THE CURRENT STATUS OF SCHOOL CLIMATE OF PREPARATORY SCHOOLS IN ADDIS ABABA

BY

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Acronyms and Abbreviations

AAEB	Addis Ababa Education Bureau
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Package
IER	Institute of Educational Research
MoE	Ministry of Education
NGO	Non Governmental Organization
SIP	School Improvement Program
SPSS	Statistical Package for Social Science

Abstract

This study assessed the school climate of preparatory schools in Addis Ababa. A descriptive survey method was utilized to carry out the study. A sample of 3 sub- cities and 6 preparatory schools were selected through simple random sampling technique. Besides, 12 principals, 20 department heads were selected by using purposive sampling technique to analyze qualitative type questions. The instruments used to collect data were questionnaire and interviews. The data were analyzed using percentages, mean, standard deviation and t- test. The findings revealed that teachers were not fully satisfied with the school principals' written and verbal communication with the staff members ; the spirit of collaboration was found at average; the participation of teachers in decision making was limited; the school rules were implemented by teachers and principals inconsistently; and the level teachers encouragement was law The level of students' satisfaction on the function of school libraries was law. Bases on the findings preparatory schools in Addis Ababa were implemented closed type of climate. It can be concluded that the school climate in preparatory schools of Addis Ababa might not be in a position of conducive teaching and learning atmosphere. It was suggested that principals should work to create an open type of climate to enhance better collaboration among teachers by giving equal emphasis to the social needs and task achievement, and by using informal channel of communication. They should also make use of a participatory decisions making by empowering teachers. The school management should organize the school laboratories and libraries by mobilizing recourses to give the expected service. The school management encourages teachers to use educational technologies to support the lessons.

CHAPTER ONE

1 THE PROBLEM AND ITS APPROACH

This chapter deals with background of the study, significance of the study, delimitation of the study, limitation of the study, definitions of key terms and organization of the study.

1.1 Background of the Study

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

What distinguishes the educational organizations with regard to success, efficiency and productivity of the teaching-learning process, is not only the school building, but the fact that every school has its own specific organizational climate. The organizational climate of a school is the out put of the efforts, communication; and interactions between the schools internal groups, namely the principal; the assistance; the teachers, the students and other support staff (Ahghar, 2008).

It is of vital importance for school leaders to measure organizational climate factors, which affect teachers positively and negatively in order to create a climate, in which job satisfaction and effectiveness is supplied in a school environment. The concept of organizational climate was developed during the late 1950, when school scientists were trying to conceptualize variations in work environment. Organizational climate was initially conceived as a general concept to express the enduring quality of organizational life. Studies revealed that particular

pattern of characteristics of the ecology, Melieu, social system and culture would constitute an organizational climate (Hoy, 1990).

The organizational climate of a school ,according to Pashiardis (2008 : 399), could be described as the " heart and soul of a school" .It also affects quality of a school and creation of healthy learning experience; nurtures students and parents' dreams and aspirations; stimulates teachers' creativity and enthusiasm and elevates all of its members. Organizational climate refers to the overall atmosphere of the school (friendly, pleasant, competitive or vice versa) that one can sense almost immediately or entering the school.

In general, developing, improving, and sustaining a healthy organizational climate of schools should be the goal of every school because students learn best when they are in a caring, pleasant, friendly, and supportive school climate. When the school climate is positive, there is a certain joy coming to school, either to teach or to learn (Pashiards, 2000).

In Addis Ababa, 15 preparatory schools are found. In these schools currently 30,000 students are enrolled 1,715 teachers and 45 principals are also assigned to achieve the objectives of the school (AAEB, 2012). Teachers' students' ratio is 1:57. In addition, quality of education issues has got attention. The researcher believes that it is important to consider the organizational climate of the school when any reform attempts are introduced in the schools. Thus, this study assessed the school climate of secondary schools of Addis Ababa.

1.2 Statement of the Problem

The organizational climate of a school is a broad term that refers to teacher perceptions of their general work environment that is influenced by the formal organization, informal organization, personalities of participants, and the leadership of the school. In addition, the organizational climate of a school is a set of internal characteristics that differs one school from another one and influences the behavior of its members. In more specific terms, the school climate is relatively enduring quality of the school environment that experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy, 1990).

Organizational climate of a school is one of the main factors that affect the effectiveness of a school. It is also a key factor in determining the school's success or failure as a place of learning and a significant element in discussions about improving academic performance and school reform efforts (Pashiardis, 2008). The environment in which a teacher works is closely linked to the organizational climate of the school (Hoy and others, 1996 and Dondero, 1997). The overall effectiveness of a school is based on the autonomy of the individual teacher and that teacher's effectiveness is linked to the interaction with principal and among colleagues within the organization climate of the school. If teachers perceive the school climate as nonconductive to work, teachers may not function effectively.

According to MacNicl, Doris and Steve (2009), unhealthy school climate is deterred in their mission and goals. In addition, unhealthy organizational climate of schools lack an effective leader and teacher are generally unhappy with their jobs and colleagues. This leads to poor schools and academic achievement is not highly valued. In addition, an unfavorable organizational climate is associated with lack of autonomy, poor peer cohesion, inadequate supervisory support and high work pressure.

Working in a closed and un healthy organizational climate brings about negative emotions and feelings on the part of the teachers and students; these include dissatisfaction, psychological pressure, indifference, and finally job alienation leading to occupational stress (Ahgar, 2008).

The majority of studies on organizational climate of schools focus on teachers and principals relations. But it is difficult to see the whole organizational climate of the school without considering the students perception. This implies that there is a gap in the study of organizational climate of the school without considering the students perception (Lunenberg, 1991). Furthermore, student's perceptions of the organization climate of a school account for an appreciable amount of variable in the learning out comes. Organizational climate of the schools are linked with better cognitive of school affects the situation of the individual classroom with in the school (Dorman, 1997).

Consultation and collaboration among the school members (students, teachers and principals) could have important symbolic as well as practical benefit. On the other hand, lack of consultation and poor communication can have harmful effects on organizational climate of

the school (Dinham, Trevor, Doug and Steve, 1995). Furthermore; the leadership style of the principal, for instance an authoritarian leadership style adopts a more formal, bureaucratic view of the school.

In addition, decision making process is in the hand of people at a certain level of hierarchy of the school. There is also a rigid adherence to the formal rules of the school. Such leadership style discourages teachers who are at the operational level and the school climate would not be conducive to the teacher. The school performance directly affected due to the problem (Doyle and Wells, 1996). Leadership styles influence perceptions of organizational climate (Haakonsscn and others, 2008).

School climate, according to Pashiandis (2008), appears to be a factor in determining a school success or failure as a place of learning and a significant element in discussions about improving academic performance and school reform attempts. In addition, Owens (1987, 169) stated that the nation of job satisfaction is closely associated with the concept of organizational climate. This association with perception of the members of a school results in job satisfaction of them.

In Ethiopia, according to Education Sector Development Program (ESDP-II), the school environment was considered as a strategic issue to improve the quality of education (MoE, 2002). However, very few school climate related studies were conducted to study about teachers characteristics (Bridges and Marew, 2000); Stress in school teachers (Getachew, 1999); job satisfaction (Akalewold, 2004) (Estifanos, 2010) An assessment of Organizational Climate, focused on aspects of students and (Tesfaye, 2010) The of role Instructional Leadership in Building in Organizational Climate, focused on the leaders role, so there is a gap studies on school climate. Generally, there is lack of adequate study on school climate on preparatory schools. This study assessed the major problems observed in preparatory schools. It explored the school climate of preparatory schools which are found in Addis Ababa.

In order to address the problem the following questions will attempt to answer.

1. What does the school climate of preparatory schools of Addis Ababa look like?
2. What are the factors that affect the perception of students on school climate?
3. How could principals and teachers of preparatory schools perceive the school climate?
4. What are the major areas in need of most improvement in preparatory schools climate?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to examine school climate of preparatory schools in Addis Ababa and come up with some possible solutions about the problems related to school climate of secondary schools.

1.3.2 Specific Objectives

The study intended to:

1. Describe the school climate of preparatory schools which are found in Addis Ababa
2. Analyze factors that affects students perception on school climate
3. Analyze preparatory schools' teachers and principals perceptions in the area of school climate
4. Identify the major areas of school climate which are in need of most improvement based on the perception of the research participants

1.4 Significance of the Study

This study has the potential to provide valuable information and data needed by educational managers in each echelon as they meet the challenges and opportunities in the preparatory schools. Specifically, it is designed to describe the current status of preparatory school climate and generate prominent in sight on it.

And also helps to understand the existing school climate which practiced in preparatory schools. A focus on school climate can increase student out comes; positive school climate is a common characteristics of high-performing schools (Koth, Bradshaw and Leat, 2008).

The result of the study, therefore, will be crucial and useful for organizations, educational policy makers, educational managers and other stakeholders who are involved in preparatory schools. The climate of preparatory schools influences on the quality education provision. This study may help to consider the school climate when the necessary changes are introduced in preparatory schools.

This study contributes to the field of educational management by increasing the awareness of educational managers to view school climate as a significant contributor to school success. It also provides insight for school improvement programs and further researches and thereby encourages researchers to conduct research in the field.

1.5 Delimitation of the Study

In order to make the study manageable, it was bound only to government preparatory schools of Addis Ababa.

The study focused on the principals, department heads, teachers and students perceptions of their school climate. Therefore, the study was delimitated to the school climate of preparatory schools and the research result was be generalized to only Addis Ababa government preparatory schools. Among ten sub cities found in Addis Ababa these research was assess three of them, selected by using simple random sampling technique, namely Nefias Silk Lafto, Kolfe Keranio and Lideta sub cities.

1.6 Limitation of the Study

Due to limited budget and the study was focused on government preparatory schools. It was more comprehensive if it was included other types secondary schools. In the study support staff and parent- teacher association were not involved, only two methods of data gathering instruments were used. Hence, relatively important data might be left. In addition, the analysis data was highly emphasized on quantitative method. Such situations made the study limited.

1.7 Definitions of Terms

The followings are the operational definitions of key terms that are included in the study

Communication: the arousal of common meanings, with their resulting reactions, between communicator and interpreter through the use of language or other signs and symbols.(Gode Alexander)

Management: a distinct process consisting of planning, organizing, actuating, and controlling the work of others performers to determine and accomplish objectives.(Gode Alexander)

Preparatory school: the grade level which included grade 11 and 12.

Principals: the person who have the responsibilities to lead the secondary and preparatory schools

School climate: the set of internal characteristics that distinguishes one school from another and influences the behavior of its members (Hoy and Miskel, 1991).

Sub-city: is the second administrative stratum of Addis Ababa city.

1.8 Organization of the Study

The study is organized five chapters, a bibliography, and appendices. Those are as follows:

Chapter one: consists of the background of the study, the statement of the problem, objectives of the study (general and specific), significant of the study, delimitation of the study, limitation of the study, definitions of the terms and organization of the study.

Chapter two: about the review of the literature and related research, include the concept and definitions of organizational climate, the concept and definition of school climate, major factors related to school climate, the aspects of

school climate, characteristics of school climate, the importance of school climate and school climate in Ethiopian context.

Chapter three: deals with the general methodology and procedures employed to conduct the study. It provides detail description sources of data, sampling techniques, the variables, the instruments, the research design, and statistical method for data analysis.

Chapter four: explains the presentation, analysis and interpretation of data collected during the study

Chapter five: summarizes the study, discussion of findings, provides conclusions and recommendation for application of the study result.

CHAPTER TWO

2. REVIEW OF THE RELATED LIRATURE

This section of the study deals with the discussion made by different scholars and researchers who contributed to the school management in general and school climate in particular. This review was made in such a way that both theoretical and empirical findings were included to support the study.

2.1 The Concept and Definitions of Organizational Climate

Research on organizational climate can be traced back to the 1930s. With the human relations movement pioneered by Hawthorne, researchers turned their attention from the "hard" physical environment to the "soft" psychological environment; thus the concept of organizational climate was born. The first researcher to initiate studies in this area was Kurt Lewin, the founder of group dynamics (1939). In his famous "leadership style" study, Lewin applied three different leadership styles, democracy, autocracy and laissez-faire, to create a different group atmosphere, and was the first to propose the concept of organizational climate.

Litwin and others (2001, 63-170) proposed the empirical study of organizational climate, studies in this area have proliferated. Litwin defined organizational climate as "a group of measurable characteristics that members could perceive directly or indirectly in the work environment," and, as a description of environmental factors, it could help researchers ascertain the effects of environment on employee motivation. In addition, organizational climate was the most common variable applied to descriptions of the organizational context. As a description of individuals' perception of organization, organizational climate was more similar to the real behavior than the real environment.

When investigating organizational climate, we should select variables from the four dimensions: ecology refers to organizational material resources, including equipment, materials, instruments, construction and finance; background environment covers all the

background characteristics of an organization's members, including socio-economic status, education level, self-concept of members and so on; social system represents the interaction between formal and informal roles in organizations, including administrative organization, guidance programs, interaction between leaders and members, decision-making and participation models; culture relates to contained norms, belief systems, values, cognitive structures and so on (Tang & Chen, 2001:99). Thus, the concept of "organizational culture" that has been intensively and extensively developed in recent years is actually a micro-level of the concept of organizational climate and is the extension of its further investigation.

Due to varying national circumstances, institutions and cultures, organizational performance features and their effects on enterprise management in different countries not only possess similarities but also differences. In China, along with the gradual transition from a planned to a market economy, the attitudes and behaviors of staff members have undergone unprecedented changes, and their perception of organizational climate is also bound to have transitional characteristics. In addition, the performance characteristics of the organizational climate also differ among various individuals and organizations. For example, do members' education level and position affect their perception of organizational climate? Does the length of time a member works for an organization make a difference in his or her evaluation of organizational climate? In addition, China is experiencing a situation in which multiple forms of ownership coexist and non -public economic forms have rapidly developed.

In enterprises of different ownership types and scales, what are the characteristics of their organizational climate? Within an enterprise, how do staff members in different departments or of different technical abilities perceive the organizational climate? Establishing the afore-mentioned individual and group characteristics of organizational climate will no doubt help enterprises enhance their relevance and ameliorate their organizational climate. Another research topic of interest in this area is the effect and impact of organizational climate. For example, one study found that organizational climate was significantly associated with the perception of staff members regarding the organization's goals and core values (Butcher & Houston, 1994). Another study found

that organizational climate had a positive effect on organization performance (Kangis, Gordon & Williams, 2000).

Although dependent variables in such studies included organization performance and employee behavior, the studies were incomplete because more of them looked at the macro level than at the micro level. Studies on organizational climate from the angle of human resources management were found lacking and of limited usefulness. Organizational climate is a complete and comprehensive concept but, in studies on organizational climate aimed at developing greater practical use, a number of issues have arisen: does organizational climate have a significant effect on the performance of human resource and organization management? How about the relationship between different dimensions of organizational climate and all specific organization effectiveness variables? Which elements of organizational climate have positive effects on job satisfaction, efficacy, stress, performance and turnover intention of staff members, and thus enhance the members' organization commitment, collective identity and group performance? Which elements have no significant effect on the organization effectiveness variables? The answers to these questions will undoubtedly offer theoretical references and the building blocks from which organizations can ameliorate their organizational climate, and thus be helpful in improving the level of leadership and the effectiveness of managers.

Organizational climate was used by most organizational theorists to explain the general atmosphere of the organizations. This concept has also its own historical roots in the disciplines of social psychology and industrial psychology in the 1950s (Hoy and Miskel, 1991). The concept of organizational climate was also introduced to describe the environment within which individuals were expected to operate with regard to the psychological, social ,organizational and influences exerted from them (Ballou and Andreas, 2009).

According to Lunenberg (1991), organizational climate have been shown to certain elements of leadership, and job satisfaction. In addition, it was initially conceived as a general concept to express the enduring quality of organizational life. It is constituted by

the characteristics of the ecology, milieu, social system and culture. Furthermore; organizational climate is stated by Nasurdin, Ramayah and Yeoh (2006:112).as:

> *Organizational climate represents the worker's perception of his and her objectives work situation including the characteristics of the organization he or she works for and the nature of his or her relationship with people while doing his or her job. It also regard as a relatively permanent quality of an internal environment of the organizations. It serves as a basis for interpreting the situation and reflects the shared perceptions of employees about a given work environment.*

Lunenberg (1991) defined organizational climate as "the total environmental quality within an organization." It can be expressed by such adjectives as open bustling, warm, and easy going, informal cold impersonal, hostile, rigid, and closed. Furthermore, Hoy and Miskel (1991:176) and Nasurdin and others (2006) defined organizational climate as a "a set of measurable properties of the work environment, based on the collective perceptions of people who live and work in the environment and demonstrated to influence their behavior".

Furthermore, an organization's climate is reflected in the organization's structure, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions. Furthermore, the result of behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, can influence whether an individual feels personally safe, listened to, values, and treated fairly and with respect (Tubbs and Mary,2008).

According to Madu, Chu-Hua, Chinho, and Min (1995), organization climate is a reflection of dynamically interacting process involving organizational conditions, internal employees, and management practices. This understanding is Important because the ultimate goal of quality management practices is to provide quality-oriented environment, both internally and externally. Further, if quality is really a strategic issue, then an organizations' future survivability depends on it. And quality management calls for a quality oriented climate, consequently, employees' quality-oriented behavior (i.eThe intended behavior of the strategy). As a result, there is an association between quality management practices and organizational climate.

In general, organizational climate refers to "the perceptions that members of an organization share fundamental climate of their organization". The holistic nature of climate perception is such that the perceptions as a frame of reference for the attainment of some agreement behavior of the system's practices and procedures (Kangis and Gordan, 2000:531).

2.2 The Concept and Definitions of School Climate

An organization could be defined as a system that consciously coordinates the activities of two or more people and influences their behavior. The school as an organization has certain objectives which it has to achieve. In order to achieve the objectives. Organizational climate of the school is important (Adeyemi, 2008). The theoretical framework for the organizational climate of schools was based on the work of Halpine and Croft (1963).

It was conceived that as the "personality" of the school, that is climate is to the organization as personality is to the individual (Hoy and others, 1996). Schools are formal organizations and, therefore, they are similar to most social groupings and they have goals, rules, and a hierarchy of authority, reward system, forms of compliance, coordination activities and communication patterns (Dorman and others, 1997).

Hoy and Miskel (1991) defined school climate as it is a broad term that refers to the teachers', principals', and students' perception of the general school environment. It is influenced by the formal organization, informal organization. Personalities of the participants, and organizational leadership. More specifically, school climate is a relatively enduring quality of the school environment that is experienced by participants (principals, teachers, and students) affects their behavior concerning their teaching and the achievement of the schools goals (Pashiardis 2000; Ahghar 2008). The school climate plays a crucial role in determining what the school is and what it might become. A positive school climate is the atmosphere where teaching and learning processes are emphasized and rewarded and a spirit of collegiability collaboration among the staff between the staff and principal in of reaching the goals of the school.

According to Hanna (1998), one can categorize the environmental quality of an organization in four dimensions: operations, climate, social system, and culture. Applied to schools, the operational dimension would refer to the physical and material aspects, such as the school building and school library.

The climate would be the average characteristics of the individuals in school, such as teachers' morale, staff stability, and students' background. The social system would be the formal and informal structures or rules that govern individuals' and groups' interactions in school. They include principal-teacher communication, participation of staff in decision making, students' involvement in decision-making, collegiality, and teacher-student relationships.

Finally, the cultural dimension is concerned with values and belief systems, such as peer norms, expectation for success, and behavior management in schools. Based on this taxonomy, Ashby and Krug (1998) did a very thorough review based on over 200 references on school climate. However, a closer examination of the major studies they reviewed revealed that most school-climate research focuses on the social system and cultural dimensions. Although these two elements are related to the Journal of College Teaching & qualities of the school about which school-climate researchers are concerned.

Thus, school climate is viewed as part of the school environment associated with attitudinal and affective dimensions and the belief systems of the school that influence children's cognitive, social, and psychological development. School climate is reflected in the social interactions in and out of the classroom, and from the faculty lounge to the lunchroom (Ashby and Krug 1998). Because values, attitudes, beliefs, and communications are adult focused behaviors, researchers primarily rely on participants' perceptions to measure school climate and sometimes aggregate the participants' response to the level of interest, such as classroom or school (Griffith 2000).

2.2.1 Academic Outcomes

Previous studies have found school climate to exert significant influence over school performance. The most studied educational outcome of school climate is

learning and academic achievement. A review of 40 major studies between 1964 and 1980, Kuperminc (2001) found over half of these studies reported effects of school climate on student achievement. High students achievement is associated with high teacher commitment or engagement, positive peer norms, an emphasis on group or team cooperation, high level of expectation held by teachers and administrators, consistency in administering rewards and punishments, consensus over curriculum and discipline, and clearly defined goals and objectives.

Some of these relationships between school climate and student achievement remain significant after students' background characteristics are controlled (Kuperminc,and others, 2001). In fact, much of the observed variance in achievement that has been attributed to the school's composition may even be a result of school climate (McDill, and others, 1969). In their study of effective schools summed up the aspects of school climate that are most strongly related to school outcomes: high expectations, orderly school environments, high morale, positive treatment of students, active and positive engagement of leadership, and positive social relationships in school.

2.3. Factors That Influence Climate

Positive school climate can be developed through assessment, analysis, leadership and professional earning communities, and carefully monitoring progress. Some schools assess the school climate as often as four times a year. One way to assess school climate, and then strive to improve it, is through periodic climate surveys. The survey should address school climate and, based on that, administrators can determine the current condition and decide whether the teachers' work environment or overall school climate needs to be monitored or maintained, or whether it needs intensive care (Keefe and Kelley, 1990). Attending to a school's climate does not happen overnight, nor without conflict. According to Freiberg (1998), "Perhaps there are schools that have made the transition to a professional learning community without conflict or anxiety, but are unaware of any. Disagreements and tension are to be expected. The question schools must face is not, 'How can we eliminate all potential for conflict

as they go through this process?' but rather, 'How will we react when we are immersed in the conflict that accompanies significant change?'

Finally, research shows that school climate can affect many areas and people within schools. Consequently, research suggests that positive interpersonal relationships and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviors (McEvoy and Welker, 2000).

These suggestions can be accomplished providing a positive and supportive work for faculty and staff through professional development and learning communities. The elements that comprise a school's climate are extensive and complex. As a result, researchers support the following factors that influence school's climate including (Christensen, and others, 2006): school vision and mission statement, faculty and staff work relationships, lines of communication, principal's behavior and instructional leadership style, faculty and staff's feeling of trust and respect for leadership. (p. 74) as my observations except the first sentence all are factors in Ethiopian schools.

Clearly, school climate is multi-dimensional and influences many individuals. Additionally, school climate can significantly impact teacher behaviors and thereby influence the health of the school climate or create significant school performance barriers. Although this essential term has been researched for many years, a sole definition has yet to be formulated. However, in order to determine the nature and scope of Shane Elementary School's climate, the researcher defined school climate as "The atmosphere or ambience of an organization as perceived by its members" (Ehman, 1980).

Additionally, an organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions. Furthermore, the result of behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, can influence whether an individual feels personally safe, listened to, valued and treated and with respect (Peterson and Skiba 2001).

2.3.1 Climate Impact

Without a doubt a review of the literature suggests school climate can affect many areas and people within schools. Consequently, positive interpersonal relationships and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviors (McEvoy & Welker, 2000). By providing a positive and supportive work environment and climate for faculty and staff, more often than not, improves faculty, staff and student performance. Realizing that a serious morale problem existed in one their elementary schools, a Northwest Georgia School District requested a climate survey to determine the scope of the perceived problems. The district superintendent instructed his researcher to design a survey to determine the level of faculty and staff dissatisfaction toward their work environment and the school's climate.

2.4 School Climate and Its Importance

School climate contributes to effective teaching and learning and to the establishment of a school working environment which enables all members of the school community to teach to learn at optimum levels. It also helps to examine and analyze the feelings and attitudes expressed by the principals, teachers, students and parents about their schools. In addition, a positive school climate is pivotal to enhance on students' ability to learn, facilitating appropriate behavior and has the potential to counter the Impact of difficulties (Pashiardis, 2008).

A school climate with better teacher affiliation recourse support, academic expectations, and institutional integrity promotes better student achievement. Furthermore; a school which has strong teacher empowerment is crucial for school effectiveness thus affecting student achievement parents and community involvement has also been found influences academic achievement and school climate. Students' satisfactions with school are likely to improve their achievement (Pashiardis, 2008).

In addition, a positive school climate boosts the students' academic achievement. A positive school climate exists when all students feel comfortable, wanted, values,

accepted and secured in an environment when they are interact with caring people when they trust and they receive the best instructional services. Teachers' focus on students' characteristics learning styles and experiences as they try to make learning relevant to the lives of their students. Furthermore, they work to establish a supportive, on threatening climate in which students are likely to take advantage of learning opportunities through active involvement (Pashiardis, 2008). School climate enhances student's outcomes, students' value and personal growth and satisfaction. According to Dorman, Barry and Campbell, (1997), school effectiveness studies and models have incorporated the school climate concept as factor.

A positive school climate is crucial for the development of competent, responsible and capable citizens. Along with the creation of pathways for academic development, positive school climate has the potential to assist in citizenship development to ensure continuation of strong and healthy democratic society. Positive school climate enables school members to develop workable strategies to measure and sustain policies and practices for school community members in order to enhance students' knowledge, skills and dispositions relating to competent citizenship (Homana, Carrolyaand Judity, 2005).

School climate can affect many areas and people within schools. Consequently positive interpersonal relationship and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviors. By providing a positive and supportive work environment and climate for school members, more often that not, improves teachers and students performance (Tubbs and Mary, 2008).

In a positive school climate for members of the school community engaged in cooperative and collaboration experiences that enhance and support learning and problem-solving connected to students overall development, school leaders, teachers, staff and students work together through curriculum activities and projects to integrate learning in the school. These cooperative activities engage students in learning tasks and problem-solving. At the same time, collaborative experiences can create spaces for students and teachers to collaborate as a team, share in decision making process, and create meaningful educational experiences that actively engage students in their learning.

School environments designed for these types of interactions serves as the foundation for powerful learning environments that promote cooperative learning group cohesion, respect and mutual trust (Hamana, Caeolyn, and Judith 2000).

2.5. Types of School Climate

Based on the research findings four types of secondary school climate have been identified Hoy and Miskel (1991), Lunenberg (1991); Hoy and others (1996); Ahghar (2008). These are open, engaged, disengaged, and closed school climates. Each types of the school climate will be discussed hereunder.

2.5.1. Open School Climate

In open school climate teacher-teacher and teacher-principal interrelations are genuine and open. The characteristics of teachers and principals are "up-front" with each other, supportive, receptive to the ideas each other and committed to the tasks at hand (Hoy and others, 1996). In an open school climates, the principal is supportive of the teachers' actions and suggestions. He or she gives freedom to teachers to carry out their tasks independently and does not supervise closely; avoids unimportant bureaucratic processes not bordering or hindering teachers with busy work. Teachers, in an open school climate, respect the professional competence of their colleagues, has warm and open feelings for fellow teachers. In addition, they are open to students and committed to help them. Both principals and teachers are open in the behavior.

As further described by Lunenberg (1991), open school climate is characterized as an energetic and lively organization there is moving towards its goals and that provides satisfaction for group members' social needs. Appropriate leadership emerges easily from both the group and the leader. Principals support teachers and respect the professional nature of the teachers. Teachers also work well together and are committees to the students learning. The main characteristics of the types of climate are "authenticity" of the behavior that occurs among all members of the school.

The distinctive feature of the open school climate is its high degree of trust and spirit and low disengagement. This combination suggests a climate in which both the principal and

teachers are genuine in their behavior. The principal leads through examples by providing the proper blend of structure and directions as well as support and consideration, cooperation and respect exist within the teachers and principals in an open climate (Hoy and Miskel, 1991).

According to Ahghar (2008), in open school climate the principal listens to the teachers' suggestions and advice and uses the constructive criticism. He or she appreciates the teachers' activities and supports them in difficult situation in the activities of the different bodies within the school. Teachers socialize one another and they are friends and sincere.

Open climate that is characterized by low disengagement, low hindrance, high intimacy, high morale and high consideration. In this type of climate nothing id hidden from any worker. Every teacher fells satisfies with work. (Adeyemi, 2008:139).

2.5.2. Engaged School Climate

Ahghar (2008) explained in the engaged school climate, the principal does not pay attention to the teachers' suggestions and ideas. He or she does not give the teachers a chance to express their opinions or criticism. The principal also takes no head of the academic and training activities of the teachers and does not support them. In addition, the principal controls the teachers' actions carefully. Teachers, in the engaged school climate, are under pressure of a fire some job and are entangled in different committees of the school which disturbs them in their teaching activity. In contrast to the principal's attitude, teachers and support on other and respect the competence of their colleagues.

In the engaged school climate, teachers work together to accomplish their goals; they are committed to their students; and they cooperate with each. The principal, on the other hand, does not support the teachers in their actions, closely supervises their performance, and does not shield the staff from burdens of bureaucratic routines. Nevertheless, the school members work together as professional not because of the principal. Teachers are engaged in the professional work of the school, dedicated to their students and respectful is each other. Although teacher-principal relations are closed, the school has open teacher interactions with both their students and colleagues (Hoy, and others, 1996).

2.5.3. Disengaged School climate

The disengaged school climate is the opposite of engaged school climate. In such climate, the principal supports teachers, gives them professional courtesy to do what is necessary, is open to constructive suggestions and attempts to keep the bureaucratic impediments at a minimum. However, teachers do not go out of their way to help the students and they are prone to sabotage actions of peers as well as those of the principal. Teachers do not like the principal's behavior, and teachers are disengaged from the tasks at hand although the principal's behavior is open, the teacher's behaviors are closed (Hoy, and others, 1996).

In the disengaged school climate, the principal listens to teachers and is open to discuss issues related to work. The principal also relives teachers from most of paper work and committee assignments. Although the principal is the supportive, concerned, flexible facilitating, and non- controlling, the school members are divisive, intolerant and uncommitted (Hoy and Miskel, 1991).

In the disengaged school climate, the principal pays attention to the teachers' suggestions and advice, and accepts and uses their constructive criticism. The principal praises the teachers' achievements and support them, but he/ she does not put teachers under pressure. Teachers do not respect professional competence of their colleagues. They also perform their job without interests or pressure. They keep a distance from them teachers and their meetings are fertile (Ahghar, 2000).

2.5.4. Closed School Climate

The school climate is virtually the opposite of open school climate. In such climate, trust and spirit are low and disengagement is high. The principal and teachers appear simply to go through the motion, with the principal stressing routine trivia and unnecessary busy work, and the teachers responding at minimal levels and exhibiting little commitment and satisfaction. The principal's in effective leadership is further seen in close supervision, aloofness formal declarations and Impersonality), as well as lack of consideration for members. And also, the principal is unable or unwilling to provide a

dynamic personal example. These misguided tactics, which are taken seriously, produce teachers in the closed school climate is least genuine; in fact in authenticity pervades the atmosphere of the school (Hoy and Miskel, 1991).

In the closed school climate, the principal does not care about the teachers' suggestions and advice. He or she does not give them a chance to criticize or express opinions. And also, he or she takes no need of the teachers' academic and training activities and does not support them. However, the principal thoroughly examines and controls the teachers' actions.

The teachers are under pressure of a tiresome job, and they are engaged in a number of additional activities in the school. This significantly hinders their normal teaching function. Also the teachers do not help or support one another. They do not respect the occupational competence of their co-workers. They perform their duties without any interest. They are not intimate and their meetings are futile (Ahghar, 2008).

According to Hoy and others, (1996), schools with a closed climate are not pleasant places for students, teachers, or principals. The principal distrusts the actions and motives of the teachers does not support teachers, and is rigid and authoritarian, and perceived as buying the school members in needless paperwork. It is characterized by high disengagement, high hindrance, low morale and low consideration. The principals and teachers are displeased with everything while exhibiting lack commitment to work (Adeyemi, 2008).

2.6. Major Factors Related to School Climate

Research in the area of school climate indicates that certain factors such as communication related issues; collaboration among teachers and between teachers and principal; organization and administration of the school and students related issues (Hoy and Miskel, 1991; Pashiardis, 2000). These factors are discussed hereunder.

2.6.1. Communication Related Issues

Communication permeates aspects of school life (Hoy and Miskel, 1991). Principals, teachers, and students share any kind of information that would help them to achieve the goals of the school. Information, which is given in verbal and/ or written form, is clear and precise so that everybody understands the expectations as well as the expected outcomes. The goals of the principals is to provide information about expectations and outcomes in a professional manner because teachers and students should know what is expected in order to be effective and efficient in the performance of their duties to achieve the desired goals (Pashiardis, 2000).

Simon in Hoy and Miskel (1991) stated that principals and teachers spend 70 percent or more of their time by communicating. In a sense, "teachers and principals earn their living in school by communicating." Communication permits people to organize and coordinate their activities to accomplish goals. In schools, the translation of goals into unit's concrete actions and subsequent goal accomplishment depends on communication. It is difficult to assume organization without communication. Good communication and support in schools as indicators of school quality (Honingh and Oort, 2008). For the effectiveness of school climate; there should be a healthy communication among members, a perception of equal it should be generates for a workgroup to be cohesive and having team spirit, collective actions should be arranged for members to be affiliated and to understand each other's roles. Interrelationships among members of the school are based on good flow of information (Karakus and Fatih, 2007).

2.6.2. Collaboration Related Issues

Collaboration is a powerful form of professional learning for teachers. Members should recognize each other's common and different characteristics and each should be respectful for these differences. There should be a shared understanding of the task and each other's roles and responsibilities. Members should recognize and appreciate each other's work and there should be understanding that is dependent on the other accomplish goals and tasks. Members should support, challenge, and inspire one another to achieve desirable results. Members' works should be fitting and complementary, all members

should be in a dynamic interaction. Members should have enough common time to recognize each other's individual characteristics. By means of the common time and experiences a group climate can be established based on trust and sincerely. Each member should; have constructive opinions towards others, be competent to solve conflicts without damaging relationships, be supportive whenever others need help. Each member should embrace the team with its successes and failure; members should learn together, laugh together, celebrate together and most importantly get things done together (Karakus and Fatih, 2007).

In achieving the expectations and outcomes, the spirit of collaboration within the school is high. All participants have various opportunities to work jointly with others. A collegial school climate enhances the opportunities for teachers, resulting in greater stimulations at work and higher level of motivation, collaboration positively affects and improves interpersonal skills of students, teachers and principals, and consequently the growth and effectiveness of the organization (Pashiardis, 2008).

Effective collaboration among teachers is essential in problem-solving situations and decision making processes. Teachers are related as professionals and their participation in the decision making process is encouraged by principals in reaching the goals of the school (Pashiardis, 2000).

2.6.3. Organization and Management Related Issues

The quality of the school climate is judged by factors such as principals, leadership, high expectations, monitoring student progress, school climate, and parents-school relations. Organization and administration schools have the characteristics such as a decentralized school structure; participative decision making grounded in teacher empowerment; shared commitment and accountability (Mulford, Lawrie and Diana, 2003).

The school policies and procedures, goals and expectations that guide personnel work are clear and well known and contribute to the organization and administration of the school. The principal assumes the role of instructional leader creates a clear understanding of the school goals and parents and community so that everybody is committed the overall

mission. Furthermore; the principal to foster the desired climate based on the principals' collaboration, responsibilities and trust in all schools decision making processes. Undoubtedly, the principal becomes the leader in the school and they are keys to the schools' success. The principal should maintain order, purpose, direction and coherence among school members equally.

Decision making is a fundamental process in any organization. The Importance of decision making in school organizations has been recognized as s key function required by administrators. In school where a clear commitment to student learning is apparent, more teachers' participatory decision making is crucial to the overall effective operation of the school and for positive school climate (Pashiardis, 1994). In order to make the school management more responsive to the societal need, the amount of teachers' involvement and participation in decision making process is determinant. Furthermore; schools control over their work environment. Schools must accept and favor a participatory style that affords decision making and work. Empowering teachers with more decision making authority requires that a crucial mass of teachers be willing to spend extra time and energy on the process of teaching.

Participation of teachers in decision making is relevant as it may affect the quality of schools. Teachers who are involved in decision making in the school perform better. In addition, participating in decision making also contributes to the development of relationships within the organization and reduces the risks of tension. The risk especially reduces when teachers are given enough scope to contribute ideas and make decisions about educational content, the selection of students, whether students stay or transfer, about the socialization of students, and students behavior (Honingh and Oort,2009).

2.6.4. Students Related Issues

Schools directly influence students' behavior as well as their lives, and thus students are the center of every school activity. Students and their families are considered important factors in school effectiveness and success, and student centeredness is established in all aspects of life. Principals and teacher demonstrate positive behavior towards all students because they believe that all students are capable of successeding and it is the schools'

responsibility of provide opportunities for students learning and structure experiences in ways that will lead to success. Therefore, all major educational decisions such as instructional program, materials selection and teaching methods are centered on meetings each student learning needs (Pashiardis, 2000).

In a school with a positive climate, students receive the best instructional services. Teachers focus on students' characteristics, learning styles and experiences as they try to make learning relevant to the lives of their students. Furthermore; they work to establish a supportive, non- threatening climate in which students are likely to take advantage of learning opportunities through active students' participation. Also, they select appropriate materials and teach thorough in a holistic way in order to achieve excellence in education (Pashiardis, 2000).

2.7. Characteristics of Positive School Climate

Leadership behavior and organizational climate and found that by varying the leadership behavior in organizations, different climate could be characterized by strong emphasis on structure, rules and regulations, teamwork, friendliness, quality, performance and creativity. These characteristics influence the school climate (Adeyemi, 2008).

Students and organizations of classrooms for learning have a positive relationship within the organization of teachers' work in ways that promoted school climate. Factors that contributed to a positive school climate include; a supportive principal, feedback from parents and colleagues and focused professional development. What happens in the classroom demands attention to work place relationships that promote openness, trust, genuine reflection and collaboration based on student learning (Mulford, Lawrie and Diana, 2003).

Xiaofu and Qin (2007) explained that there is a close relationship between school climate and teacher job satisfaction – significant positive correlating exist between school climate and teachers satisfaction in their work and opportunities for advanced studies and promotions; but significant negative correlations exist between school climate and satisfaction with the material conditions, wages, and leadership. Good school climates are

likely to raise teachers' morale, satisfaction with their work, and appreciation of administration. Good administrative and teaching climate are likely to give rise to satisfaction with wages; administrative and study climate are likely to lead to teacher satisfaction with the four advanced studies and promotion studies abroad also reveal a close.

Positive school climate for citizenship fosters a supportive environment that merits mutual trust and positive interactions among all members. Group openness, collaboration, cooperation and supportive atmosphere are consistent with schools' mission and goals. While quality collaboration and cooperation can create an environment fostering mutual trust and respect through the positive interactions that occur within them, these qualities can be further enhanced by creating learner- centered environments where learning optimally takes place. Learner- centered environments allow teacher and students participate in shared partnerships and provide a bases for mutual understandings. These mutual understandings help create a "bridge to civility " that engages youth in experiences that contributes to the well-being of others, develops social consciousness, responsibility, awareness of the social and political world including cultural awareness and positive interactions among different cultural groups of students (Homana, Carolyn, and Judith,2005).

2.8. The Issues of School Climate in Ethiopia

The study conducted by Akalewold (2004), indicates that the school working condition related to secondary school climate, influence the teachers job satisfaction. These are a number of variables that contribute to secondary school teacher's dissatisfaction. Teachers did not participate when school levels were established. This situation leads teachers to perceive the school climate negatively. Besides, such perception of school climate could also influence the teaching learning process in secondary schools. Furthermore, Getachew (1999) stated that poor quality of class room negatively affects the students learning and their outcomes. In order to tackle the education problem in each level, Education Sector Development Program (ESDP-II) focused highly on quality improved at all levels of education system.

Thus, in Ethiopia the need for school improvement is basically to improve the quality of general education. The government also has given a great emphasis for effective implementation of the program. Ministry of Education (MoE) has developed General Education Quality Improvement Package (GEQUIP), which comprises the major six pillars: Teachers Development, Curriculum, Educational Management and Leadership, School Improvement, Civic and Ethical Education and Information and Communication Technology to enhance quality education in each part of the system (MoE, 2007).

School climate has got consideration attention in the School Improvement Program (SIP) of Ethiopia. For the provision of quality education, positive school climate plays significant role. Thus, the policy document comprises some elements that are important for school climate. These are making schools safe and comfortable for students, facilitating making available the physical environment classroom, library, supplementary books, laboratory equipment and chemicals, sport materials and playing ground and etc; making available information technology services to both students and teachers; and providing opportunities on decision making (MoE, 2007). To provide effective teaching and learning it is Important to have safe and healthy school environment. In this regard, schools are expected to be a place where students could learn without any frustration and the prevalence of cooperative relationship among teachers; provide the necessary learning materials. This includes: enough and conducive classroom text books, reference, materials, equipped laboratories chemicals, etc and convenient staff rooms for teachers etc. These points are not found in the secondary schools.

In addition, to make secondary schools more attractive, ESDP III has gave attention to co-curricular activities in schools to be strengthened to reinforce and enrich the curriculum, contribute to good citizenship, satisfy the needs and interests of students, to develop the physical and mental potentials of the students and to enhance their problem solving capacity (MoE, 2002)

To sum up, to make quality education a reality, a continuous school improvement program is a key instrument. School Improvement is not a onetime phenomena rather it should be seen as a daily practice of schools. And all the protagonists' (students, teachers school leaders, parents and other collaboration) combined effort is necessary to integrate the school domains and to improve students' achievement.

CHAPTER THREE

3. Research Design and Methods

In this part of the study, the general methodology, the source of data, the sampling techniques, the variables, which are studied, instruments used to gather data, the procedures of data collection and method of analysis are thoroughly discussed.

3.1. Sources of data

The study made use of both primary and secondary sources of data. This helped the researcher to get pertinent data related to the study from the important sources.

In the study principals, department heads, teachers and students were participated, There are several factors that were not examined in this study that might also influence the principals, teachers and students' perceptions of the secondary schools climate.

3.1.1. Primary sources of data

In this study, the primary data were collected from Principals, department heads, teachers and students.

3.1.2. Secondary sources of data

To enrich the data gathered from primary sources, relevant documents of secondary schools, policy good line documents of education reference books, journal, reports, these, research articles and information from internet were used as secondary sources of data.

3.2. Samples and sampling techniques

An integration of both probability and non probably sampling techniques were used in the study. The following table and discussions present population and sampling procedure employed in the study.

Table 1: Population and sample-description included in the study

No	Samples	Total population	Sample population	%
1.	Sub cities	10	3	30
2.	Preparatory schools	15	6	40
3.	Principals	24	12	50
4.	Department heads	60	20	30
5.	Teachers	515	118	30
6.	Students	3666	198	5
	Total	4190	3 5 7	

Simple random sampling technique was used to select sub cities where the preparatory schools are found. Accordingly, Nifas Silk, Kolfe Keranio, and Lideta sub cities were selected. Three sub cities of the study were covered 30% of the total sub cities. The main reason to use simple random sampling for this selection was to give equal chance to all sub cities and the size of sub cities is fixed (Sarandakos, 2005).

The study covered all preparatory schools found in the sub cities of Nifas Silk, Kolfe Keranio and Lideta. In the sub cities above there are 6 government preparatory schools from grade 9^{th} - 12^{th} (general preparatory schools) and all preparatory schools selected. It was ensure that the sample used in this study was representative of the schools principals and department heads were all included in the study by using purposive sampling technique, the reason was to analyze by qualitative analysis. Because these groups of people were found to highly relevant to provide pertinent data for the purpose of the study. Accordingly, 12 principals and 20 department heads were selected for the study.

Teachers were selected by using simple random sampling technique, by using stratified by their department, service years. 124 (30%) teachers were included in the study. The main reason to use the simple random sampling techniques was to give equal chance. Teachers respondents from the six preparatory schools included in the sample. Accordingly; 21 teachers from Frehoiwot,20 teachers from Dejazmach Balcha, 21 teachers from Ayer Tena,22 teachers from Millennium, 20 teachers from Higher 23,and 20 teachers from Ginbot 20 high and preparatory schools included. Based on the nature

of the respondents systematic random sampling was used by stratified students in their field of study (Natural and social science) among them lottery method was employed. In doing so, 198 (4%) students were included in the study. Thus, the study included a sample of 381 respondents.

3.3 Pilot Test

After construction and pre review, the instruments of the data collection were tested in one randomly selected school, principals, department heads, teachers and students. The pre test was done with the objectives of thinking whether or not the items contain in the instruments, could enable the research together relevant information. Based on Avilo (2000) reported that reliability for the total items and each leadership factor scale ranges from .74 to .94. Hence, the items and school climate variables are not need of testing reliability test. Based on their feedback, the instruments were improved before they were administered in to major participants of the study. Thus, some relevant items were added vague and jargon words were simplified, underlined terms were defined; others (unnecessary) were removed. Some lengthy items shortened; and unclear ideas rephrased.

3.4. Data gathering procedures

The collection was carried out in to two stages, pilot test and main study. The pilot test assessed the relevance of the designed instruments to collect data for the main study. The participants of the pilot test were selected excluded the sample schools. The reliability of the instruments were calculated by using Cronbach's alpha method (measure validity and reliability; i.e. between 0.1 – 0.99). Depends on the results of the pilot test, the necessary correction and improvements were made to make ready the study to respondents. Then instruments were distributed and provided to the respondents. After data were collected from respondents, presentation tabulation of data was made and selected statistical tools for analysis and interpretation. Having all activities accomplished report of the study findings was prepared.

3.5. Instruments and procedures of data collection

This section presents the different instruments were use in the study to collect data and the procedure of data collection. Data were collected using two main instruments of data collection questionnaire and interviews. To obtain information a set of survey questionnaires were distributed among 124 teachers and 205 students. The questionnaire were designed and prepared so as to include both close ended and open-ended items based on the existing literature and basic questions. Interview was undertaken principals and department heads.

3.6. Methods of data analysis

Both descriptive and inferential statistical procedures were employed to analyze the data collected. The quantitative data obtained through questionnaire, were arranged and organized in to tables for simplifying and understanding. The choice of the tools was dependent on the nature of the data that were collected. An integration of qualitative and quantitative data analysis methods was employed. Furthermore, statistical package for social science (SPSS) version 20. software was used. Inferential statistics were used for independent variables such as communication, collaboration, organization and management, students, teachers, administrative issues and student learning environment. Data that were collect from different sources were coded, tailed, counted and organized using tables and charts. More specifically, frequencies, percentages, mean standard deviations, t-test were calculated and analyzed for each questions according to the research questions which are focus on the views of the participants on the organization climate of the school.

Mean and standard deviation were used to analyze the data gathered from respondents using the questionnaires.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This part of the chapter deals with the presentation, analysis and interpretation of the data collected from the respondents, principals and teachers views of preparatory schools climate were measured based on the parameters such as communication, collaboration, organization and management and student related issues. In addition, students' perceptions of preparatory school climate were assessed by using three aspects. These are school administrative related issues, teachers' related issues and students' related issues. The parameter were analyzed and interpreted in order to reflect the basic questions of the study.

4.1. Demographic Information of Principals, Department heads and Teachers

4.1.1. Sex Profile of Respondents

With regard to sex composition of principals, department heads and teachers, 69.5 % of respondents constituted male and 30.5 % of respondents were female. This implies that the majority respondents who participated in the study were males. As can be seen from the data the number of male respondents among the teachers was greater than that of female respondents. As respondents, female representation in this study is quite less on number of as compared to male respondents. This might be due the fact that the number of female teachers at secondary school level is generally low. When it comes to the instructional leaders' position, the numbers of female become less. This shows that the participation of females were almost insignificant even in the front line of leading and teaching in secondary school.

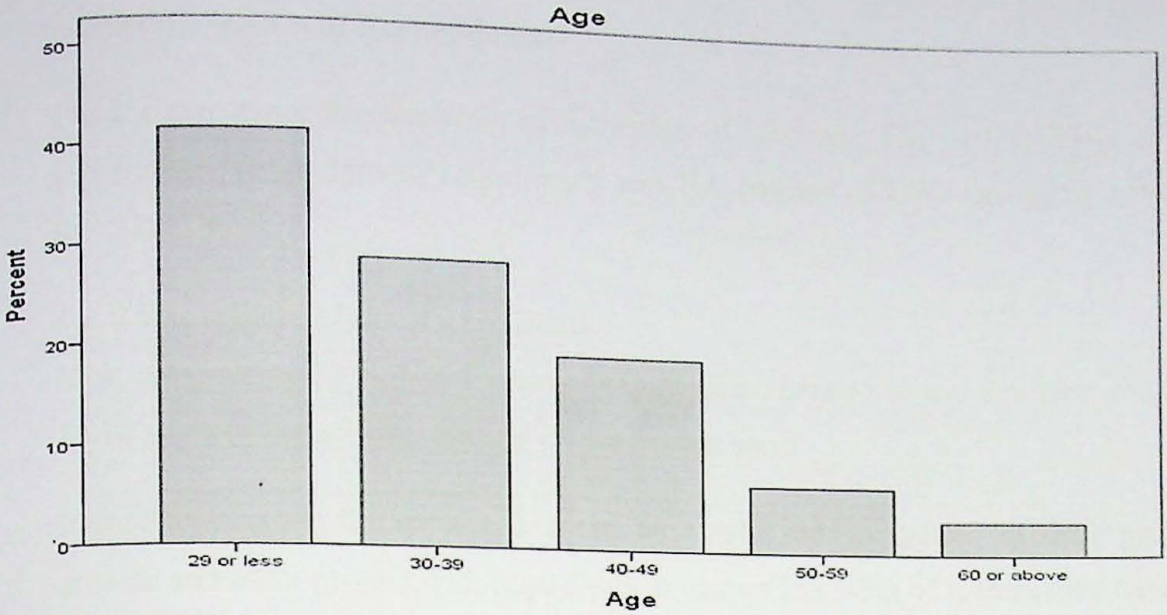


Fig.1

Graphic Representation of Age Profile of Respondents

Figure1summarizes the age profile of respondents of teachers, principals and department heads. To do this,41% is 25- 29 years, 28.8% 30- 39 years, 19.5% year 40-49 and 6.8%, 3.4% ,50-59 and 60 or above years respectively.

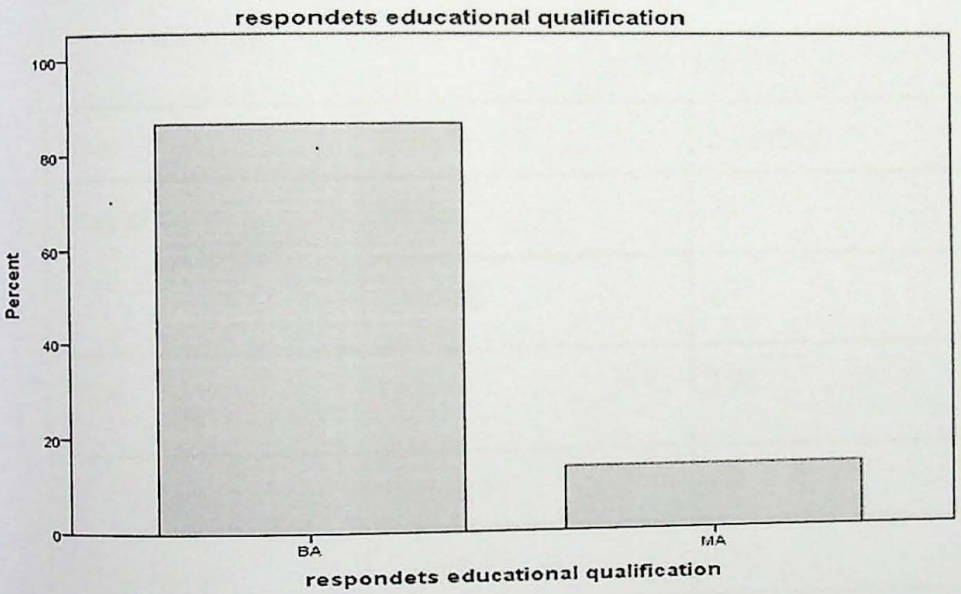


Fig.2

Academic Statues of Respondents

Fig 2 summarizes the academic qualification of teachers. The vast majority of these group respondents 86% of respondents was BA holders and the remaining 14% were MA/MSC holders.

4.1. 2 Experience of the Respondents

Most respondents 50 %, had 4 years of experience others 35 % and 8% them had 5-9, and 10-14 years of experience, in their preparatory schools

Respondents were further asked about their total service years (in their preparatory schools and other places) with regard this as shown in (34%) of respondents have served 5-9 years (21%) have served 0-4 years (16%) served 16-20 years. Generally, such working experience might help the respondents to understand the nature of the school climate.

4.1.3. Demographic Information of Student Respondents

Table 2: Description of the respondents by Gender, Grade and Number of Students in the class

Item	Level	Number	Percentage
Gender	Male	75	38
	Female	123	62
Total		198	100
Grade Level	Grade 11	88	44.4
	Grade 12	110	55.6
Total		198	100

4.1.4. Demographic Information of Students Respondents

The researcher had collected the data from six preparatory school students their back ground information is stated in table 3 .The table had shown the distribution of the respondents' gender, grade and number of students in a class. Among students respondents most 55.6% were grade 12, while 44.4% were grade11. Among these respondents 62% were females and 38% were males.

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Regarding the percentage distribution of students in each class, most of the classes 53.5% contain above 60, and 25.3% and 21.2% contain 50-60 and 40-49 students respectively.

4.2. Secondary school climate

Secondary school climate was measured in four parameters. These are communication, collaboration, organization and management and students related issues. The respondents' views were presented analyzed and interpreted in the following tables. Principals and teachers' views of their school climate are discussed on the following tables.

4.2.1. Communication Dimension

The focus of this part of the analysis is to assess the communication dimension exercised in the sample preparatory schools. To this effect, ten items have been presented in the study and the responses of principals and teachers were presented, analyzed and interpreted as shown in Table 3 below.

Table 3: Teachers' Views on Communication of Teachers with Principals

No	Items	N*	Mean	S.D
1	I feel satisfied with the information that is given by my principal as related to its relevance to the smooth operation of the school.	118	3.19	1.012
2	Everybody involved in school activities is kept by the school principal	118	3.08	.966
3	The principal's expectations about the school's desired standards are known to the staff.	118	3.17	.963
4	The expected standards for classroom instruction are clearly defined by the principal.	118	3.03	1.066
5	The expected standards for classroom instructions are accepted by all staff member involved in the school.	118	2.88	1.055
6	The school principal has good verbal communication with all staff members.	118	2.82	1.011
7	The school principal has good written communication with its staff members	118	2.93	1.070
8	The principal is friendly and approachable	118	3.36	1.043
9	The principal treats teachers equally.	118	3.09	1.171
10	The principal corrects teachers' mistakes in a polite manner.	118	3.02	1.171
	Grand Mean	3.122		

In Table 4 above, item 3 asked about whether the expected standards are known to the staff or not, accordingly it was rated as mean value of 3.12 an "average" level,

Item 6 and 7 on the same table that were focused on written and verbal communication of the school principals with teachers were rated the mean values of 2.99 & 2.87 respectively. Even if those items were rated at average level, principal's written and verbal communications were rated below the grand mean. Item 10 rated "below" as grand mean, 3.02, this implies that the respondents seem not fully satisfied with the ways the

principals treat teachers and with the manners that the principal follows to correct teachers' mistakes.

Furthermore, the interviews made with department heads indicated as follows

> *"Teachers and Principals communication is not as expected information exchange between teachers and principals is held on informal way."*

Mentioned below strongly support the above discussed results. According to the department heads during the interviews, inform that

> *"Relationships mainly built on similar age groups and with those having similar behaviors."*

In this respect, Karakus and Fatih, (2008) explained that for the effectiveness of school climate; there should be a healthy communication among members, a perception of equal it should be generated a work group to be cohesive and having team spirit, collective actions should be arranged for members to be affiliated and to understand each other's roles.

Finally, interviews were made with school principals to find out on what should be done to improve communication with the staff. Accordingly, one of the principals expressed,

> *"Teachers should always understand principals in a positive way and that teachers and principals should go hand to hand to have good school climate."*

4.2.2. Collaboration of Teachers with Principals

Table 4 below indicates the spirit of collaboration which existed in preparatory schools. In this dimension 6 items were included, that focused on the views of teachers collaboration with school principals.

Table 4: Teachers' Views on Collaboration of Teachers with Principals

No	Item	N	Mean	S.D
1	There is a conducive environment for teachers to work in a collaborative way	118	2.87	.974
2	There is good spirit of working relationships and collaboration among different grade-level teachers	118	3.21	1.077
3	Decisions on problems arising from the teaching-learning process are made by staff members in a collaborative way.	118	2.89	1.021
4	Teachers are recognized and appreciated for the good work that they do.	118	3.03	1.062
5	The principal is willing to accept new ideas and is flexible with making decisions	118	3.16	1.038
6	Teachers provide strong social support to each other	118	3.16	1.029
	Grand Mean =	**3.07**		

Note: [4.50-5.00= very high , 3.50-4.49=high, 2.50-3.49 =average, 1.50-2.49 = low , 1.00-1.49= very low] N=Number of students S.D. Standard Deviations

As shown in item 1, the result of the mean value is average level, whose mean value is (2.87). This shows that the school environment to work in a collaborative way needs improvement, to satisfying teachers. As is seen from table 5 above, item 3 that asks about the participation of teachers in the decision making process was rated (3.03), This clearly shows that the collaboration of staff members is perceived at middle level.

Item 4 asked about the appreciation of principals to school teachers, was rated at mean value of (3.03, showing that the recognition and appreciation of teachers by the school principals was also found to be at the medium level.

In addition, item 6 is rated mean value of (3.16). This indicates that teachers have somewhat good social support for one another. The above findings are supported by the outcome of the interview results made with the principals, showing that most teachers are supportive of one another in their day-to-day social activities.

Effective collaboration among teachers is essential in problem solving `situation and decision making processes. Teachers are treated as professionals and their participation in the decision making process is encouraged by principals in reaching the goals of the school (Pashiardis, 2000)

The data revealed that the level of the spirit of collaboration, the participations of teachers in decision making and the recognition and appreciation of the work of respondents were perceived as "average".

4.2.3 Organization and Management Dimensions

In this regard, 4 items were presented to teachers to respond on the organization and management related issues that were implemented in preparatory schools. According to the outcomes of the above mentioned items, Table 5 below shows that the teachers' responses on the organization and management issues on items 1 and 2 were rated "below" the grand mean. According to the written feedbacks obtained from the teachers, it was found out that the feedbacks that the teachers get from the principals, to some extent relevant to their day to day activities at school, with mean value (3.10, & 2.93) respectively.

On the contrary, interviews made with the principals shown that most teachers are not eager or happy to get both verbal and written feedbacks from them and if they do most teachers accept the feedbacks from the principals in a negative connotation. Data gathered from principals through interviews revealed that the written feedbacks obtained

from supervisors were more focused on the routine statements like: "improve this and improve that" rather than giving directions and showing new ways and strategies of improving the work atmosphere of the school and for the betterment of their day to day work activities.

Table 5 Teachers' Views on Organization and Management Issues

No	Items	N*	Mea	S.D
1	. The verbal feedback that I get from the school principal is useful for my work.	118	3.10	.922
2	The written feedback that I get from the school principal is useful for my work	117	2.93	.944
3	. I am accepted whenever I bring in new initiative for the betterment of the school.	117	3.32	.925
4	Education related decisions coming from the school are both appropriate and relevant to the teaching learning process	118	3.21	.986
	Grand Mean	3.12		

Note : [4.50 - 5.00 = Very high, 3.50 - 4.49 = High, 2.50 - 3.49 = Average, 1.50 - 2.49 =Low, 1.00 – 1.49 = Very low] N* Teachers SD = Standard Deviation

4.2.4 Students' Perceptions of School Climate

The perceptions of students on school climate were also examined in the study. A total of 9 items were presented to students to describe their feelings on the students' related issues of preparatory schools. The analysis and interpretation of data presented in the following part. Table 6 summarizes the responses from the students regarding to the perception of preparatory school students on the students' related issues of the teaching learning process.

Table 6 Students' Responses on Students Related Issues

No	Items	N*	Mean	Std. Dev.
1	The students' representatives cooperate with the school administration harmoniously	198	2.44	1.054
2	The students feel safe while at school	198	2.40	1.121
3	Students follow the school rules that they have set together with their teacher	198	2.49	1.195
4	Most students behave in a responsible way	198	2.55	1.181
5	The students feel comfortable to express their Feelings, problems or concerns to their teachers	198	1.75	.986
6	The students' representatives cooperate with their teachers and with the school, rules	198	2.34	1.194
7	Most students are intended in improving their academic performance	198	3.35	1.105
8	Students willingly participate in different educational programs and competitions	198	3.06	1.220
9	Most students are volunteers in fund raising activities	198	3.04	1.317
	Grand Mean =	2.66		

Item 1 presented the cooperation of students' representatives with the school administration; in this regard it was rated with mean value of 2.44, at low level. This implies that the students' representatives feel discomfort to cooperate with the school administration harmoniously.

On the same table, item 2 asked about students' satisfaction while they are at school, it was rated mean value of 2.40, at low level. This shows that students were not satisfying while they were staying at school. As shown in item 3 it was asked whether the students follow the rules of the school. It was rated mean value of 2.49, at low level; this indicates that most students do not obey the rules of the school that set together with their teachers.

As can be seen on Item 5 which focused the freedom of students in telling their feelings to teachers. Accordingly it was rated mean value of 1.75; this indicates that students hardly feel to express their problems and concerns. Item 7 presented to find out the aim of students to attend the class. On this regard it was rated mean value of 3.35, as indicated in the result one can conclude most students to a certain extent intended to improve their academic performance.

Regarding to item 8 and 9, rated average mean (3.06), and (3.04) respectively at "average" level. This implies that most students somewhat participate in different educational programs and voluntariness in fund raising activities.

4.2.5 Students' Perceptions on Teachers' Activities in the Teaching Learning Process

The following Table 7 describes the students' perceptions on teachers' performance and other teaching learning process related issues. On this regard 10 items were discussed. The first item told about the implementation of school rules by the teachers. It was rated at mean value of 2.53 at average level; which is below the grand mean, this indicated that most students not satisfied by the inconsistence implementation of school rules by their teachers.

Item 4 asked students about the evaluation system and the flow of information between teachers and students concerning to academic progress, , it was rated the mean value of 2.43 below the average level, this shown that most students were not satisfying by their teachers that they hadn't told their academic progress by them on time.

On the same table item 7 focused on the explanation of school rules by the teachers. It was rated the mean value of 2.33 at low level. This indicates that teachers didn't explain the school rules in the day to day learning activities. The lowest mean scored in item 9 which was focused on teachers use of technological tools in the class room, which was rated at the mean value of 1.85 at low level. This shown that students disappointed by their teachers that teachers didn't use technological tools for their lesson as teaching aid.

On the contrary the highest mean rated in item 6 at the mean value of 3.97 at very high level. Teachers monitor systematically students' progress using different means (tests, assignments, projects).This implies that students satisfied the way of teachers to monitor the progress of students in different ways such as tests, assignments, projects.

Open ended questions were presented to the students that the major areas need to be improved concerning to their teachers performance and different activities implemented in the class room. Accordingly the responses are as follows.

Teachers needs to be devote to the students and to their work; the school principal should trust and respect students as they trust teachers.

Table7 Students' Responses on Teachers' Activities in the Teaching Learning Process

No	Items	N	Mean	Std. D
1	Teachers implement school rules fairly and consistently	198	2.53	1.147
2	The teachers offer students opportunities to Cooperate and actively participate in the lesson	198	2.62	1.181
3	Teachers organize different activities depending On the subject they teach	198	2.61	1.211
4	Teachers evaluate systematically students' progress and inform them their progress	198	2.43	1.210
5	Teachers usually praises and recognize their students' achievement	197	2.54	1.201
6	Teachers monitor systematically students' progress using different means (tests, assignments, projects……)	198	3.97	1.126
7	Teachers explain school rules to students	198	2.33	1.318
8	Teachers are well prepared for their lesson	198	3.09	1.121
9	Teachers use different available educational technology tools in their lessons	198	1.85	1.105
10	Teachers return promptly the graded tests and explain the expected answers	198	2.61	1.245
11	Teachers design tests based on students' educational level	198	3.18	1.212
	Grand Mean	2.70		

Note : [4.50_ 5.00 = Very High, 3.50_ 4.49 = High, 2.50_ 3.49 Average, 1.50_ 2.49 = Low, 1.00 _ 1.49 = Very low] N* Number of Respondents S.D* =Standard Deviation

4.2.6 Perceptions of Students on School Administration Issues

The following Table 8 indicates the perceptions of students on the schools administrative issues how facilitating the teaching learning process. A total of ten items were presented to find out their perceptions.

Item 1 focused on the atmosphere of the school which was rated mean value of 3.00 at average level. This indicated that most students perceive their school friendliness and pleasantness is at a medium level.

Item 3 asked that the implementation of rules by the school administration, which was rated at the mean value of 2.73 at average level. This result indicated that most students have doubt the consistency of the implementation of the school rules by the school administration. Action taking on teachers by the school administration presented in item 4 which was rated at mean value of 2.01, at low level. This indicated that most instructional time didn't compensate due to less follow up of the school administration.

Item 6 focused on the service of school library; as a result it was rated mean value of 2.89 at average level. This result shown that most students were not satisfying by the service of libraries. The above findings supported by interviews made with department heads. The school library lacks to provide students with supplementary educational resources e.g. educational journals.

Item 7 concerned the organization of fund raising program by the school, as the result shown which is rated at mean value of 2.22, at low level. This implies that students were dissatisfied with the poor activities of fund raising program by the school.

The last item 10 presented the availability and uses of tape and video records at the school. It was rated at mean value of 1.58 at low level. This shown that teachers didn't use tape and video records in the class rooms. On the contrary item 9 was rated the highest mean value of 3.97, which focused on the actions that are taken by the school on students those who are misbehave in the school. This implies that the school administration takes actions on misbehaved students.

Table 8 Students' Responses on School Administration Issues

No	Items	N	Mean	S. D.
1	The school atmosphere is pleasant and friendly	198	3.00	1.356
2	The school administration encourages frequent communication and cooperation with students' parents	198	3.05	1.305
3	The school's administration implements rules consistently	198	2.73	1.373
4	The school takes caution so that instructional time is substituted	198	2.01	1.323
5	Does the school administration encourage Parents Association to support the school financially?	195	2.71	1.519
6	To what extent does the school Administration try to fill the school library with supplementary educational resources (e.g..educational journals)	198	2.89	1.324
7	The school organize successful fund raising activities in order to help students and other people in the community	198	2.22	1.262
8	School administration and teachers emphasizes on students' learning and that helps in improving their academic performance	198	2.73	1.203
9	The school takes actions for students that do not follow school rules	198	3.97	1.198
10	At the school tape records and videos are available when teachers need them for their lessons.	198	1.58	1.048
	Grand mean =	2.68		

Note : [4.50--5.00 = Very High, 3.50-- 4.49 = High, 2.50-- 3.49 Average

1.50-- 2.49 = Low, 1.00 -- 1.49 = Very low] N =Respondents S.D =Standard Deviation

Table 9: Students' and Teachers' Views on Students Learning Environment

N*	Items	Respondents	N*	Mean	Std. D	t-value	Sig.
1	All activities and decisions made at school are student- centered	Teachers	118	3.10	.982	10.931	.000
		Students	198	1.82	1.020		
.2	The school offers quality education to its students.	Teachers	118	3.19	.946	3.094	.002
		Students	198	2.81	1.180		
3	The teachers exert maximum effort to give quality education to their students	Teachers	118	3.52	.976	7.902	.000
		Students	198	2.54	1.147		
4	The education offered by the school has significant importance in the students career development	Teachers	118	3.51	.967	4.515	.000
		Students	198	2.92	1.211		
5	The school environment is pleasant for students	Teachers	118	3.50	3.634	3.929	.000
		Students	198	2.36	1.366		

*Significant difference Note : [4.50_ 5.00 = Very High, 3.50_ 4.49 = High, 2.50_ 3.49 Average,
1.50_ 2.49 = Low, 1.00 _ 1.49 = Very low]
N* Number of Respondents S.D* =Standard Deviation

Table 9 presented teachers' and students' views on students learning environment to this effect a t-test was employed to examine whether there was statistically significant difference between the views of teachers and students. As shown in Table above, t-test analysis found that the p- value of all items is less than 0.05. Therefore, there were significant difference between teachers' and students' in the views of students' participation in the decision making process, providing quality education by the school, the efforts of teachers to bring quality education and the pleasantness of schools for students.

Finally, we can conclude that there are significantly differences between the perceptions of teachers and students in school climate.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes the summary of findings, the conclusions drawn from the findings, and recommendations made in the light of the findings and conclusions.

This research studied the organizational climate of government preparatory schools in Addis Ababa. The major purpose of the study was to assess the school climate of preparatory schools. In order to meet the purpose of objective, the study was guided by the following basic questions

- What does the school climate of preparatory schools of Addis Ababa look like?
- What are the factors that affect perception of students in school climate?
- How could principals and teachers of preparatory schools perceive their school climate?
- What are the major areas in need of most improvement in preparatory schools organizational climate?

The samples of the study were selected by using simple random sampling and purposive sampling techniques. 3 sub-cities and 6 preparatory schools were selected using lottery methods to select 12 school principals and 24 department heads purposive sampling technique was employed and 198 school teachers and 204 students were included in the study by using simple random sampling technique.

The study included 6 independent variables composed of communication, collaboration, organization and management, student and learning environment issues.Two types of Likert scale guide questions were the main data gathering instruments. The questionnaires had two sections, the demographic information and school climate questions

The data were analyzed using SPSS version 20 to analyze percentage, mean and standard deviation for descriptive statistical procedures. Inferential statistical procedure, t-test was also applied by using the same statistical test.

5.1 Summary of Major Findings

The summary of findings in the study was summarized according to the purpose of the study. The researcher had employed the mean and t-test to examine the school climate based on communication, collaboration, organization and management and students dimensions. In addition, the aspects of physical environment, social environment and learning environment of the school had been assessed. The major findings of the study were analyzed as follows:

1. Organizational climates can define in many ways. One of them is communication dimension in this respect teachers reported that the expected standard for class room was found at the medium level.
2. Regarding written and verbal communication between school principals and teachers, most teachers were not fully satisfied by the principals' written and verbal communication with staff members which were rated 2.97 & 2.88 respectively. Interview made with school principals shown that teachers were not happy and eager to take written and verbal feedback from them due to negative outlook on school administration. Furthermore, the interviews made with department heads indicated that the information exchange among teachers and between teachers and principals did not seem to be as strong as expected.
3. As teachers perceived the school climate on collaboration issue it was found on average level. Besides, most respondents perceived the level of collaboration in decision making was below the grand mean this showed that most teachers didn't involve in the school decision making process. Most teachers were not convinced with the usefulness of the written feedback received from their principals for their work; In addition most principals were less satisfied with the relevance of the verbal feedback from sub cities' supervisors.

4. Regarding to students perception, the result of this study disclosed that the interest of students' representatives to cooperate with the school administration is decline from time to time. Most students and their representatives blamed the school principals that they didn't invite them to collaborate in any school activities. In addition to this students didn't feel comfort to tell their concerns, interests and feelings to their teachers and school principals. However, most students were interested to participate in different educational programs and fund raising program. However, most students dissatisfied with the school administration that fail to organize fund raising program
5. Most students perceived the implementation of the schools rules by the teachers were in consistence (Mean =2.53).and students highly disappointed the use of educational technology tools by the teachers found at low level (Mean = 1.85), and most teachers didn't explain the schools' rules in day to day teaching learning activities , (Mean = 2.33), however, teachers have given tests, assignments and projects rated at average level (Mean =3.18)
6. Most students in the study perceived the school libraries are lacks of supplementary books and they are very small to give the expected services to the students. They were not comfortable for reading, (Mean = 2.22). However, students strongly agree that the schools have taken series punishment on students for those who do not follow the schools' rules, (Mean =3.97).
7. It was found that actions and decisions taken by the schools were not student centered. There is a mean difference between the perception of teachers and students which were rated (Mean= 3. 10) and (Mean =1.82), respectively.
8. Significant differences were seen in all items between the perceptions of teachers and students on providing of quality of education by the teachers by applying maximum effort, participation of students in the decision making process.

5.2. Conclusion

The preparatory schools' climate is defined by two general dimensions – openness and intimacy. According to evidences from this study, the communication between teachers and principals is at medium level. The spirit of collaboration between teachers and principals is at low level, and the level of participation of teachers in decision making is not satisfactory. However, the acceptance of ideas brought in by the school teachers as perceived by their immediate supervisors is at moderate level, in addition to this, the social support among teachers is somewhat at good level.

The organization and service provision of libraries are not satisfactory; the implementations of school rules by teachers and principals are not consistent; Poor utilization of educational technologies is observed. The collaboration of teachers in the decision making process was not fully utilized.

From the above discussions, it can be concluded that the school climate in preparatory schools of Addis Ababa might not be in a position to provide effective teaching and learning atmosphere for students and have low level of teachers' performances where schools exhibit closed type of climate. From the findings of the study, students are not comfortable to stay in the school compounds and to let their teachers and school principals know about their feelings, concerns and interests while in the school compound as teachers and principals mistreated them.

Actions and decisions taken in the schools are not student centered; the class room settings are not favorable for students with disabilities; and the level of activities of fund raising to help students is low.

Furthermore, in the closed school climate, spirit of trust and communication among teachers and principals is very low and disengagement of teachers in a given task is very high.

5.3. Recommendations

On the basis of the findings and the conclusions reached at the following recommendations are forwarded:

- The existing collaboration and communication among teachers and between teachers and principals are not satisfactory to work as team and do not help students to be successful in their learning. Therefore, it is recommended that the management of preparatory schools in Addis Ababa to create an open school climate to enhance better collaboration between teachers and principals by giving equal emphasis to social needs and task achievement for all members of the school, and by using informal channel of communication and establishing two way communications; make use of participatory decision making by empowering teachers.
- The school libraries are not on a position to provide the required services for students learning. Thus, it is suggested that the preparatory schools principals should mobilize the resources that help to solve facility problems by organizing fund raising activities and community participating make the class rooms conducive Preparatory school teachers are not encouraging their students when they were successfully accomplishing their work; students are limited to express their feelings to their teachers. Therefore, it is suggested that teachers should encourage students to participate actively in the lessons.

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Appendix I

Questionnaires to be filled by Teachers

General Direction

The main purpose of this questionnaire is to collect data which are relevant to assess" ***the current status of organization climate of preparatory schools that are found in Addis Ababa."*** The findings could be used for school improvement effects. Hence, the success of the study will depend on the quality of your responses. Therefore, you are kindly requested to give accurate and honest responses to the items presented. Your responses will be kept confidential and used only for academic purpose.

Note: No need of writing your name

PART - - 1: Demographic Information: please complete.

1. Sub-city Nifas silk Lafto ----- Lideta ---- Kolfe keranio-----
2. School name ----------

Please put "X" mark from 3-8

3. Gender Male ------ Female----
4. Age
   29 or less ---- 30 -39 ------ 40-49----
   50-59------ 60 or more---------
5. Qualification
   Diploma----- B.A/B.sc------- M.A/M.sc---
6. years of service in this school?
   0-4 years----- 5-9 years -------- 10-14 years------
   15-19 years------- 20 or more-------
7. Total tears of experience?
   0-4 years----- 5-9 years -------- 10-14 years------
   15-19 years------- 20 or more-------

PART 2: School Climate Teachers' Questionnaire

Please, for each item **circle** the number that best presents your beliefs concerning the school climate of your school as you perceive. Please use the following scale:

1= very low 2= Low 3= Average 4= High 5= Very high

PART 2: School Climate Teachers' Questionnaire

Directions: ***The following are statements about Communication Issues of your school; please indicate the extent to which each statement characterizes your school by circling the appropriate response.***

1= very low 2= Low 3= Average 4= High 5= Very high

Communication Issues

1. I feel satisfied with the information that is given by my principal as related to its relevance to the smooth operation of the school.

1	2	3	4	5

2. Everybody involved in school activities is kept informed by the school principal

1	2	3	4	5

3. The principal's expectations about the school's desired Standards are known to the staff.

1	2	3	4	5

4. The expected standards for classroom instruction are clearly defined by the principal.

1	2	3	4	5

5. The expected standards for classroom instructions are accepted by all staff member involved in the school.

1	2	3	4	5

6. The school principal has good verbal communication with all staff members.

1	2	3	4	5

7 The school principal has good written communication with its staff members.

1	2	3	4	5

8 The principal is friendly and approachable.

1	2	3	4	5

9 The principal treats teachers equally.

1	2	3	4	5

10 The principal corrects teachers' mistakes in a polite manner.

1	2	3	4	5

Collaboration Issues

1. There is a conducive environment for teachers to work in a collaborative way.

1	2	3	4	5

2 There is good spirit of working relationships and collaboration among different grade-level teachers.

1	2	3	4	5

3. Decisions on problems arising from the teaching-learning process are made by staff members in a collaborative way.

1	2	3	4	5

4. Teachers are recognized and appreciated for the good work that they do.

1	2	3	4	5

5. The principal is willing to accept new ideas and is flexible with making decisions.

1	2	3	4	5

6. Teachers provide strong social support to each other

1	2	3	4	5

Organization and Management Related Issues

1. The verbal feedback that I get from the school principal is useful for my work.

1	2	3	4	5

2. The written feedback that I get from the school principal is useful for my work.

1	2	3	4	5

3. I am accepted whenever I bring in new initiative for the betterment of the school.

1	2	3	4	5

4. Education related decisions coming from the school are both appropriate and relevant to the teaching learning process.

1	2	3	4	5

Students Activities in the School

1. All activities and decisions made at school are student- centered.

1	2	3	4	5

2. The school offers quality education to its students.

1	2	3	4	5

3. The teachers exert maximum effort to give quality education to their students.

1	2	3	4	5

4. The education offered by the school has significant importance in the students' future career development.

1	2	3	4	5

5. The school environment is pleasant for students

1	2	3	4	5

PART 3

As you perceived in your school, please write some suggestions on verbal and written communication of principals with teachers , in the school to have good school climate?

_____

_____

_____

As you perceived in your school, please write some suggestions of collaboration that participate teachers in decision making process

_____

_____

_____

How should your principal give feedback about his or her evaluation to the teachers?

_____

_____

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Appendix II

Students' Questionnaire

General Direction

The main purpose of this questionnaire is to collect data which are relevant to assess "***the current status of the organization climate of preparatory schools that are found in Addis Ababa***." The findings could be used for school improvement effects. Hence, the success of the study will depend on the quality of your responses. Therefore, you are kindly requested to give accurate and honest responses to the items presented. Your responses will be kept confidential and used only for academic purpose.

Note: No need of writing your name.

PART 1

General information: please complete

1. School Name.....

2. Sub city .....

3. Grade.....

Please complete by putting "X" mark

4. Gender M ☐ F ☐

5. Number of students in my class .....up to 30 ☐ 40-49 ☐ 50-60 ☐

PART 2 School Climate Students' Questionnaire

The following statements are related to the climate of your school; please **circle** the best statement that represents your school.

Remember that *1 means "not at all",* *2 means "to a little extent",*

3 means "to some extent", *4 means "to a great extent"*

5 means "to a very great extent"

1	**Student Related Issues**	Response				
1.1	The students' representatives cooperate harmoniously With the school administration	1	2	3	4	5
1.2	The students feel safe while at school	1	2	3	4	5
1.3	Students follow the school rules that they have set together with their teacher	1	2	3	4	5
1.4	Most students behave in a responsible way	1	2	3	4	5
1.5	The students feel comfortable to express their Feelings, problems or concerns to their teachers	1	2	3	4	5
1.6	The students' representatives cooperate with their teachers and with the school administration, setting rules in order to regulate school life	1	2	3	4	5
1.7	Most students are intended in improving their academic performance	1	2	3	4	5
1.8	Students willingly participate in different educational programs and competitions	1	2	3	4	5
1.9	Most students are volunteers in fund raising activities	1	2	3	4	5
	2 Teachers' Related Issues					
2.1	Teachers implement school rules fairly and consistency s	1	2	3	4	5
2.2	The teachers offer students opportunities to Cooperate and actively participate in the lesson	1	2	3	4	5
2.3	Teachers organize different activities depending On the subject they teach	1	2	3	4	5
2.4	Teachers evaluate systematically students' progress and inform them their progress	1	2	3	4	5
2.5	Teachers usually praises and recognize their students' achievement	1	2	3	4	5
2.6	Teachers monitor systematically students' progress using different means (tests, assignments, projects….)	1	2	3	4	5
2.7	Teachers explain school rules to students	1	2	3	4	5
2.8	Teachers are well prepared for their lesson	1	2	3	4	5

2.9	Teachers use different available educational technology tools in their lessons	1	2	3	4	5
2.10	Teachers return promptly the graded tests and explain the expected answers	1	2	3	4	5
2.11	Teachers design tests based on students' educational level	1	2	3	4	5
	3 School Administration Related Issues					
3.1	The school atmosphere is pleasant and friendly	1	2	3	4	5
3.2	The school administration encourages frequent communication and cooperation with students' parents	1	2	3	4	5
3.3	The school's administration implements rules faithfully and consistently	1	2	3	4	5
3.4	The school takes caution so that instructional time is substituted	1	2	3	4	5
3.5	The parents' association supports financially school administration	1	2	3	4	5
3.6	The school library provides students with supplementary educational resources (e.g. educational journals)	1	2	3	4	5
3.7	The school organize successful fund raising activities in order to help students and other people in the community	1	2	3	4	5
3.8	School administration and teachers emphasizes on students' learning and that helps students in improving their academic performance	1	2	3	4	5
3.9	There are consequences for students that do not follow school rules	1	2	3	4	5
3.10	At the school tape records videos are rarely available when teachers need them for their lessons	1	2	3	4	5
3.11	All activities and decisions made at school are student-centered.	1	2	3	4	5
3.12	The school offers quality education to its students.	1	2	3	4	5
3.13	The teachers exert maximum effort to give quality education to their students.	1	2	3	4	5
3.14	The education offered by the school has significant importance in the students' future career development.	1	2	3	4	5
3.15	The school environment is pleasant for students	1	2	3	4	5

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Appendix III

Interviews for Principals

General Direction

The main purpose of this interview is to collect data which are relevant to assess" ***the current status of organization climate of preparatory schools that are found in Addis Ababa."*** The findings could be used for school improvement effects. Hence, the success of the study will depend on the quality of your responses. Therefore, you are kindly requested to give accurate and honest responses to the items presented. Your responses will be kept confidential and used only for academic purpose.

1. How do you describe the interrelationship among teachers and between teachers, and teachers and students?
2. What look like the relationship between department heads and teachers?
3. Do you think that the school buildings are convenient to all students specially, to the students with disability?
4. How do you describe that the teachers try to perform to the maximum extent possible?
5. To what extent are you satisfied with the spirit of collaboration among teachers and to the school administration?
6. How can you explain the information you are given by your immediate supervisor is related to and is useful for the smooth operation of the school?
7. To what extent is the verbal and written feedback you receive from your immediate supervisor (evaluator) useful for your work?

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Appendix IV

Interview for Department Heads

General Direction

The main purpose of this interview is to collect data which are relevant to assess" ***the current status of organization climate of preparatory schools that are found in Addis Ababa."*** The findings could be used for school improvement effects. Hence, the success of the study will depend on the quality of your responses. Therefore, you are kindly requested to give accurate and honest responses to the items presented. Your responses will be kept confidential and used only for academic purpose.

1. How do you describe the interrelationship among teachers and between teachers and principals, and teachers and students?
2. Do you think that the school buildings are convenient to the students specially, to students with disability?
3. How does the principal explain his reasons for criticism?
4. The principal sets an example by working hard himself?
5. How do you describe the school community relationship?
6 How could school rules are establish? Do teachers and students participate in the formulation of rules and regulations?

Thank you!

DECLARATION

I, the undersigned, hereby declare that this thesis is my original work and has not been presented for a degree in any other University, and that also sources of material used for the thesis have been duly acknowledged.

Name: Gizachew Admasu Gurmesa

Signature _____

Date of Submission 5/07/2013

This thesis has been submitted for Examination by my approval as a University advisor.

Name: Yekunoamlak Alemu (Phd)

Signature _____

Date of Submission 5/07/2013