized by a high task and low relationship orientation according to the situational leadership model.

At the same time the result shows the response of teachers under school climate shows "pearson" 0.176 and response of teachers under response of principal leadership style shows "pearson" 0.176 which is positively correlated.

**Table 8 the relation of Leadership styles and school climates in the two schools.**

Correlating the response of <b>leaders</b> regarding principal improving the school climate and school principal leadership style		
The response of leaders regarding school climate(LSC)		The response of leaders regarding school principal leadership styles(LPLS)
L		L
F	11	67
%	32.35	16.4
F	6	35
%	17.65	8.58
F	13	36
%	38.24	8.8
F	13	18
%	38.24	4
F	10	56
%	32.26	15
F	10	35
%	32.26	9.4
F	13	37
%	41.94	9.9
F	13	28
%	41.94	7.5

Correlating the response <b>teachers</b> regarding principal improving the school climate and school principal leadership style		
The response of teachers regarding school climate(TSC)		The response of teachers regarding school principal leadership styles(TPLS)
T		T
F	17	115
%	50	28
F	19	44
%	55.88	10.8
F	19	48
%	55.88	12
F	19	45
%	55.88	11
F	14	84
%	45.16	23
F	14	44
%	45.16	12
F	16	44
%	51.61	12
F	16	44
%	51.61	12

The following tables shows the result of the relationship between leaders response and teachers responses regarding school climate and school principal leadership styles of table Mentioned above taken from respondent response principal improving the school and school principal leadership style

Correlations			
		LSC	LPLS
school climate (leaders)	Pearson Correlation	1	-.250
	Sig. (2-tailed)		.551
	N	8	8
leadership style (leaders)	Pearson Correlation	-.250	1
	Sig. (2-tailed)	.551	
	N	8	8

Correlations			
		TSC	TPLS
school climate (leaders)	Pearson Correlation	1	-.205
	Sig. (2-tailed)		.627
	N	8	8
leadership style (leaders)	Pearson Correlation	-.205	1
	Sig. (2-tailed)	.627	
	N	8	8

**LSC-leaders response regarding school climate, LPLS-leaders response regarding principal leadership style**

**TSC-teachers response regarding school climate, TPLS- teacher's response regarding principal leadership style**

The above response was taken from table 5 from Dida Hara secondary school and Dadim Secondary leaders response on school climate and principal leadership style of both school from table 6,at the same time teachers response from table 5 on school climate of Dida Hara secondary school and Dadim Secondary school of teachers response under principal leadership style. Then the researcher depend up on correlational design using 'pearson'(r) from SPSS to see the relation between both(School climate and leadership style) had been held in both school.

The result of Leaders response under principal improves school climate shows pearson(r) -0.250 and leaders response under leadership style shows pearson(r) -0.250 and teachers response under principal improve the school climate shows pearson(r) -0.205 and teachers response under principal leadership style shows pearson(r) -0.205

Both the result shows that the relation between the response of leaders and teachers with principal leadership style shows it is negatively correlated.

Both schools used the telling style of leadership, which is characterized by a high task and low relationship orientation according to the situational leadership model.

From the findings of table 7.1 and 7.2 we can conclude that the school principals were high task oriented and low relationship oriented. That means they used telling style and the school climate was closed climate. The feeling of the principal during working time was not aligned with that of the staff, the school community and parents.

<b>Name of schools</b>	<b>School principal style</b>	<b>School climate</b>
Dida Hara secondary school	Telling	Closed climate
Dadim secondary schools	Telling	Closed climate

Table 7 and 8 reflects the leadership styles that are used by principals of both Dida hara and Dadim Secondary school and school climate that prevailed in their schools according to the responses from the questionnaires. The styles used in each school are telling with the corresponding climate in each school. The styles in the table are the dominant styles. The above table as well as the statistics in tables shows that there is a relationship between principal leadership style and school climate. The leadership style questionnaire items were used to ascertain the leadership style of the principals since leadership style is based on the perceptions of the followers. Therefore, the teachers, department heads, unit leaders and principals responded to the leadership style questionnaire items. The school climate questionnaire was also responded by the teachers, department heads, unit leaders and principals to arbitrate their perceptions of their principals, school and even themselves and supplementary ideas from principals and supervisor added. Both schools used the telling style of leadership, which is characterized by a high task and low relationship orientation according to the situational leadership model.

Moreover, this style, if used in an inappropriate situation, in other words, if it is effective, it should be seen by followers as unsatisfying the needs of the group by maintaining a balance between goal setting and work coordination and the provision of high ‘socio-emotional’ support (Hersey& Blanchard, 1993). Otherwise, if the followers perceive the leader’s behavior as dishonest and as introducing more structures than necessary, this kind of situation reduces the style ineffective (Hersey & Blanchard, 1993).

For selling to be effective, it has to correspond to the readiness level of the followers, that is, unable, but willing or confident (low to moderate readiness) followers (Hersey & Blanchard, 1993).

Apart from that, if the telling style of leadership was going to be suitable for this group of followers, the support required, as proposed by Hersey and Blanchard (1993) was not given by the principals as indicated in the school climate findings. In effect, it can be deduced that the telling style of leadership was used. This is probably why a substantial number of followers perceived their principals as task oriented, who were not sincere in their relationship with them. This definitely affected the follower's attitude; they became frustrated and disengaged. Consequently, the organizational climate in those schools was affected. If the participating style of leadership is effective, it follows that the followers believe that the leader does not only have absolute trust in them, but he is also very much interested in helping them to accomplish their goal (Hersey & Blanchard, 1993). However, the participating style of leadership is ineffective if and when the followers perceive their leader's behavior as mainly seeking after friendship and sometimes reluctant to accomplish a task if it will interfere with his/her friendly relationship with the followers. The issue of trust is of paramount importance in creating and sustaining an open organizational climate.

A principal who deals with his followers with an open mind, demonstrates, his confidence in them, shows interest in their activities and facilitates their goal accomplishment by providing necessary support is an example of a participative leader. All things being equal, it is most likely that a large number of his followers would love to work with such a principal and put in their best to improve the image of the school.

## **CHAPTER-FIVE**

### **5. FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 FINDINGS**

Based on the analysis the following major findings of the study are summarized.

1. Findings revealed the schools climates in Yabello Wereda Secondary Schools. One organizational climate was identified namely a closed climate. Both schools studied have a closed organizational climate. Both the teachers and pupils' behaviors were affected one way or the other by the unhealthy, negative or closed climate. The principals' inefficiency with regard to facilitating task accomplishment and demonstrating interest in teachers' personal welfare contributed greatly to teachers' lack of commitment to pupils and school. The principal's emphasis on hard work yielded no fruits because they failed to lead by example; their behaviors contradicted to their words. They expected teachers to take initiative, but at the same time limited their freedom to perform necessary leadership duties and the principals themselves did not provide adequate leadership. Therefore, their inconsistency coupled with their high expectations of teachers portrayed their behavior as insincere, which contributed to the teachers' frustration and consequently pupils' unacceptable behaviors and poor performance.
2. Most respondents reported that their principals' primary leadership style was telling style. In other words, the principals employed the telling leadership style in running the school. The telling leadership style is characterized by high task and low relationship behavior. The respondents indicated also that their principals used telling, selling, participating and delegating as their secondary styles and the telling style was identified as the frequently used supporting style by the principals.
3. The principals' opinions of their behavior while performing their duties were quite different from how their followers saw them behave. The principals thought that they involved followers and other staff members in decision-making and other activities of the school, but the teachers refused. The principal introduced their idea and tried to sell it to followers. The inconsistency in the principals and followers' perceptions of the behaviors of principals to a large extent, contributes to followers' low morale, lack of motivation and commitment and the prevailing closed climate in both schools. The followers' lack of response to what the principals believed to be a participative/consultative style underscores the notion that leadership style is determined by the followers' perceptions of their leader's behavior.

## **5.2 CONCLUSIONS**

1. In conclusion, the principals in both secondary schools used the telling style of leadership, which is characterized by a high task and low relationship orientation. They were not open mind to demonstrate their confidence to the teachers, showed interest in their activities and facilitates their goal accomplishment by providing necessary support.

2. It can also be concluded that the telling style of leadership was affected the behavior, attitude, values beliefs and relationship between the principals and the teachers that exist with in both the secondary schools. This definitely affected the follower's perception or the motives they have for their work, then, they became frustrated and discouraged. Consequently, the school climate in those schools was affected and this resulted to weak student performance and discipline, and teachers were not committed to the work.

3. Based on the correlation result, we can conclude that the school principals were high task oriented and low relationship oriented. That means they used telling style and the school climate was closed climate. The focus of the principals during working time was not aligned with that of the teachers. On the other hand the school community and parents responded as if they were ignored to be engaged in the school activities and this showed the relationship between the school principal leadership style and school climate is negatively correlated or very weak.

4. The principals of both the secondary schools didn't exert effort and were not committed to make good collaboration with their teachers to improve their school culture. As a result, the organizational climate in both the secondary schools was affected highly. For the participating style of principals was ineffective. More over, the teachers did also not trust the principals accept their performance to accomplish their goal properly.

## **5.3. RECOMMENDATIONS**

Based on the findings and conclusion drawn above, the following recommendations are suggested.

1. The two schools principals used their dominant telling leadership style. Therefore, it is recommended that principals should familiarize themselves with various leadership styles and their effectiveness in different situations. In this regard, the stakeholders should organize extensive in-service development program and/or encourage the principals to take short courses in educational leadership and management with specific emphasis on leadership skills and styles.

Since one of the tenets of the nation's vision is to be an educated and transformed nation, it is imperative that the stakeholders(Wereda education office with Zone education office also in collaboration with the higher institution/University and collage) reviewed the manner principals run the school in relation to the school climate and how much learning takes place. Thus, principals should be well furnished to be able to determine the appropriate leadership style for a given situation.

2. Regarding the school climate, there is one major type of climate in Yabello Wereda secondary schools. However, the findings revealed that the schools have a closed organizational climate. It is important that Wereda secondary school principals should be aware of various climates that exist and other aspects of school climate. In this respect, it is suggested that the stakeholders(Wereda education office with Zone education office) should organize and improve the school climate by involving the community on different school affairs, visiting schools and talk with staffs on problems in the school by encouraging them, acknowledging the teachers with their hard work, helping the school community to share working experience with other Wereda Secondary schools who have a good performance and relations to their staff.

3. Regarding to the implications of principals' leadership styles for school climate clearly indicate that there is a link between the principals' leadership style and the school climate. In essence, the principal leadership behavior for example, his expectations, values, beliefs, relationships with teachers and the examples he sets for the whole school shape the climate in the school. In view of this, the need for principals to be well informed by Wereda and School Supervisors to use the transformational leadership styles to create and improve good school climate. Principals are therefore encouraged to adopt an open pattern of relationship with followers for a happy atmosphere to overcome the obstacles to good relations in the school and should take in to consideration the situational analysis whenever they lead the school.

4. The possible strategies to improve school climate is the government should allow principals to stay more in their schools and should be engaged only occasionally outside their school premises to attend important and relevant meeting, workshops and conferences. This will give them time to review their school progress and plan for necessary improvement. Besides, this will afford the principals ample time and opportunities to reach out to both pupils and teachers.

5. That teachers working in the schools studied were not committed to their work (high disengagement behavior). In view of this, it is suggested that the stakeholders(Wereda Education

Office Leaders and Experts and school Supervisors) should consider the issues raised by the teachers as part of the strategies to fulfilling the nation's vision and support them to implement their ideal practically.

6. The last suggestion is that teachers and principals have a role to play in creating and sustaining a positive/healthy climate in schools. In this regard, it is suggested that teachers should handle their job concerns with maturity, use proper channels and exercise patience while waiting for the government to address issues. There is the need for them to share in the nation's vision and their full participation in planning and accomplishing the plans towards the school. Thus, teachers are encouraged to be committed, faithful and to see to the success of the pupils they teach. A climate where the Principal can function effectively, teachers can work with enthusiasm, pupils can enjoy learning and parent involvement can be encouraged that should be the top priority for the government, principals, teachers and other stakeholders.

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## APPENDICES

### APPENDIX-A

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**QUESTIONNAIRE TO BE FILLED OUT BY, PRINCIPALS, UNIT LEADERS, DEPARTMENT HEADS AND TEACHERS.**

**General instruction:**

This question is designed to assess instructional leadership and school climate in secondary schools in Yabello Wereda. The objective of the study is purely academic and hence the questionnaire is prepared to secure relevant data to the study which is believed to come up with valuable recommendation for instructional leadership and school climate. Therefore, the information you offer plays a crucial role in the conclusion that will be made after the analysis of the data. Thus, you are kindly requested to complete the questionnaire carefully, genuinely, frankly and timely.

**Note that:**

1. All these responses that you offer me will be confidential and used for research purpose only.
2. There is no need to write your name on the questionnaire.
3. Indicate your answer by putting the “√” mark in the table
4. Open-ended questionnaires require written response on the space provided, if the space is not sufficient, please use back of the paper.
5. The questionnaire directed towards the instructional leadership style and school climate in secondary schools Yabello Wereda Administration.

**Thank you in advance for your cooperation in filling and returning this questionnaire.**

## Section I

### Part One: General Information and Personal Data

I. Indicate your response either by using a tick mark (✓) in the box provided or by giving short answers on the space provided.

1.1 **School** \_\_\_\_\_

1.2 **Sex** Male  Female

1.3 **Age** 23-27  28-32  33-37  38-42  above 42

1.4 **Work experience** 1-5 year's  6-10 years  11-15 year's  16-20 years   
21-25 years  26-30 years  31 and above years

1.5 **Qualification**

Diploma  First Degree  Second Degree  other specify \_\_\_\_\_

1.6 **Current work position** Teacher  Department head  Unit leader  supervisor  principal   
Vice principal

**Section-II**  
**PART TWO**

**TEACHERS, HEAD DEPARTMENTS, SUPERVISOR, UNIT LEADERS AND VICE**  
**PRINCIPALES QUESTIONNAIRE**

Please put a tick mark “√” in front of the following items in order to rate your level of agreement.

SA: - strong agree DA: - disagree UD:- undecided

A: - agree SDA: - strong disagree

**SCHOOL CLIMATE QUESTIONNAIRE**

**Principal’s behavior**

**I. Supportive behavior**

No	Items	SA	A	UD	DA	SDA
1	Act quickly and firmly to correct and redirect the staff					
2	Focus on the importance of the tasks					
3	Active in Working with the staff to solve the problems					
4	Encourage the staff to be supportive of their efforts					
5	Concerned to involve the staff in making decisions					
6	Cooperative and respectful to the staff members and to the students					
7	Have good approach to handle and correct the student’s and teacher’s behavior					
8	Creative and visionary at his work					
9	Ready to learn from staff and implement so forth					
10	Hard worker on developing good school culture by creating conducive environment					

## II. Engaged behavior items

No	Items	SA	A	UD	DA	SDA
1	Teachers are actively participate to change their school performance					
2	Teachers are working hard to promote the students results					
3	Teachers are cooperative in working with the principal and students					
4	Teachers are open and positively engaged in school activity					
5	Teachers are interested to implement changes to the school					
6	Teachers are working hard in collaboration with school principals, parents and students					
7	Teachers derives their students on how to solve different problems					
8	Teachers guides students to have a plan to study and help each other					
9	Teachers are helping each other through sharing different work experience					

### III.Principals improve the school climate.

No	Items	SA	A	UD	DA	SDA
1	Parent involvement in the school					
2	Forum create in the school					
3	Fund raising					
4	Involving teachers and students in school activities					
5	Inviting different social leaders of the community to work on the school issues					
6	Inviting different school leaders on how to work and solve school challenges					

## PART-THREE

### LEADERSHIP STYLE QUESTIONNAIRE

**DIRECTIONS:** Assume your principal is involved in each of the following twelve situations. Read each item carefully and think about what you believe your principal would do in each circumstance. Then circle the letter of the alternative that you think would most describe your principals' behavior in the situation presented. Circle only one choice.

**1. The staff is not responding most recently to this leader's friendly conversation and obvious concern for their interests. Their performance is declining rapidly.**

- A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
- B. Be available for discussion but would not push for involvement.
- C. Talk with the staff and then set goals.
- D. Intentionally not intervene.

**2. The observable performance of the staff is increasing. The leader has been making sure that all members are aware of their responsibilities and expected standards of performance.**

- A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
- B. Take no definite action.
- C. Do what can be done to make the staff feel important and involved.
- D. Emphasize the importance of deadlines and tasks.

**3. The staff is struggling to solve a problem. The leader has normally left them alone. Staff performance and interpersonal relations have been good.**

- A. Work with the staff and together engage in problem solving.
- B. Let the staff work it out.
- C. Act quickly and firmly to correct and redirect.
- D. Encourage the staff to work on the problem and be supportive of their efforts.

**4. This leader is considering a change. The staffs have a fine record of accomplishment. They respect the need for change.**

- A. Allow staff involvement in developing the change, but not be too directive.
- B. Announce changes and then implement with close supervision.
- C. Allow the staff to formulate its own direction.

D. Incorporate staff recommendations, but direct the change.

**5. If the performance of the staff has been dropping during the last few months, Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their task done on time.**

A. Allow the staff to formulate its own direction.

B. Incorporate staff recommendations, but see that objectives are met.

C. Redefine roles and responsibilities and supervise carefully.

D. Allow staff involvement in determining roles and responsibilities, but not too directive.

**6. This leader stepped into an efficiently run organization. The previous administrator strongly controlled the situation. The leader wants to maintain a productive situation, but would like to begin to show concern for the needs of the staff.**

A. Do what could be done to make the staff feel important and involved?

B. Emphasize the importance of deadlines and tasks.

C. Intentionally not intervene.

D. Get the staff involved in decision making, but see that objectives are met.

**7. This leader is considering changing to a structure that will be new to the staff.**

**Members of the staff have made suggestions about needed change. The staffs have been productive and demonstrated flexibility in its operations.**

A. Define the change and supervise carefully.

B. Participate with the staff in developing the change, but allow members to organize the implementation.

C. Be willing to make changes as recommended, but maintains control of implementation.

D. Avoid confrontation, leave things alone.

**8. Staff performance and interpersonal relations are good. This leader feels somewhat insecure about not providing direction to the staff.**

A. Leave the staff alone.

B. Discuss the situation with the staff and then initiate necessary changes.

C. Take steps to direct followers towards working in a well-defined manner.

D. Be supportive in discussing the situation with the staff, but not too directive.

**9. This leader has been appointed to head a task force that is far overdue in making requested recommendations for a change. The staffs are not clear on their goals.**

**Attendances at sessions have been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.**

- A. Let the staff work out its problems.
- B. Incorporate staff recommendations, but see that objectives are met.
- C. Redefine goals and supervise carefully.
- D. Allow staff involvement in setting goals, but not push.

**10. Followers, who are usually able to take responsibility, is not responding to the leader's recent redefining of standards.**

- A. Allow staff involvement in redefining standard but not take control.
- B. Redefine standards and supervise carefully.
- C. Avoid confrontation by not applying pressure; leave the situation alone.
- D. Incorporate staff recommendations, but see that new standards are met.

**11. This leader has been promoted to a new position. The previous principal was uninvolved in the affairs of the staff. The staffs have adequately handled its tasks and direction. Staff interrelations are good.**

- A. Take steps to direct followers working in a well-defined manner.
- B. Involve staff in decision making and reinforce good contributions.
- C. Discuss past performance with the staff and then examine the need for new practices.
- D. Continue to leave the staff alone.

**12. Recent information indicates some internal difficulties amongst staff. The staffs have a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.**

- A. Try out solution with staff and examine the need for new practices.
- B. Allow the staff members to work it out themselves.
- C. Act quickly and firmly to correct and redirect.
- D. Participate in problem discussion while providing support for the staff.

## **APPENDIX –B**

### **INTERVIEW FOR THE PRINCIPAL, SUPERVISOR AND DEPARTMENT HEADS**

#### **INTERVIEW GUIDE**

- 1/How do you think the school principals treat his staff members fairly?
- 2/Does the school principals involve the school community to fully participate in making decision in school issues?
- 3/Does the school principals supportive and collaborative in discussing the situation with in the staff?
- 4/Do you think the school principals focus on implementing task, or staff relation, or both?
- 5/How often does the school principals exerting all their effort to improve the school culture?
- 6) How can the school climate be improved?

**THANK YOU FOR YOUR COOPERATION AND SINCERE RESPONSE.**

**APPENDIX C**

**CORRELATION COEFFICIENT RESULT/ CORRELATION**

**Table.1**

<b>Correlations</b>			
		LSC	LPLS
school climate (leaders)	Pearson Correlation	1	-.433
	Sig. (2-tailed)		.284
	N	8	8
leadership style (leaders)	Pearson Correlation	-.433	1
	Sig. (2-tailed)	.284	
	N	8	8

**Table.2**

<b>Correlations</b>			
		TSC	TPLS
school climate (teachers)	Pearson Correlation	1	.176
	Sig. (2-tailed)		.676
	N	8	8
leadership styles (teachers)	Pearson Correlation	.176	1
	Sig. (2-tailed)	.676	
	N	8	8

**Table.3**

<b>Correlations</b>			
		LSC	LPLS
school climate (leaders)	Pearson Correlation	1	-.250
	Sig. (2-tailed)		.551
	N	8	8
leadership style (leaders)	Pearson Correlation	-.250	1
	Sig. (2-tailed)	.551	
	N	8	8

**Table.4**

<b>Correlations</b>			
		TSC	TPLS
school climate (leaders)	Pearson Correlation	1	-.205
	Sig. (2-tailed)		.627
	N	8	8
leadership style (leaders)	Pearson Correlation	-.205	1
	Sig. (2-tailed)	.627	
	N	8	8

**Table 1 and 2 correlating items under principal supportive behavior with school principal leadership styles**

Table.1/Correlating leaders response under school climate (LSC) with leaders response under principal leadership style(LPLS)

Table.2/ Correlating teachers response under school climate (TSC) with teachers response under principal leadership style(TPLS)

**Table 3 and 4 Correlating items under principal improving the school with school principal leadership styles**

Table.3/Correlating leaders response under school climate (LSC) with leaders response under principal leadership style(LPLS)

Table.4/ Correlating teachers response under school climate (TSC) with teachers response under principal leadership style(TPLS)