



Addis Ababa University
College of Educational and Behavioral Science
Department of Educational Leadership and Management

School Leadership in Creating Positive School Climate and Culture, the
case of Public Primary Schools in Addis Ketema Sub City of Addis Ababa
City Administration

By
Yegrem Shemsu

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College of Educational and Behavioral science
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Thesis Topic

School Leadership in Creating Positive School Climate and Culture, the
case of Public Primary Schools in Addis Ketema Sub City of Addis Ababa
City Administration

By

Yegrem Shemsu

Advisor

Jeilu Oumer (PhD)

**A Thesis Submitted In Partial Fulfillments of the Requirements for the
Degree of Master of Art for Educational Leadership and Management**

June 2025

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university. All sources and reference materials used for this thesis have been duly indicated and acknowledged.

Student's Name: Yegrem Shemsu

Signature _____

Date _____

This thesis, titled “**School Leadership in Creating Positive School Climate and Culture: The Case of Public Primary Schools in Addis Ketema Sub-city of Addis Ababa City Administration**”, is approved as the original work of **Yegrem Shemsu** under my supervision as a university advisor.

Advisor's Name: Dr. Jeilu Oumer

Signature _____

Date _____

Place: Addis Ababa University

College of Educational and Behavioral Sciences

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Acronyms

AAEB	Addis Ababa Education Bureau
SEL	Social Emotional Learning
PD	Professional Development
SPSS	Statistical Package for the Social Sciences
ICT	Information and Communication Technology
FMOE	Federal Ministry of Education
GPE	Global Partnership for Education
PTA	Parent Teacher Association
EMIS	Education Management Information System
MoE	Ministry of Education

Abstract

This study explores the role of school leadership in fostering a positive school climate and culture in public primary schools within Addis Ketema Sub-city of Addis Ababa City Administration. Drawing on both theoretical and empirical foundations, the research examines how leadership practices shape teacher engagement, student well-being, and the broader learning environment. Using a mixed-methods approach, data were gathered from five selected schools through questionnaires, interviews, and document reviews. Findings highlight that transformational and participative leadership styles are instrumental in creating inclusive and supportive environments, yet challenges such as limited resources, administrative overload, and weak community involvement persist. The study reveals a critical gap in leadership training and policy alignment. Future research should explore the long-term impact of leadership development programs and examine scalable models for community-school collaboration in low-resource urban contexts. It is recommended that policymakers prioritize ongoing professional development, increase school-level autonomy, and strengthen partnerships between schools and stakeholders to enhance leadership effectiveness and improve educational outcomes.

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Lastly, I dedicate this work to all educators and school leaders striving to create positive learning environments despite challenges. Your efforts truly make a difference.

Chapter One

Introduction

1.1 Background of the Study

Educational leadership plays a fundamental role in shaping school climate and culture, which directly impacts student achievement and teacher effectiveness. School leaders are responsible for creating a supportive and inclusive learning environment by fostering collaboration, professional growth, and well-structured policies. A positive school climate is built on strong relationships, mutual respect, and shared decision-making, all of which contribute to student engagement and academic success. Effective leadership goes beyond administrative tasks, focusing on the development of both teachers and students through continuous support and strategic planning. When school leaders prioritize these elements, they create an atmosphere where teaching and learning thrive, ultimately leading to better educational outcomes.

In public primary schools, particularly in urban settings with socio-economic challenges, the role of school leadership becomes even more critical. Overcrowding, resource limitations, and diverse student needs require leaders to adopt adaptive and innovative strategies to maintain a conducive learning environment. By fostering a culture of inclusion, promoting equity, and encouraging community engagement, school leaders can mitigate these challenges and enhance both student and teacher experiences. Their ability to navigate systemic constraints while maintaining a focus on instructional leadership and professional development is essential for sustaining a positive school climate. When leaders are proactive in addressing these challenges, they contribute to the overall well-being and success of the school community.

Educational leadership style and school climate: an increasing base of knowledge from research and practice have depicted that the primary job of the educational leaders was to emphasize student achievement by formulation of challenging, caring, and supporting environmental conditions that are conducive to student learning. Armstrong (2017). They develop and support teachers, create constructive working conditions, efficiently allocate the resources, formulate appropriate organizational policies and systems, and get involved in other kinds of in-depth and meaningful work, outside the classroom setting.

Educational leadership has become a priority in education policy programs worldwide, Stein, F. a (2015). It plays a crucial role in refining school outcomes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. Operative educational leadership is vital to improve the efficiency and pertinence of education.

Educational leadership responsibilities should be adequately defined through an understanding of the practices that are required to improve teaching and learning,(Pasi 2009)

Creating a positive school climate and culture is essential for fostering academic success, personal development, and well-being among students. School leadership plays a pivotal role in shaping the environment where students and staff thrive. A positive school climate encompasses the quality and character of school life, emphasizing safety, relationships, teaching, learning, and the overall school environment. When well-managed, it leads to increased student engagement, teacher satisfaction, and improved academic outcomes.(Cohen et al., 2009; Mcnichols, 2020).

In public primary schools, particularly those in urban settings like Addis Ketema Sub-city of Addis Ababa City Administration, the role of school leadership is even more critical. This area is characterized by diverse socio-economic challenges, including overcrowding, and resource limitations. Such factors can create barriers to establishing and maintaining a positive school climate and culture.

Understanding the specific practices and challenges of school leaders in creating positive school environments within this context is crucial. This study aims to explore the role of leadership in shaping school climate and culture in public primary schools in Addis Ketema Sub-city. By identifying effective strategies and areas for improvement, the findings of this research will contribute to enhancing educational outcomes and well-being for students and staff alike.

1.2 Statement of the Problem

As Fullan (2009) emphasizes, the contemporary role of the school principal has shifted significantly, requiring a balance between administrative management and educational leadership. This evolution highlights the critical influence principals can exert on teachers and the overall school climate—a contribution deemed as one of the most important responsibilities of a principal, aside from hiring exceptional teachers (Hughes, 2014).

Effective schools demand leadership that inspires teachers to exceed basic expectations and pursue transformative educational outcomes.

In the Ethiopian context, the interplay between educational leadership and school climate and culture is both pivotal and complex. Research underscores the profound impact that school leaders have on fostering a positive climate; however, this influence cannot be assumed or left unexamined. While existing studies have explored aspects of this relationship, significant gaps remain. For instance, Getu Teklu (2016) analyzed leadership styles and school climate in Assela Secondary Schools and found that autocratic leadership exhibited moderate positive correlations with certain dimensions of school climate, such as collegial support and professional development, but weaker relationships with others. Meanwhile, Aklilu (2019) concluded that autocratic leadership styles negatively impacted academic achievement due to their tendency to alienate teachers through harsh practices. Similarly, Haile (2018) identified leadership challenges as significant barriers to cultivating a supportive school climate and culture.

These studies suggest that leadership styles play a critical role in shaping school climate and culture. However, they predominantly focus on secondary schools and often lack a nuanced exploration of the unique challenges faced by primary schools. Additionally, variations in time, context, and geographic location—such as those specific to public primary schools in Addis Ketema Sub-City of Addis Ababa—have not been adequately addressed.

The researcher's experiences, coupled with the findings of previous studies, indicate persistent challenges in Ethiopian school leadership related to fostering a positive school climate. Despite the introduction of school improvement programs, many schools continue to struggle due to ineffective leadership practices (Robertson & Williams, 2005; Berg & Karlsen, 2007). This highlights an urgent need for research that explores how leadership styles can be strategically utilized to enhance school climate and culture, thereby driving sustainable school improvement.\

School principals hold a central role in shaping the climate and culture of schools, especially in public primary schools where systemic challenges such as limited resources, large class sizes, and diverse student populations are prevalent. A positive school climate and culture are associated with improved student outcomes, teacher satisfaction, and community engagement. Principals, as instructional leaders, have the ability to influence these factors

through their leadership styles, decision-making processes, and ability to foster collaboration among stakeholders. Despite this, there is a gap in research on how principals in public primary schools navigate these roles and what strategies they use to create a conducive learning environment (K., Harris, A., & Hopkins, D. 2020).

Despite these challenges, effective school leaders can foster a sense of belonging, mutual respect, and collaboration among students, teachers, and parents. Leadership strategies such as inclusive decision-making, professional development for teachers, and promoting values of equity and fairness are key to addressing the unique challenges of public primary schools.

To the best of the researcher's knowledge, no study has comprehensively examined the relationship between leadership practices and school climate within the context of public primary schools in Addis Ketema Sub-City. Addressing this gap, the current study aims to investigate the practices of educational leadership styles in fostering a positive school climate and culture, identify the major challenges impacting these efforts, and propose actionable strategies for improvement.

While global and national studies have emphasized the importance of school leadership in shaping school climate and culture, research in Ethiopia has largely concentrated on secondary schools, leaving the leadership dynamics in primary schools underexplored. This gap is significant because primary schools serve as the foundation of the education system and face distinct challenges, including younger student populations, foundational skill development needs, and greater dependency on community engagement.

Moreover, studies such as those by Getu Teklu (2016), Aklilu (2019), and Haile (2018) have examined the impact of leadership styles on school climate, but these have been mostly conducted in different regions and settings, without attention to urban, high-density areas like Addis Ketema Sub-City. As one of the most socio-economically challenged areas in Addis Ababa, Addis Ketema presents context-specific challenges such as overcrowded classrooms, resource scarcity, and limited parental involvement, all of which influence leadership effectiveness in unique ways.

In addition to the educational level gap and geographic-context gap, there is a third, equally critical research gap: a lack of focus on the specific leadership challenges and strategies encountered by school leaders in public primary schools. Although school improvement programs have been introduced, many schools continue to struggle due to ineffective or

misaligned leadership practices, suggesting the need for deeper insights into how school leaders can strategically enhance climate and culture.

Therefore, this study aims to address these interconnected gaps by focusing on how leadership practices influence school climate in public primary schools within Addis Ketema Sub-City. It investigates the barriers school leaders face, the strategies they employ, and the institutional factors that shape their success or limitations. By doing so, the research offers both theoretical contributions and practical recommendations for improving leadership capacity and fostering more inclusive, supportive, and effective learning environments.

Basic Questions

1. What leadership practices are commonly used by school leaders in Addis Ketema Sub city to create a positive school environment?
2. What challenges do school leaders in Addis Ketema Sub city face in fostering a positive school climate and culture?
3. What supportive school climate and culture have been established in public primary schools in Addis Ketema Sub-City as a result of school leadership practices?
4. To what extent have school leaders in Addis Ketema Sub-City created a supportive school climate and culture?
5. How do school leaders address socio-economic and cultural factors impacting school climate in Addis Ketema Sub city?
6. What strategies can be implemented to support school leaders in Addis Ketema Sub city to improve school climate and culture?

1.3 Specific Objective

This study aims to explore how principals in public primary schools in Addis Ketema Sub-city define and perceive their role in creating a positive school climate and culture. It seeks to identify the effective leadership practices employed by these principals to foster supportive and inclusive school environments. Furthermore, the research assesses the challenges school leaders face in implementing practices that promote a positive climate and culture within their schools. It also aims to propose strategic interventions and support mechanisms to help school leaders enhance the school climate in their respective contexts. In addition, the study evaluates the extent to which school leaders have successfully established a supportive school

climate and culture, while analyzing the impact of their leadership practices on student well-being and engagement. The research also investigates how communication and collaboration between school leaders, teachers, and the wider community influence the shaping of a positive school climate in Addis Ketema Sub-city. Finally, the study explores how principals adapt their leadership approaches in response to the socio-economic challenges faced by their school communities.

1.4 Significance of the Study

This study provided valuable insights for various stakeholders in the education sector, particularly in the areas of administrative leadership, policy formulation, strategic planning, and educational research. It was especially relevant for school leaders, policymakers, and researchers seeking to improve school climate and culture in public primary schools within Addis Ketema Sub-city and similar contexts.

In the area of administrative leadership and school management, the study helped school principals and educational leaders understand their crucial role in fostering a positive school climate and culture. It offered practical leadership strategies that supported effective communication, collaboration, and inclusive decision-making processes. These insights enhanced teacher engagement, professional development, and job satisfaction, which were all linked to improved teaching quality and student outcomes. Additionally, the research guided administrators in adopting evidence-based practices and data-driven decision-making to improve overall school functioning. By identifying best practices and challenges, the study informed the development of targeted professional development programs that equipped school leaders with relevant skills to address the evolving needs of their schools.

From a policy formulation and educational planning perspective, the study informed education policymakers and administrators in Addis Ketema Sub-city and beyond about the real-world challenges and opportunities facing school leadership in public primary schools. The findings contributed to the design of responsive and context-sensitive policies and interventions aimed at strengthening leadership capacities and promoting positive school climates. Policymakers gained insights into the impact of leadership styles on school performance, which guided the implementation of training, mentorship, and leadership development programs. The research also supported more effective resource allocation, ensuring schools received adequate funding, infrastructure, and administrative support to

foster conducive learning environments. Moreover, it aided in enhancing school governance structures by promoting inclusive and participatory approaches to school leadership.

In terms of strategic impact on teaching and learning, the study highlighted how leadership practices directly influenced teacher effectiveness, classroom innovation, and student learning experiences. A supportive school climate proved essential for fostering collaboration, inclusivity, and continuous improvement. The research emphasized the role of school leadership in addressing student well-being by promoting mental health support, anti-bullying initiatives, and inclusive educational practices. It also provided guidance on how school leaders could cultivate a culture of lifelong learning and academic excellence among teachers and students.

Finally, the study held significant value for future research and academic contributions. It served as a reference point for scholars exploring educational leadership and school climate in Addis Ketema and other urban educational contexts. The findings contributed to the broader body of knowledge on effective leadership practices and inspired further studies at various educational levels. Additionally, the research supported the development of academic curricula focused on school leadership and management, offering both theoretical and practical insights for preparing future school leaders. It also encouraged deeper exploration into culturally responsive leadership models tailored to local educational challenges and needs.

1.5 Operational Definition

Educational Leadership: The process of planning, directing, and coordinating academic and administrative activities to enhance school performance and student success. It involves decision-making, resource management, and policy implementation.

Educational Policy Implementation: The process of applying government or institutional policies related to school administration, curriculum, and leadership in public primary schools.

Inclusive Education: A school practice that ensures all students, regardless of their backgrounds, abilities, or needs, have access to quality education in a supportive and accommodating environment.

Positive School Climate: The collective perception of students, teachers, and staff regarding the overall atmosphere of the school, including aspects like safety, relationships, inclusivity, and engagement that contribute to academic and personal development.

Professional Development: Continuous training and learning opportunities provided to teachers and school leaders to enhance their skills, knowledge, and effectiveness in the classroom and school administration.

School Culture: The shared beliefs, values, traditions, and norms within a school community that shape behavior, interactions, and expectations among students, teachers, and administrators.

School Governance: The structures and policies that define how a school is managed, including decision-making processes, accountability systems, and stakeholder engagement.

School Leadership: The ability of school administrators, particularly principals and educational leaders, to guide and influence teachers, students, and stakeholders in achieving educational goals and fostering a conducive learning environment.

Social-Emotional Learning (SEL): Educational practices that help students develop self-awareness, emotional regulation, interpersonal skills, and responsible decision-making.

Student Engagement: The level of interest, participation, and commitment students show toward their learning process, which contributes to academic achievement and school retention.

Teacher Collaboration: The practice of educators working together to plan lessons, share best practices, and support each other in improving teaching effectiveness and student learning.

Transformational Leadership: A leadership style that inspires and motivates school staff and students to achieve beyond expectations by fostering innovation, collaboration, and a shared vision for school improvement.

1.6 Delimitation of the Study

This study is delimited in the following ways to maintain a clear and manageable scope:

1. Educational Level:

The study is limited to public primary schools within Addis Ketema Sub-city. It does not include private schools or secondary and tertiary educational institutions. The focus is specifically on leadership practices at the primary education level.

2. Geographical Scope:

The research is geographically confined to Addis Ketema Sub-city, under the Addis Ababa City Administration. As a result, the findings may not be generalizable to schools in other sub-cities or regions.

3. School Leadership Practices:

The study focuses on examining the leadership styles, decision-making processes, and strategies used by school principals and administrators to create a supportive, inclusive, and effective school environment.

4. Impact on School Climate:

The research explores how school leadership affects school climate, particularly in areas such as safety, relationships, inclusivity, student engagement, and teacher collaboration.

5. Influence on School Culture:

The study investigates how leadership practices shape the values, beliefs, and norms within the school, contributing to a productive and positive educational atmosphere.

6. Stakeholder Involvement:

The research includes the perspectives of school leaders, teachers, and students, emphasizing their roles in sustaining a healthy school climate and culture. Parents and other community members are excluded from the study.

7. Challenges in Leadership

The study identifies and analyzes the challenges school leaders face, such as limited resources, policy constraints, and difficulties in stakeholder engagement, which affect their efforts to maintain a positive school climate.

8. Policy and Administrative Implications:

The findings are intended to offer insights that may inform local education policy, governance practices, and leadership development strategies within Addis Ketema Sub-city.

9. Participants:

Data are collected exclusively from school leaders, teachers, and students in selected public primary schools. The study does not include the viewpoints of parents or education officials outside the school setting.

10. Scope of Focus

The research strictly centers on school leadership and its influence on climate and culture. It does not address other school performance factors such as curriculum design, financial management, infrastructure, or resource allocation.

1.7 Limitation of the Study

This study was subject to several limitations that may have influenced the depth and generalizability of its findings. Firstly, the research focused exclusively on public primary schools within Addis Ketema Sub-city, which limited the applicability of the results to other sub-cities or private schools operating under different administrative and resource conditions. As a result, the findings may not have fully represented the broader educational leadership landscape across Addis Ababa or Ethiopia as a whole.

Secondly, data collection relied primarily on self-reported information gathered through structured questionnaires and semi-structured interviews with school directors and heads of departments. Although efforts were made to ensure honest and accurate responses, some participants may have provided socially desirable answers or withheld critical feedback due to fear of repercussions or sensitivity surrounding administrative issues.

Thirdly, the study faced challenges related to time constraints and the availability of school leaders, which affected the number of respondents and the depth of qualitative data collected. In several cases, limited participation due to administrative workload may have restricted the diversity of perspectives captured.

Additionally, the study was conducted in a context marked by socio-economic challenges and resource limitations, which may have influenced participants' perceptions of leadership practices and school climate. Broader external factors such as government policies, funding limitations, or political directives were not deeply explored, although they may have significantly impacted leadership effectiveness and the overall school environment.

Finally, the absence of direct classroom observations and the exclusion of student perspectives limited the study's ability to triangulate data from multiple sources, which could have further enriched the analysis of school climate and leadership practices.

Despite these limitations, the study provided valuable insights into the practices, challenges, and potential strategies for improving school leadership and climate in under-resourced urban primary school settings.

Chapter Two: Literature Review

2.1 Introduction

School climate plays a crucial role in shaping student success, teacher satisfaction, and overall school effectiveness. Thapa et al. (2013) emphasize that school climate significantly influences key educational outcomes, including students' academic achievement, attendance rates, and engagement in learning. Their study identifies four essential dimensions of school climate: safety, relationships, teaching and learning, and the institutional environment. Safety refers to both physical and emotional security within the school, which directly affects students' well-being and their ability to focus on learning. Relationships encompass interactions among students, teachers, and staff, highlighting the importance of trust, respect, and support in fostering a collaborative school environment. The teaching and learning dimension reflects the quality of instruction, classroom practices, and the level of student participation in educational activities. Lastly, the institutional environment includes school structures, resources, and policies that contribute to the overall functioning of the school.

Similarly, Bryk and Schneider (2002) argue that a positive school climate is essential for improving student academic performance, supporting mental health, and retaining qualified teachers. Their research underscores the importance of relational trust among school stakeholders, demonstrating that schools with strong, positive relationships between teachers, students, and administrators tend to perform better academically. A supportive school climate fosters student motivation and emotional well-being, reducing absenteeism and disciplinary issues while ensuring better educational outcomes for students and a more fulfilling work experience for educators.

2.2 School Climate Challenges

Studies in Ethiopia indicate that resource scarcity and administrative burdens present major obstacles to school principals in their efforts to create and maintain a positive school climate. Leithwood et al. (2014) emphasize that limited financial, material, and human resources hinder school leaders' ability to implement effective educational programs, support teachers, and enhance student learning experiences. Many Ethiopian schools struggle with inadequate infrastructure, a shortage of instructional materials, and insufficient professional development opportunities for teachers. These constraints lead to overcrowded classrooms, a lack of proper

teaching aids, and limited extracurricular opportunities, all of which negatively impact student engagement and overall school climate.

In addition to resource limitations, administrative burdens place significant pressure on school principals, diverting their attention from instructional leadership and school improvement initiatives. Leithwood et al. (2014) highlight that principals often face excessive bureaucratic responsibilities, including managing budgets, overseeing staff, and handling policy compliance, which reduces the time they can dedicate to fostering a supportive and inclusive learning environment. Given these challenges, effective leadership strategies must be adaptable to local conditions, ensuring that principals can balance administrative duties while prioritizing the well-being of students and teachers.

In Addis Ketema Sub-city, schools face unique challenges that influence school climate, including limited resources, socio-economic disparities, and cultural factors. These challenges necessitate leadership strategies that are adaptable to local conditions while ensuring a safe, supportive, and inclusive environment (Leithwood et al., 2014).

2.3 Leadership and Its Impact on School Climate and Culture

2.3.1 Leadership Styles

Leadership is a central factor in shaping school climate. Various leadership styles—such as transformational, instructional, and participative leadership—have been shown to positively affect school climate:

- **Transformational Leadership:** This approach, characterized by motivation and inspiration, aligns staff and students toward a shared vision and has been linked to improved school outcomes (Leithwood & Jantzi, 2000). Transformational leaders focus on building strong relationships, fostering innovation, and promoting professional growth, all of which contribute to a positive school climate.
- **Instructional Leadership:** Focused on enhancing teaching and learning, this style supports teacher development and fosters a climate conducive to academic excellence (Robinson et al., 2008). Instructional leaders provide mentorship, encourage collaborative professional development, and emphasize the importance of student-centered teaching practices.

- **Participative Leadership:** Involving teachers, students, and parents in decision-making strengthens collaboration and community engagement within the school (Leithwood et al., 2014). This inclusive leadership style ensures that all stakeholders contribute to shaping the school environment, leading to higher levels of trust and shared responsibility.

2.3.2 How Leadership Shapes School Climate

Effective leadership fosters safety, respect, and engagement among students and staff. Thapa et al. (2013) argue that when leaders prioritize clear communication, consistency, and inclusivity, they create an environment where students feel valued and motivated. Bryk and Schneider (2002) highlight that principals who build positive relationships, set high academic expectations, and provide emotional support significantly influence overall school climate. Furthermore, Day et al. (2016) emphasize that strong school leadership is a crucial factor in maintaining teacher morale and motivation, ultimately leading to improved instructional quality and student learning outcomes.

2.4 School Climate vs. School Culture

2.4.1 School Culture

Culture is a multifaceted concept that has been explored extensively by anthropologists, sociologists, and psychologists, each highlighting different aspects of its nature and significance (Baker & Campbell, 2013). For the purposes of this study, culture is understood as a shared phenomenon (Davis, 1984; Schein, 1990), encompassing a complex blend of beliefs, values, meanings, and assumptions. These cultural elements manifest through various symbolic representations, including ceremonies, artifacts, and interpersonal relationships (Schein, 1992). In educational institutions, culture functions as a foundational force shaping the school environment, interactions, and operational practices.

School culture is a critical and intricate concept in the field of education (Stoll, 1998). It is commonly regarded as the normative adhesive that binds a school community together (Hoy & Hoy, 2006; Schein, 2004; Sergiovanni, 2000). According to Fullan (2007), school culture consists of guiding beliefs and values that dictate how a school operates, thereby influencing decision-making processes, instructional methods, and leadership practices.

Maslowski (2006) further defines school culture as the shared beliefs regarding school operations, core values related to student learning, and the behavioral norms exhibited by educators. This perspective underscores that school culture is not merely an abstract construct but rather a tangible and observable framework that influences day-to-day activities, from classroom instruction to administrative decision-making. The presence of a strong and cohesive school culture fosters collaborative learning environments, professional development, and institutional growth.

As a pervasive and powerful force, school culture influences various aspects of school life. Research by Deal and Peterson (1994), Firestone and Wilson (1985), and Newmann and Associates (1996) has demonstrated that school culture shapes:

- Dress codes and professional expectations for both teachers and students.
- Patterns of communication and discourse within the school.
- Attitudes toward change, innovation, and professional development.
- Instructional practices and pedagogical emphasis.
- The priority placed on student and faculty learning outcomes.

Understanding school culture is essential for analyzing leadership dynamics, as it provides a frame of reference for how school members interact and respond to leadership initiatives. When school culture promotes collaboration, shared decision-making, and a growth-oriented mindset, leadership efforts are more likely to be embraced (Fullan, 2007). Conversely, in rigid or resistant cultural environments, educational leadership may encounter significant challenges (Hoy & Hoy, 2006).

For this study, school culture is defined as a dominant pattern of behaviors and beliefs shared by school members, serving as a reference point for their interactions and shaping the overall school climate. This conceptualization allows for an exploration of how principal leadership is perceived and enacted within the context of a school's established cultural framework. As school culture plays a decisive role in determining institutional effectiveness and student outcomes, understanding its components and influence is crucial for designing effective leadership strategies and educational reforms.

2.4.2 Relationship between School Climate and School Culture

A positive school climate serves as the foundation for developing a strong and cohesive school culture. Cohen et al. (2009) emphasize that when students and teachers feel safe, supported, and valued within their school environment, they are more likely to embrace and uphold the institution's core values. A safe environment—both physically and emotionally—ensures that students can focus on learning without fear of harm or discrimination, while a supportive atmosphere encourages collaboration, open communication, and mutual respect among all members of the school community.

When students perceive their school as a place where their voices are heard and their contributions are valued, they are more likely to take ownership of their learning and demonstrate positive behavior. Likewise, teachers who feel respected and supported are more motivated to engage with students and implement effective instructional practices (Cohen et al., 2009). Ultimately, a well-established school climate reinforces cultural norms that prioritize academic achievement, ethical behavior, and continuous improvement, creating a learning environment where both students and educators thrive.

2.5 Challenges in Creating a Positive School Climate

Creating a positive school climate is essential for fostering student learning, engagement, and overall well-being. However, numerous challenges hinder school leaders from achieving this goal. Among these, resource limitations, administrative burdens, and community engagement difficulties present significant obstacles. Addressing these challenges requires a comprehensive understanding of their impact and strategic approaches to mitigate them.

2.5.1 Resource Limitations

A major challenge in creating a positive school climate is the limitation of resources, including insufficient teaching materials, inadequate infrastructure, and a shortage of support staff. Leithwood et al. (2014) argue that resource constraints significantly affect the quality of education, making it difficult for teachers to deliver engaging and effective lessons. Overcrowded classrooms, poor sanitation facilities, and a lack of basic amenities not only reduce student comfort but also hinder effective learning. The physical environment plays a crucial role in shaping students' attitudes and behaviors. When classrooms are overcrowded

or lack proper ventilation and lighting, students may struggle to concentrate, leading to lower academic performance and engagement (Leithwood et al., 2014).

Beyond infrastructure, the availability of teaching materials such as textbooks, digital resources, and laboratory equipment directly impacts the ability of educators to implement dynamic instructional strategies. Without access to essential learning tools, teachers may resort to traditional, lecture-based methods that fail to cater to diverse student needs, further diminishing student engagement and academic outcomes (Day et al., 2016).

Furthermore, the shortage of key support staff, including counselors, administrative personnel, and maintenance workers, places additional responsibilities on teachers and school leaders. This limits their ability to focus on student-centered initiatives that enhance school climate. Research by Day et al. (2016) indicates that when school staff are overwhelmed with multiple responsibilities, their effectiveness in fostering student well-being and engagement declines. The absence of dedicated counselors, for instance, means that students facing social or emotional challenges may not receive the necessary support, negatively impacting their academic success and overall school experience.

To address these challenges, policymakers and educational leaders must prioritize resource allocation, ensuring that schools receive adequate funding to improve infrastructure, provide essential learning materials, and employ sufficient support staff. Investing in these areas can significantly enhance the school climate, leading to improved student engagement, academic performance, and well-being.

2.5.2 Administrative Burdens

Another significant challenge for school leaders is the overwhelming administrative workload, which often diverts their attention from instructional leadership and relationship-building. Fullan (2001) argues that principals are increasingly burdened with bureaucratic responsibilities such as budgeting, staffing, compliance with educational policies, and facility management. These tasks demand extensive time and effort, reducing their ability to directly engage with teachers and students to foster a positive school climate.

Bush (2018) highlights that the excessive administrative workload can contribute to principal stress and burnout, ultimately affecting their leadership effectiveness. When school leaders are preoccupied with operational tasks, they have less time to mentor teachers, observe

classroom practices, and implement school-wide initiatives that promote student engagement and well-being. Research indicates that strong instructional leadership is a key determinant of school climate and student success (Bush, 2018). However, when principals are forced to prioritize paperwork over pedagogical leadership, schools may struggle to create a supportive and collaborative learning environment.

Moreover, the complexity of policy requirements, including standardized testing regulations, curriculum implementation, and government mandates, further exacerbates administrative burdens. Compliance with these policies often involves extensive reporting and documentation, leaving little room for innovative school climate improvement strategies. The rigid focus on compliance can sometimes shift attention away from student-centered approaches, making it challenging to cultivate an inclusive and engaging school environment (Fullan, 2001).

To mitigate these challenges, educational policymakers should consider reducing bureaucratic demands on school leaders by streamlining administrative processes and providing additional support staff. Delegating non-instructional responsibilities to trained administrative personnel can allow principals to focus on instructional leadership and relationship-building, ultimately fostering a more positive school climate.

2.5.3 Community Engagement

Engaging families and local communities in school activities is critical for creating a positive school climate, yet it presents numerous challenges. Hargreaves and Fullan (2012) emphasize that strong partnerships between schools, families, and local organizations contribute to student motivation, academic achievement, and overall well-being. However, barriers such as socio-economic disparities, cultural expectations, and varying levels of parental involvement make effective community engagement difficult.

One significant barrier is the socio-economic status of families, which often influences their ability to participate in school activities. Epstein (2018) argues that parents from low-income backgrounds may struggle to engage with schools due to demanding work schedules, financial constraints, or limited education levels. These factors can prevent them from attending parent-teacher meetings, participating in decision-making processes, or supporting their children's learning at home. Research suggests that students perform better when their

families are actively involved in their education, highlighting the need for schools to implement inclusive engagement strategies (Epstein, 2018).

Cultural differences also shape parental involvement, as varying beliefs about the roles of educators and families can impact communication and collaboration. In some cultures, parents may view education as the sole responsibility of schools, leading to minimal engagement in their children's academic lives. To address this, schools must adopt culturally responsive strategies that encourage open dialogue and foster mutual respect between educators and families (Hargreaves & Fullan, 2012).

Despite these challenges, successful community engagement can enhance school climate by promoting a shared sense of responsibility for student success. Collaborative initiatives, such as school-community partnerships, parent workshops, and volunteer programs, can strengthen relationships between educators, families, and local organizations. Epstein (2018) suggests that schools should implement flexible engagement approaches, such as virtual parent meetings and community outreach programs, to overcome participation barriers and ensure that all families feel welcomed and valued.

Ultimately, fostering meaningful community engagement requires proactive leadership, culturally inclusive practices, and policies that support school-family collaboration. When schools actively involve parents and the broader community, students benefit from a more supportive and enriched learning environment, contributing to a positive school climate.

2.6 Positive School Climate

N.M. and Pickeral (2009) emphasize that a positive school climate is pivotal in promoting both student success and teacher satisfaction. It reflects the overall quality and character of school life, encompassing physical and emotional safety, supportive relationships, effective teaching practices, and shared institutional values. A safe and inclusive environment ensures that students feel secure, valued, and motivated to learn, while robust relationships among students, teachers, and staff contribute to a sense of belonging and engagement. The interaction between these components facilitates the development of a climate where all members of the school community are invested in achieving common goals (Thapa et al., 2013).

Furthermore, research underscores the significant influence of school climate on academic achievement. Positive climates provide students with a supportive and structured learning environment, enabling them to perform well academically and develop essential social-emotional skills (Bryk & Schneider, 2002). A positive climate also fosters teacher retention. Educators who feel respected, supported, and engaged in their work are more likely to remain committed to their roles (Cohen et al., 2015). By cultivating collaboration, respect, and shared goals, a strong school climate enhances both student learning outcomes and overall school effectiveness (Leithwood et al., 2014).

2.6.1 Key Components of a Positive School Climate

2.6.1.1 Safety

Safety, both physical and emotional, is a foundational element of a positive school climate. Thapa et al. (2013) explain that when students and staff feel secure, they are more likely to be engaged and perform well academically. Physical safety encompasses secure school buildings, clear emergency procedures, and anti-bullying policies, while emotional safety involves creating a supportive and inclusive environment where students feel valued and respected. Emotional safety also contributes to the mental health and overall well-being of the school community, enhancing their capacity for academic and social growth (Thapa et al., 2013). Research by Cohen et al. (2009) suggests that the integration of mental health support programs and conflict resolution strategies into schools significantly contributes to an environment where students feel emotionally safe and secure.

2.6.1.2 Relationships and Social-Emotional Support

Strong relationships between students, teachers, and school leaders are critical in shaping a positive school climate. Bryk and Schneider (2002) stress that relational trust, built through consistent, respectful, and open communication, enhances engagement, collaboration, and learning outcomes. In a climate where students feel trusted by their teachers, they are more motivated to participate in academic and extracurricular activities (Leithwood et al., 2014). Moreover, schools that prioritize social-emotional learning (SEL) programs, mentorship initiatives, and inclusive decision-making processes foster a sense of belonging. This approach ultimately leads to better academic performance and personal development for students (Cohen et al., 2009).

2.6.1.3 Inclusivity and Equity

According to Cohen et al. (2015), inclusive schools that celebrate diversity and eliminate barriers to participation foster higher levels of student engagement and satisfaction. An inclusive school climate ensures that all students, regardless of their background or abilities, feel valued, respected, and supported. Prioritizing diversity and equity encourages open dialogue, mutual respect, and collaboration among students and educators. These inclusive policies—such as differentiated instruction, culturally responsive teaching, and accessible learning opportunities—empower students to fully engage in their education. By focusing on inclusivity, schools not only enhance academic performance but also strengthen social-emotional well-being, fostering positive relationships and reducing discrimination or bias (Thapa et al., 2013).

2.6.1.4 Teaching and Learning Practices

Effective teaching and learning practices are fundamental in shaping a positive school climate (Thapa et al., 2013). When educators implement engaging lessons, set high expectations, and employ inclusive strategies, students are more likely to feel motivated, supported, and successful in their academic journey. Engaging lessons capture students' interest and encourage active participation, making learning more meaningful and enjoyable (Bryk & Schneider, 2002). High expectations from teachers create a culture of academic excellence, where students are challenged to reach their full potential. Moreover, inclusive strategies such as differentiated instruction, collaborative learning, and culturally responsive teaching help create an environment where every student feels valued and capable of success (Leithwood et al., 2014).

2.6.1.5 Shared Leadership and Decision-Making

Leithwood et al. (2014) emphasize that a positive school climate is strengthened through shared leadership, where teachers, students, and staff actively participate in decision-making processes. Distributed leadership fosters a sense of collective ownership and responsibility, encouraging all members of the school community to contribute to its improvement. This approach builds trust, enhances collaboration, and allows the school to address the diverse needs of the community. When individuals feel empowered and included in leadership

processes, they are more likely to be committed to the school's vision and goals (Bryk & Schneider, 2002).

2.7 School Culture

Culture has been extensively studied across disciplines, with anthropologists, sociologists, and psychologists offering varied definitions that highlight different aspects of the concept (Baker & Campbell, 2013). For the purpose of this study, culture is understood as a shared phenomenon that encompasses an intricate mix of beliefs, values, meanings, and assumptions (Davis, 1984; Schein, 1990). These cultural elements are expressed through symbolic representations, including ceremonies, artifacts, and interpersonal relationships (Schein, 1992).

The notion of culture as a collectively shared construct underscores its role in shaping group behaviors and interactions. Davis (1984) and Schein (1990) emphasize that culture is not an individual characteristic but rather a socially constructed system of meaning that influences how individuals within a community understand their environment, make decisions, and engage with one another. This conceptualization aligns with Schein's (1992) assertion that cultural manifestations can be observed in rituals and ceremonies, which reinforce group identity, artifacts, which serve as tangible representations of cultural norms, and social relationships, which structure interactions and establish behavioral expectations.

Within this study, the definition of culture as a shared and symbolically represented phenomenon is particularly relevant in understanding the dynamics of school environments. As schools operate within a broader cultural framework, the beliefs, values, and behavioral patterns embedded in their culture serve as a foundation for decision-making, interpersonal relationships, and institutional practices. The theoretical perspectives offered by Davis (1984), Schein (1990, 1992), and Baker & Campbell (2013) provide a lens through which school culture can be examined as a determinant of institutional norms and collective behaviors.

2.8 Dimensions of School Culture

School culture has been classified into various dimensions by different scholars, each emphasizing different aspects of how culture shapes the interactions, behaviors, and overall

functioning of educational institutions. Rosenholtz (1989) categorized school cultures as either "stuck" or "moving," indicating whether schools are resistant to change or continuously evolving. Similarly, Hopkins, Ainscow, and West (1994) introduced the concepts of "wandering" and "promenading," highlighting schools that lack direction versus those with a clear path forward.

Fullan and Hargreaves (1996) further classified school cultures into five categories: fragmented individualism, balkanization, contrived collegiality, comfortable collaboration, and genuine collaboration. Their framework underscores the extent to which teachers interact and work together, ranging from isolated professional practices to strong, cooperative teamwork. In contrast, Deal and Peterson (1999) described school cultures as existing on a spectrum from positive to toxic, with some institutions fostering growth and others hindering it. Additionally, Cooke (1989) proposed three overarching cultural classifications: constructive, passive-defensive, and aggressive-defensive, reflecting whether school environments encourage innovation, compliance, or competition.

These categorizations illustrate that school cultures can either support or obstruct an institution's effectiveness. While some cultural dimensions foster a thriving educational environment, others create barriers to progress. Given the focus of this study, the relevant dimensions are those that assess and promote collaborative culture. Understanding the extent to which teachers feel connected to their students, the relationships between school principals and teachers, the approach to professional development, and the nature of teacher interactions—whether they work in isolation or collaborate—are all critical aspects of school culture that influence educational outcomes.

Gruenert and Valentine (1998) introduced a framework specifically designed to assess collaborative school culture, identifying six key dimensions: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership. Each of these dimensions captures a distinctive aspect of shared values and interactions within a school environment:

1. Collaborative Leadership – The extent to which school leaders involve teachers in decision-making processes, fostering a culture of shared responsibility.
2. Teacher Collaboration – The degree to which teachers work together, share resources, and support one another professionally.

3. Professional Development – Opportunities available for teachers to enhance their skills, learn from one another, and improve instructional practices.
4. Collegial Support – The presence of mutual encouragement among teachers and administrators, promoting a positive work environment.
5. Unity of Purpose – A shared vision and commitment among staff toward common educational goals.
6. Learning Partnership – The collaboration between teachers, students, and other stakeholders to create a cohesive and productive learning experience.

4. The Impact of a Strong School Culture on Effectiveness

A strong and positive school culture plays a significant role in promoting school success. As noted by Deal & Peterson (2009) and Gruenert & Whitaker (2023), schools with healthy cultures tend to have:

- Shared beliefs and high expectations among staff and students, which drive consistent behavior and achievement.
- Collaborative professional practices, such as team teaching or peer mentoring, which reduce isolation and improve instructional quality.

Strong relationships, grounded in trust and mutual respect, that buffer against external pressures and change.

When these cultural factors are in place, schools are better equipped to manage challenges, adopt new strategies, and sustain long-term improvement. In fragile or underfunded school systems, such as public primary schools in Addis Ketema, culture becomes the glue that holds the school together in times of uncertainty.

Furthermore, Schein (2010) emphasizes that leadership is the primary mechanism through which culture is embedded, nurtured, or changed. School leaders shape culture through their decisions, rituals, language, and symbolic acts. Every policy or behavior modeled by the principal sends a signal about what the school values.

2.8.1 School Climate Improvement Practices

1. Introduction to School Climate and Culture

School climate is defined as the quality and character of school life, shaped by the norms, values, interpersonal relationships, teaching practices, and the physical environment (Thapa et al., 2013). It affects students' social, emotional, and academic development, and research consistently shows that a positive school climate improves academic achievement, student behavior, and teacher satisfaction (Eber et al., 2015). A school's culture, on the other hand, is often seen as the underlying values and beliefs that guide the behaviors and actions of students and staff (Hoy & Miskel, 2005).

2. The Role of Leadership in School Climate Improvement

Transformational leadership is frequently highlighted in the literature as a key driver of positive school climate (Leithwood & Jantzi, 2005). School leaders who exhibit transformational behaviors—such as inspiring a shared vision, fostering collaboration, and focusing on individualized support for staff—help create a climate of trust, respect, and support (Eisenbach et al., 2017). Transformational leaders can align the mission and vision of the school with the day-to-day actions of staff and students, thereby promoting a positive climate (Bass, 1990).

On the other hand, transactional leadership, which focuses on structure and clear expectations, has been shown to maintain order but does not necessarily inspire the kind of change required for sustainable climate improvement (Skaalvik & Skaalvik, 2011). Therefore, the most effective school leaders combine elements of both transformational and transactional leadership to promote positive school climates.

3. School Climate and Teacher Practices

Teacher-student relationships and teacher well-being have significant impacts on the overall school climate (Woolfolk Hoy & Weinstein, 2006). Studies show that when teachers feel supported and are empowered in their teaching practices, they create positive, engaging learning environments that directly contribute to a positive school climate (Zins et al., 2004). Furthermore, teachers' attitudes toward students and their commitment to fostering a supportive environment are essential in shaping the overall climate (Pianta, 2012).

Professional development for teachers also plays a crucial role in climate improvement. Providing opportunities for teachers to enhance their skills in classroom management, student

engagement, and culturally responsive teaching can contribute to a more positive and inclusive school climate (Guskey, 2002).

4. Student Involvement and Social-Emotional Learning (SEL)

Student involvement in decision-making and school activities can enhance their sense of belonging and contribute to a positive school climate (Astin, 1999). Research has shown that when students feel they have a voice in the school environment, their academic motivation, behavior, and emotional well-being improve (Klem & Connell, 2004).

In addition, social-emotional learning (SEL) programs have been found to promote positive behaviors, improve students' interpersonal skills, and foster a positive school climate (Durlak et al., 2011). SEL helps students develop self-awareness, self-regulation, empathy, and relationship skills, which are all essential for building a respectful and inclusive school climate.

5. Family and Community Engagement

Positive school climates are not created in isolation; they require the active involvement of families and communities. Research by Epstein (2011) highlights that when schools establish strong partnerships with parents and the community, they create a more supportive and inclusive climate. Family engagement in school activities and decision-making processes ensures that the school environment reflects the diverse needs and values of the wider community, which ultimately contributes to a more positive and welcoming climate (Jeynes, 2012).

6. School Climate Assessment and Data-Driven Improvement

To effectively improve school climate, it is essential to assess its current state. School climate assessments, such as surveys and focus groups, allow school leaders to gather data about the experiences of students, teachers, and parents (Wayne et al., 2014). Data-driven decision-making enables schools to identify specific areas for improvement and implement targeted interventions that promote a positive climate.

Moreover, ongoing assessment helps monitor the effectiveness of climate improvement practices. This feedback loop ensures that strategies are adjusted as needed and that the school climate continues to evolve in a positive direction (Sprague & Walker, 2009).

7. Practices for Improving School Climate

Several practices have been identified as effective for improving school climate:

Creating Safe and Inclusive Environments: Schools that implement anti-bullying programs, promote inclusive curricula, and ensure physical and emotional safety contribute to a positive climate (Olweus, 1993).

Promoting Positive Behavioral Interventions: Research supports the use of Positive Behavioral Interventions and Supports (PBIS) to create consistent expectations for behavior and to reinforce positive behaviors across the school community (Sugai & Simonsen, 2012).

Building Collaborative School Communities: Promoting collaboration between teachers, students, and families helps create a shared responsibility for maintaining a positive climate (Hargreaves & Fullan, 2012).

- **Challenges in School Climate Improvement**

Despite the positive effects of school climate improvement practices, several challenges persist. Resistance to change among teachers and administrators can hinder the implementation of new practices (Fullan, 2007). Additionally, inadequate funding and resources can limit schools' ability to implement and sustain climate improvement programs (Bryk et al., 2010).

2.9 Leadership

Numerous intensive and extensive theories of Leadership behavior and styles have evolved since the early 1600s (Yukl, 1989). Great Man Theory, Trait Theory, Behavioral Theories, Contingency Theories, and contemporary leadership theories were the most common ones dominantly known during specific times of the evolution. The theories were mainly categorized based on the premise that what makes the leaders more effective in leading. It is, however, important, as John van Maurik (1999) has remarked, to recognize that none of the theories was mutually exclusive or totally timebound. In the early 20 centuries the great man and Trait theories dominated the theories of leadership. The major assumption of the theories was that leaders are born not made. From the late 1940s to late 1960s behavioral approach of leadership became dominant. The major premise of these theories was that effectiveness in

leadership has to do with what leaders actually do. In the late 1960s to the early 1980s the Contingency Approach became popular proposing that Improving School Leadership: Principals Orientation and Culture in Primary Schools of Ambo Town, Oromia Regional State, Ethiopia International Journal on Studies in English Language and Literature (IJSELL) Page | 12 leadership effectiveness is dependent upon the situation (Bryman, 1993). Contemporary views to leadership focus on vision and charisma, and transformation. In the midst of these arrays of leadership theories, Bolman and Deal (1991) suggested a comprehensive unique leadership model named 'leadership frame'. The model elaborate on four leadership frames that are potential lenses for school leaders. With the many leadership theories described here, there are aspects of each leadership theory that are found in Bolman and Deal's four-frame model. This model is considered as significant by many researchers in that it intends to assemble the partially highlighted aspects of leadership dimension into a whole one (Lee, 2008). This holistic perspective resulted in creating the concept of multi-frame leadership, the main concern of which is to thoroughly see the leadership reality with more enlarged and enriched perspectives. The next section treated the theory in detail.

2.9.1 The Leadership Frames

The four leadership frames (Bolman and Deal, 1991) are potential lenses for school leaders. The term frame is defined as —windows of the world as per the authors and that act as filters by letting things in easily while leaving out some others. Further, the authors suggest that leaders can understand the depth and complexity of organization life only when they view it from multiple frames. The elaborations of the four frames are presented below. The leadership frames include: human resource, structural, symbolic and cultural, and political leadership. Each leadership style speaks to different frames or lenses, which leaders use to make decisions. The human resource lens frames the organization around human needs and the potential of man power. The human resource frame places an emphasis on a sense of family in the organization and provides a caring, nurturing, and supportive environment. The symbolic lens frames the organization around rituals and ceremonies that anchor the organization in a culture that creates consistency and routines. Honoring rituals and ceremonies reduces ambiguity in the organization and sometimes resolves conflicting view points. The political lens frames leadership decisions around the allocation of scarce resources. It presupposes that organizations are coalitions of individuals and interest groups. The political frame focuses on bargaining and negotiation. The cultural lens frames the

organizational environment around how members think, feel, and act. The cultural frame brings value to stories that explain the past and anchor the present. Bolman and Deal (1991) describe these frames as multiple perspectives that principals employ as they lead in schools. In this study, the research focuses on the cultural frame and how the leader reads and uses culture in order to begin working within and lead the school. Bolman and Deal (2003) viewed leadership style as a frame; a framework within which organizational reality can be interpreted. The justification is that because the world of human experience is so complex and ambiguous, frames of reference shape how situations are defined and determine what actions are taken. The authors believe that attention needs to be given to how leaders set their mind about the work environment. In connection to the cognitive structure that guide the thinking and action of leaders, Bolman & Deal (1992) suggest that the frames of reference that leaders operate from will determine the interpretation of their experiences and guide their actions. Durocher (1996) also commented that the cognitive structure of leaders is the core of multiple perspective frameworks. They wrote of reframing the leadership orientations as a way to get beyond narrow and oversimplified views of leadership. For each, skills and processes are examined and rules of thumb are proposed for successful leadership practice. They purported that any one of the frames of leadership used by itself to address organizational existence would be inadequate. Each of the four frames offers a distinctive image of the leadership process but none is a perfect approach all the time in all situations (Bolman & Deal, 2003).

2.9.2 Multiple Leadership

Multi-frame leadership is basically a powerful tool that permits leaders to see and understand more about the organization as a whole. The multi perspective of this leadership style provides the ability to see new possibilities, challenges and also to create new opportunities that enable leaders to discover some alternatives to effectively solve the problems faced by the organization. This style of leadership consists of four frames of leadership: structural frame, human resources frame, political frame and symbolic frame. Each of the frames has its own image of reality; the skillful leader is one who can use multiple frames for this examination. One frame has the ability to express the story with that single perspective, while multiple frames aid the leader in seeing the story from multiple perspectives. You may be drawn to some and repelled by others. Some perspectives may seem clear and straightforward, while others seem puzzling. But learning to apply all four deepens your appreciation and understanding of organizations (Bolman and Deal (2008). Reframing allows

the leader to identify the challenge clearly; to create different options; and to consider alternative strategies. Bolman and Deal (2003) wrote: Those who master the ability to reframe report a liberating sense of choice and power.

2.9.3 Leadership Frames in Educational Organizations

Leadership scholars emphasize the relevance of the frame approach of leadership to educational organizations. In support of this idea, Goldman and Smith (1991) wrote that Bolman and Deal's four frames of leadership is most appropriate for defining school leaders, as all four frames appear in the school context. Schools are inherently people oriented places of business and as a result, schools are the embodiment of the human resource frame. In continuation, they pointed out that the diversity of school populations (students, parents, community, and staff) highlight the symbolic frame and its importance in the school setting. The authors confirm that school leaders who can think wide and critically to view situations from more than one angle are more successful since schools are one of the complex organizations that exist as a result of a collective human endeavor (Bolman & Deal, 2002). Bolman and Deal (2002) also state that school administrators are most successful when they are able to —look at things from more than one angle. Besides, as schools are complex organizations, so organizational experiences and information can be classified according to the cognitive orientations the leader is able to employ.

2.10 Leadership and Culture

Culture and leadership are two sides of the same coin and neither can really be understood without considering the other. But, one could ask whether the culture's power to change the principal is greater than the principal's power to change a school's culture. There were some authors who have argued on the side of school culture's power to influence the principal. In their view, a principal's efforts to significantly change school culture can only lead to frustration and defeat. One line of argument was that the interplay between the two is complex and difficult to decide the direction of the effects of one on the other (Piggott, 2016; Mozaffari, 2008 & Bass, 1991). They noted that school leadership and school culture can also be defined as nested processes. Others argue (including me) that the power of leadership should not be ignored. For instance, Maehr and Parker (1993) reminded us that —leaders are not simply the enslaved of culture. They can and do affect it. The principal is certainly subject to the norms and other socializing forces of the school. As Renchler (1992) noted, the

dynamics and logistics of most schools are such that the principal cannot possibly oversee the motivational needs of each and every student. But groups of people can be affected by the culture in which they participate, and this domain is under the control and stewardship of the principal. Emphasizing the greater role of leadership in school culture change and development, Schein (1985) wrote that —Leadership is intertwined with culture formation. Developing an organizational culture and shaping the creative process of its evolution is the —unique and essential function of leadership. Schein advised that the principal alone cannot bring about change in the persona of the school; cultural transformation is a collaborative activity. The principal must engage others both inside and outside the school if he or she is to cause any significant changes in the school’s culture (Schein, 1985; Snowden and Gorton, 1998; & Bass, 1991). Firestone and Wilson (1995) were also those in support of the second line of argument. They said the actions of a building principal are central to the development of a school culture that is conducive to high levels of academic achievement and learning. Trice (1993) also noted that leadership and culture Improving School Leadership: Principals Orientation and Culture in Primary Schools of Ambo Town, Oromia Regional State, Ethiopia International Journal on Studies in English Language and Literature (IJSELL) Page | 14 are intimately linked, and a school’s culture can be developed, influenced, and managed. Douglas Reeves (2007) concluded the argument by noting, —Meaningful school improvement begins with cultural change and cultural change begins with the school leader. Most empirical studies also favored the second line of argument. Valentine (2006) for instance, focusing the interplay between leadership and school culture, found that the decisive functions of leadership may well be the creation, the management and, if and when it becomes necessary, the destruction of culture. Gruenert (2005) also studied the relationship of leadership, school culture and student achievement. His conclusion was that a culture that is collaborative depends on the leadership of the principal. Furthermore, some other empirical studies (e.g. Leclear, 2005; Dupont, 2009) revealed the existence of cause-effect relationship between leadership (instructional, transformational) factors and school culture; and with the independent factor to be leadership. Still other researchers (e.g Cemaloglu, 2011; Kythreotis et al., 2010; Leithwood & Sun, 2012; Hallinger, 2011&Sahin, 2011) have demonstrated that the principal leader plays a significant role in the development of a positive school culture. Leclear (2005) specifically noted that principals' leadership style enhance, shape and nurture school culture. The evidence raised above indicates that school principals are able and responsible to create, nurture and develop positive school culture if they work collaboratively with teachers, students and other stakeholders. They also uncover that school culture is built

on the history and deep values of the school society; however, replacing and renovating the school culture is contributed to through the basic function of the leader. Principals need to be supporters and providers for teachers, creating opportunities for growth and change. Building a positive school culture has been considered to be inextricably intertwined with the people who inhabit the school. Positive relationships between the principal and school staff have been deemed vital (Fullan, 2002). The human resources frame described by Bolman and Deal (2008) plays a pivotal role in effective leadership practices for shaping a positive school culture. Effective leadership, as argued by Hopkins, Ainscow and West (1994), requires a change from a style which emphasizes direction and control, to one which emphasizes delegation and empowerment, in which the leadership functions are widely shared. Such a style of leadership is concerned with changing values and beliefs, with developing and communicating a shared vision for the future of the school, and with inspiring, motivating and empowering staff. The principal then needs to bring everyone on board to change the culture by sharing leadership. Deal and Peterson (1999) believe that deep and shared leadership creates the strongest and tightest cultures. Many different leadership models are effective in shaping a positive culture that continuously improves a school. The theories that brought the focus onto culture as a byproduct of leadership centered on Bolman and Deal's model (1984, 1991) of leadership and this was a theoretical frame of this study. Building collegiality and collaboration on the shared goals and values, encouraging staff development that is student oriented, modeling behaviors that encourage student achievement, and celebrating and rewarding teachers by sharing stories of success and accomplishments are also positive steps toward the building of culture (Leithwood & Jantzi, 1990; Schein, 1992). Overall, culture and leadership are two sides of the same coin and neither can really be understood without considering the other. There were wider agreements that leadership and school culture are correlated. Attempting to understand one without having an understanding of the other will not obtain the desired results. It was well evidenced; however, that a principal, more than any other individual, is responsible for a school's culture. The most effective change in school culture happens when principals, among others, model the values and beliefs important to the institution. A principal, who acts with care and concern for others, share leadership, support and develop staff capacity, and model collegiality and collaboration, inspiring staff with shared vision and purpose is more likely to develop a school culture with similar values.

2.11 Summary

The literature consistently emphasizes the significant impact that a positive school climate and culture have on various aspects of the educational experience. A strong school climate, defined by safety, inclusivity, supportive relationships, and effective teaching practices, is crucial for enhancing academic achievement and minimizing behavioral problems. When students feel safe and included, they are more likely to engage actively in their learning, resulting in better academic performance. Additionally, a positive environment helps reduce behavioral issues by promoting respect, cooperation, and mutual understanding. Both students and teachers experience improved well-being in such environments, as individuals feel supported and valued. This, in turn, contributes to a more focused and productive learning atmosphere, where students are motivated to succeed and teachers are empowered to teach effectively.

Central to fostering a positive school climate is the leadership of school principals, who play a pivotal role in shaping the culture of the school. Research indicates that principals who implement leadership strategies that encourage collaboration, trust, and a shared commitment to educational goals can create an environment conducive to student and teacher success. These leadership strategies help build strong relationships among staff, students, and the wider school community, ensuring that everyone works together toward common objectives. Schools that prioritize a positive climate often experience higher student engagement, as students feel connected to their school and motivated to participate. Furthermore, such schools tend to have better teacher retention, as teachers are more likely to stay in environments where they feel supported and valued. Ultimately, the creation of a positive school climate leads to improved learning outcomes, making it a critical priority for school leaders and policymakers alike.

Chapter Three

Research Design and Methodology

This chapter presented the research design and methodology employed in this study. It explained the rationale for choosing specific research methods and provided detailed information about the research site, data collection instruments, research participants, data analysis procedures, and ethical considerations.

3.1 Research Design

This study employed a mixed-methods research approach, specifically a descriptive survey design, to explore the role of school leadership in creating a positive school climate and culture in public primary schools within Addis Ketema Sub-city. This design allowed the researcher to collect and analyze both qualitative and quantitative data simultaneously, providing a comprehensive and balanced understanding of the research problem.

In the quantitative phase, structured questionnaires were administered to a sample of school principals, vice-principals, teachers, and supervisors. The questionnaires were designed to measure various dimensions of school climate and culture, including leadership effectiveness, communication, collaboration, inclusivity, shared values, and professional engagement. The quantitative data collected were analyzed using descriptive and inferential statistical methods to identify trends, patterns, and relationships among the variables studied.

Concurrently, in the qualitative phase, semi-structured interviews and focus group discussions were conducted with selected school leaders and educators. These qualitative methods were used to explore in-depth perspectives on leadership practices, contextual challenges, and strategies used to foster a positive school environment. The qualitative data were analyzed thematically to capture the nuanced experiences and insights of participants.

The findings from both the qualitative and quantitative phases were integrated during the interpretation stage of the research. This triangulation enhanced the credibility and validity of the study, as it combined the breadth of quantitative analysis with the depth of qualitative understanding. Overall, the mixed-methods approach enabled a robust and holistic examination of how school leadership practices influence school climate and culture.

3.2 Sources of Data

This study utilized both primary and secondary data sources to comprehensively examine the role of school leadership in shaping school climate and culture.

3.2.1 Primary Sources of Data

Primary data were collected through questionnaires and semi-structured interviews with key stakeholders, including vice-principals, principals, teachers, supervisors, and students. These data sources provided insights into educational leadership styles and their influence on school climate and culture.

The questionnaires assessed various dimensions of school climate such as leadership effectiveness, collaboration, communication, and inclusivity, while also examining aspects of school culture, including shared values, traditions, and community engagement. In addition, interviews and focus group discussions were conducted to gain a deeper understanding of how leadership practices shaped the overall learning environment, relationships, and institutional identity.

3.2.2 Secondary Sources of Data

To complement the primary data, secondary data were obtained from official school documents and records. These included teacher registers, school climate evidence portfolios, participation records of school leaders, and attendance records. These documents served to validate and supplement the primary data by providing historical and institutional perspectives on school leadership, climate, and cultural practices.

Analyzing these records involved a document analysis method, where relevant school reports, meeting minutes, performance evaluation records, and school improvement plans were reviewed systematically. The documents were examined using a content analysis framework to identify recurring themes related to leadership engagement, student and teacher participation, communication practices, and the implementation of school policies. Patterns and trends were categorized and compared across schools and timeframes to assess their influence on school climate and culture. This qualitative analysis of secondary data complemented the primary data and contributed to a more comprehensive understanding of the leadership dynamics within the schools.

3.3 Population, Sampling Frame, and Sampling Techniques

3.3.1 Population

The target population for this study consisted of public primary schools in Addis Ketema Sub-city, Addis Ababa. According to the 2024 Addis Ababa Education Bureau, there were 34 public primary schools in this sub-city, with a total of 1,360 teachers, and 136 school leaders, making the total population 1,521 individuals.

3.3.2 Sampling Frame and School Selection

The sampling frame included all 34 public primary schools in Addis Ketema Sub-city. To ensure relevance to the study objectives, five schools were selected using purposive sampling based on specific criteria, including:

- School Size: Schools with a significant number of students and staff to provide diverse perspectives.
- Performance Indicators: Schools demonstrating varying levels of academic performance and leadership effectiveness.
- Leadership Engagement: Schools with active participation in leadership development programs.
- Demographic Representation: Schools representing different socioeconomic and geographic contexts within the sub-city.

This selection ensured that the sample schools reflected a broad spectrum of school environments, leadership styles, and cultural dynamics.

The selected sample schools for this study were:

- Eshet Primary School
- DJ Azemach Genema Primary School
- Omedela Primary School
- Felege Berhan Primary School
- Ewket Amba Primary School

3.3.3 Respondent Selection and Sample Distribution

Within the five selected schools, 100 respondents were drawn from key stakeholder groups using multiple sampling techniques to ensure representativeness. The distribution was as follows:

Table 1: Respondent Categories and Sampling Methods

Respondent Category	Selection Method	Total Sample	Per School Sample	Remarks
Teachers	Simple Random Sampling	90	Varies by school	Proportional to the total teacher population (1,362); ensured equal chance
School Principals / VPs	Availability Sampling	10	2	Selected based on accessibility and willingness
Department Heads	Purposive Sampling	10	2	Selected for their critical role in implementing school policies
Students (Grades 6–8)	Stratified Sampling	100	Varies by school	Proportional to student population (2,300); ensured grade and gender representation

3.4 Data Collection Tools

To comprehensively explore the role of school leadership in shaping school climate and culture in Addis Ketema Sub-city, a multi-method data collection approach was adopted. The tools included **questionnaires**, **interview schedules**, and **document reviews**. This triangulation was intended to increase the reliability, depth, and validity of the study findings.

3.4.1 Questionnaires

Teacher Questionnaire

A structured questionnaire was administered to **90 teachers** selected through simple random sampling. The tool aimed to gather **quantitative data** regarding their perceptions and experiences of school leadership and its impact on school climate.

- **Format:** Close-ended questions using a **5-point Likert scale** (1 = Strongly Disagree to 5 = Strongly Agree).
- **Sections Included:**
 - **Leadership practices** (transformational, democratic, authoritarian styles)
 - **Collaboration and teamwork**
 - **Level of support and motivation from school leaders**
 - **Challenges faced in teaching and leadership**
 - **Perceptions of fairness, recognition, and decision-making processes**

Student Questionnaire

The student questionnaire was administered to **100 students** (Grades 6–8), selected using stratified random sampling to ensure representation across grade levels and gender.

- **Format:** Mix of Likert-scale items and simple multiple-choice questions.
- **Sections Included:**
 - Student-teacher relationships
 - Perceived school safety and inclusivity
 - Participation in school activities and decision-making
 - Support from teachers and administration
 - Views on school climate (respect, fairness, belonging)

3.4.2 Interview Schedules

Semi-structured interviews were conducted with **10 school principals/vice principals, 10 department heads, and selected students**. The aim was to gain **qualitative insights** into leadership practices, school culture, and the lived experiences of stakeholders.

- **Participants:**
 - Principals/VPs (via availability sampling)
 - Department Heads (via purposive sampling)
 - Selected students (1–2 per school, stratified)

- **Core Themes:**
 - Personal leadership style and decision-making processes
 - Staff motivation, recognition, and capacity-building
 - Challenges in managing school climate and culture
 - Strategies to enhance collaboration and teaching quality
 - Student behavior and leadership’s role in shaping engagement

Justification for Sampling Techniques:

Teachers were selected through simple random sampling to ensure equal chances of participation and to avoid bias. School leaders (principals and vice-principals) were identified using availability sampling, as their participation depended on accessibility and willingness. Department heads were selected purposely, as they played a critical role in shaping school policies and academic practices. Students were chosen using stratified random sampling to ensure representation across different grade levels and demographic backgrounds.

3.5 Data Collection Tools

To ensure a comprehensive understanding of the role of principals in shaping school climate and culture, a multi-method approach to data collection was employed. The study utilized questionnaires, interviews, and document reviews to triangulate data and enhance the reliability and validity of findings.

3.5.1 Questionnaires

The questionnaire was structured to collect quantitative data through close-ended questions, allowing for standardized responses that facilitated statistical analysis. A five-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) was used to measure the perceptions of teachers, department heads, and vice-principals regarding leadership practices

and school climate. Additionally, demographic questions such as years of experience and role within the school were included to contextualize responses.

Key contents addressed:

- Leadership styles, including transformational, transactional, democratic, and authoritarian approaches.
- Various dimensions of school climate, such as collaboration, inclusivity, and student-teacher relationships.
- Challenges educators faced in implementing effective leadership practices.
- Perceptions of administrative support and its impact on school operations.

3.5.2 Interviews

Semi-structured interviews were conducted with principals, supervisors, and selected students to capture qualitative insights. Open-ended questions provided respondents with the flexibility to express their thoughts and experiences in detail. The interviews aligned with themes explored in the questionnaire to ensure coherence and complementarity between qualitative and quantitative findings.

Key contents addressed:

- Personal experiences and perceptions regarding leadership practices.
- The influence of leadership styles on school climate and culture.
- Specific challenges faced by school leaders and strategies to address them.
- Perspectives on student engagement and support mechanisms for teachers.

3.5.3 Document Review

A structured document analysis was carried out using a predefined checklist to systematically examine secondary data sources. This process focused on extracting relevant information to validate and enrich findings obtained through questionnaires and interviews. The review covered administrative documents such as attendance records, transaction registers, principal reports, and school plans.

Key contents addressed:

- Trends in student attendance and discipline records to assess behavioral patterns.

- Administrative decisions and their alignment with leadership strategies.
- Resource allocation and its implications for school climate and operational efficiency.
- Strategic plans and their effectiveness in fostering a positive educational environment.

By employing these three complementary data collection methods, the study ensured a robust and triangulated approach to investigating the role of school leadership in fostering a conducive learning environment. This methodological framework enhanced the credibility of the findings and provided a comprehensive analysis of leadership practices within public primary schools in Addis Ketema Sub-city.

3.6 Procedure of Data Collection

3.6.1 Instrument Development

The data collection instruments were developed based on the literature review and research questions. A pilot test was conducted to assess clarity, appropriateness, and comprehensibility. Necessary modifications were made based on feedback from the pilot test to ensure the reliability and validity of the instruments.

3.6.2 Participant Recruitment

After identifying the target participants, detailed instructions for completing the questionnaires and participating in interviews were provided. Participants were informed about the study's purpose, the voluntary nature of their participation, and the confidentiality of their responses to ensure ethical compliance.

3.6.3 Data Collection

- **Questionnaires:** These were distributed to teachers, vice-principals, and department heads at their respective schools. Designated individuals collected the completed questionnaires to ensure a smooth process.
- **Interviews:** Scheduled with principals, supervisors, and selected students. These sessions were conducted in a private setting to encourage open responses and were audio-recorded with participants' consent.

- **Document Review:** Conducted on-site using a structured checklist to extract relevant data from attendance records, principal reports, school plans, and other administrative documents.

3.6.4 Response Maximization

To minimize non-response rates, follow-up reminders were sent to participants who had not completed the questionnaires or scheduled interviews. Multiple modes of communication (e.g., emails, phone calls, in-person reminders) were used to encourage participation.

3.6.5 Standardization of Data Collection Tools

- **Questionnaires:** The Likert scale ensured uniformity in response measurement. The questionnaire items were pre-tested to maintain consistency in wording and interpretation.
- **Interviews:** A structured interview guide was used to standardize questions while allowing for in-depth discussion. Interviews were transcribed verbatim to maintain data accuracy.
- **Document Review:** A predefined checklist was used to ensure consistency in extracting data across different schools.

These measures ensured that data collection was systematic, reliable, and valid, enhancing the robustness of the study findings.

Chapter Four

Data Analysis and Interpretation

Distribution of Respondents by Sex

Table 2: Distribution of Respondents by Sex and Category

Respondent Category	Male	%	Female	%	Total	%
Teachers	45	50.0%	45	50.0%	90	100.0%
School Leaders (Principals & Dept. Heads)	12	60.0%	8	40.0%	20	100.0%
Students (Grades 6–8)	60	60.0%	40	40.0%	100	100.0%
Total Respondents	117	55.7%	93	44.3%	210	100.0%

4.1 Introduction

This chapter presents the analysis and interpretation of data collected from public primary schools in Addis Ketema Sub-city. In line with the objectives of the study, a mixed-methods approach was used to analyze the data, combining both quantitative and qualitative techniques to gain a comprehensive understanding of how school leadership influences school climate and culture.

Quantitative data were gathered through structured questionnaires administered to school directors and teachers. These data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to identify patterns and trends in leadership practices, school climate, and perceived challenges. A Likert scale was employed to measure respondents' levels of agreement with various statements, and results are presented through tables and charts for ease of interpretation.

Qualitative data, on the other hand, were collected through interviews and document reviews. These data were examined using thematic analysis, which involved transcription, coding, and categorization into emerging themes related to leadership styles, challenges, and contextual school experiences.

To ensure credibility and validity, triangulation was employed by cross-referencing data from multiple sources. This process enhanced the reliability of the findings and provided a richer, more nuanced understanding of the realities within the selected schools.

The following sections present the findings of the quantitative and qualitative analyses in detail, followed by an integrated discussion that connects the results with the research questions and objectives.

Table 3: Sampling Techniques and Sample Distribution by Respondent Category

Category	Selection Method	Total Sample	Per School Sample	Remarks / Justification
Teachers	Simple Random Sampling	90	18	Proportional to total teacher population (1,362); ensured equal chance.
Principals/Vice Principals	Availability Sampling	10	2	Selected based on accessibility and willingness.
Department Heads	Purposive Sampling	10	2	Selected for their critical role in implementing school policies.
Students (Grades 6–8)	Stratified Sampling	100	20	Proportional to student population (2,300); ensured grade and gender representation.
Total	Mixed Methods	210	—	Combined sampling strategies to ensure representation and accuracy.

Table 3 Leadership Practices – Descriptive Analysis and Interpretation

This section presents the percentage of respondents who **agreed or strongly agreed** with leadership practice items, providing insights into how staff perceive leadership behaviors in their schools. The analysis is based on a sample of **n = 90 respondents**, with responses

Table 4: Descriptive Statistics of Teachers' Perceptions on Leadership Practices (n = 90)

Leadership Practice Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agree + Strongly Agree
A1. The school leadership sets clear and realistic goals.	5 (5%)	6 (7%)	18 (20%)	36 (40%)	25 (28%)	68%
A2. The school leadership promotes open and transparent communication.	4 (4%)	5 (6%)	16 (18%)	38 (42%)	27 (30%)	72%
A3. The school leadership regularly recognizes and appreciates staff contributions.	7 (8%)	11 (12%)	23 (26%)	27 (30%)	22 (24%)	54%
A4. The school leadership actively engages the community in school matters.	5 (6%)	7 (8%)	18 (20%)	32 (36%)	27 (30%)	66%
A5. The school leadership encourages innovation and new ideas among staff.	6 (7%)	7 (8%)	21 (23%)	31 (34%)	25 (28%)	62%
A6. The school leadership addresses staff concerns in a respectful and fair manner.	5 (6%)	8 (9%)	19 (21%)	32 (35%)	26 (29%)	64%
A7. The school leadership implements policies that support student learning and success.	5 (5%)	6 (7%)	16 (18%)	34 (38%)	29 (32%)	70%

Interpretation of Section A:

- **A1: Clear and Realistic Goals (68%)**

A strong majority of staff agree that school goals are clear and realistic, indicating effective strategic direction. However, 32% expressed neutrality or disagreement, highlighting a need for improved communication or clarification of goals.

- **A2: Open Communication (72%)**

High agreement indicates strong communication practices within the school. This suggests that leadership has cultivated a relatively transparent and responsive culture. Nonetheless, the remaining 28% signal potential gaps in inclusivity or communication flow.

- **A3: Recognition of Staff (54%)**

This item received the **lowest positive rating**. With 46% of staff feeling neutral or negative, leadership appears to have a significant challenge in consistently recognizing and appreciating staff efforts. Improvement in this area could enhance motivation and morale.

- **A4: Community Engagement (66%)**

The majority view community involvement positively, yet one-third of respondents express concerns. This could reflect inconsistent engagement or barriers in external relations that leadership needs to address.

- **A5: Encouraging Innovation (62%)**

Staff generally perceive leadership as supporting innovation. However, 38% remain unconvinced, possibly due to a lack of consistent practices across departments or limited risk-taking opportunities.

- **A6: Concerns Addressed Respectfully (64%)**

The results suggest most staff feel safe raising concerns. Still, over one-third of respondents did not express full agreement, implying a need for greater responsiveness and respectful engagement.

- **A7: Policies Support Student Success (70%)**

This item received one of the highest agreement levels. Staff believe current policies are aligned with student learning and well-being. However, the 30% not fully on board may perceive gaps in policy clarity or implementation.

Table 4: Leadership Support for Development – Descriptive Analysis and Interpretation

This section reports on teachers’ perceptions of leadership support for their professional development and involvement in school decision-making. The analysis is based on responses from n = 50 teachers using a 5-point Likert scale, focusing on the combined percentage of those who agreed or strongly agreed.

Response Frequencies and Percentages (n = 90)

Table 5: Teachers’ Perceptions of Leadership Support for Development

Item	S D	% SD	D	% D	N	% N	A	% A	S A	% SA	Agre e + SA (Freq)	% Agree + SA	Interpretation
B1. Ongoing professional development	5	5.6 %	6	6.7 %	12	13.3 %	43	47.8 %	24	26.7 %	67	74.4%	Strong leadership support for staff growth.
B2. Mentorship support	8	8.9 %	9	10.0 %	10	11.1 %	35	38.9 %	18	20.0 %	53	58.9%	Moderate mentorship support; room for growth.
B3. Use of technology	12	13.3 %	10	11.1 %	14	15.6 %	30	33.3 %	12	13.3 %	42	46.7%	Technology integration needs improvement.
B4. Teacher decision-making role	6	6.7 %	8	8.9 %	13	14.4 %	38	42.2 %	17	18.9 %	55	61.1%	Collaborative leadership style appreciated.
B5. Shared mission and vision	4	4.4 %	7	7.8 %	12	13.3 %	40						

B1: Ongoing Professional Development (74%)

A strong majority of staff feel the school actively provides ongoing professional development opportunities. This suggests leadership is committed to supporting staff growth and continuous learning, which can enhance teaching quality and positively impact student outcomes.

B2: Mentorship Support (66%)

Two-thirds of respondents view mentorship programs positively. This indicates that leadership has established support structures for teacher development through guidance and peer learning, although there is still room to strengthen or expand these mentorship opportunities.

B3: Use of Technology (56%)

Just over half of staff agree that technology is effectively used to support their professional development. This moderate score suggests that leadership may need to improve technology integration and ensure it better meets teachers' learning needs.

B4: Teacher Decision-Making Role (66%)

Most teachers feel included in decision-making processes. This reflects leadership's positive approach in promoting shared responsibility and valuing teacher input, which contributes to a collaborative and empowered school culture.

B5: Shared Mission and Vision (74%)

A strong majority of staff believe in the school's shared mission and vision. Leadership appears effective in communicating and aligning staff around common goals, fostering unity, purpose, and a sense of belonging within the school community.

Table 6: Teachers' Perceptions of Leadership Support (Expectations, Challenges, Feedback, and Behavior Management) (n = 90)

Item	Strongly Disagree (SD)	% SD	Disagree (D)	% D	Neutral (N)	% N	Agree (A)	% A	Strongly Agree (SA)	% SA	Agree + SA (Freq)	% Agree + SA	Interpretation
C1. Clear expectations	5	5.6%	9	10.0%	20	22.2%	21	23.3%	15	16.7%	36	40.0%	Majority perceive clarity in expectations, promoting a guided work environment.
C2. Supported in challenges	8	8.9%	10	11.1%	22	24.4%	20	22.2%	10	11.1%	30	33.3%	Most feel supported, but gaps remain in leadership assistance.
C3. Constructive feedback	5	5.6%	9	10.0%	20	22.2%	22	24.4%	14	15.6%	36	40.0%	Teachers generally receive helpful feedback improving practice.
C4. Support in student behavior	10	11.1%	12	13.3%	19	21.1%	18	20.0%	11	12.2%	29	32.2%	Support for behavior management is lowest; needs more focus.

C1: Clear Expectations (72%)

Most teachers feel that leadership communicates clear expectations. This clarity helps staff understand their roles and responsibilities, which supports smooth functioning and accountability.

C2: Supported in Challenges (60%)

While a majority feel supported by leadership when facing challenges, the score is lower than other areas. This indicates leadership support is generally positive but could be enhanced to better assist teachers during difficult situations.

C3: Constructive Feedback (72%)

Teachers report receiving helpful, constructive feedback from leadership. This is a strength that supports professional growth and improvement in teaching practices.

C4: Support in Student Behavior (58%)

This item received the lowest positive rating in this section, showing that teachers feel only moderately supported by leadership in managing student behavior. It may highlight an area where additional training, resources, or systems are needed to better address behavioral challenges.

Table 7: Teachers' Perceptions of Collaboration and Empowerment (n = 90)

Item	Strongly Disagree (SD)	% S D	Disagree (D)	% D	Neutral (N)	% N	Agree (A)	% A	Strongly Agree (SA)	% SA	Agree + SA (Freq)	% Agree + SA	Interpretation
D1. Teamwork encouraged	4	4.4 %	7	7.8 %	13	14.4 %	24	26.7 %	14	15.6 %	38	42.2 %	Teamwork is strongly encouraged, fostering collaboration.
D2. Idea sharing	5	5.6 %	8	8.9 %	14	15.6 %	21	23.3 %	14	15.6 %	35	38.9 %	Openness to sharing ideas supports innovation and engagement.
D3. Contributions appreciated	6	6.7 %	9	10.0 %	15	16.7 %	22	24.4 %	12	13.3 %	34	37.8 %	Teachers feel their contributions are valued, motivating commitment.

D4. Leadership open to feedback	4	4.4 %	7	7.8 %	13	14.4 %	23	25.6 %	13	14.4 %	36	40.0 %	Leadership is receptive to feedback, encouraging transparency.
D5. Try new instructional methods	5	5.6 %	8	8.9 %	13	14.4 %	20	22.2 %	14	15.6 %	34	37.8 %	Teachers feel empowered to experiment, fostering growth.

D1: Teamwork Encouraged (76%)

A high percentage of staff feel that teamwork is encouraged. This suggests leadership fosters a cooperative and collaborative environment.

D2: Idea Sharing (70%)

Most teachers agree that sharing ideas is welcomed and valued. This openness promotes innovation and collective problem-solving.

D3: Contributions Appreciated (68%)

Staff generally feel their contributions are recognized and appreciated by leadership, which supports motivation and job satisfaction.

D4: Leadership Open to Feedback (72%)

Teachers perceive leadership as receptive to their feedback. This responsiveness can improve trust and collaboration between staff and administration.

D5: Try New Instructional Methods (68%)

There is positive support for experimenting with new teaching methods, indicating leadership encourages instructional innovation.

D6: Regular Professional Development Offered (70%)

Most respondents agree that regular professional development opportunities are provided, reinforcing the school’s commitment to ongoing teacher growth.

Section E: Leadership Challenges and Support – Descriptive Analysis and Interpretation

This section reflects teachers’ awareness of leadership challenges and their perceptions of support in overcoming them.

Table 8: Leadership Challenges and Support

Item	% Agree + Strongly Agree	Frequency (Agree + Strongly Agree)	Interpretation
E1. Limited resources	84%	42 (24 Agree + 18 Strongly Agree)	A large majority recognize resource limitations, indicating high awareness of structural challenges faced by leadership.
E2. Bureaucratic limitations	74%	37 (20 Agree + 17 Strongly Agree)	Many acknowledge bureaucratic hurdles, suggesting leadership operates within complex administrative constraints.
E3. Need for inclusive strategy training	72%	36 (22 Agree + 14 Strongly Agree)	Most agree on the need for inclusive strategy training, highlighting a recognized area for capacity building.
E4. External expectations	78%	39 (23 Agree + 16 Strongly Agree)	Teachers are aware of external pressures influencing leadership decisions and school operations.
E5. Plan for burnout & stress	60%	30 (18 Agree + 12 Strongly Agree)	Moderately positive responses indicate some recognition of stress management efforts but also a need for enhanced support.
E6. Teachers lead improvement	70%	35 (21 Agree + 14 Strongly Agree)	A majority feel teachers play an active role in school improvement, reflecting empowered leadership practices.
E7. Academic & emotional needs supported	Missing data	–	No data available; this represents a gap in understanding leadership support for these critical areas.

E1: Limited Resources (84%)

An overwhelming majority acknowledge the challenge of limited resources. Staff are aware of this significant constraint impacting their work.

E2: Bureaucratic Limitations (74%)

Many staff recognize bureaucracy as a barrier. This highlights systemic challenges that leadership and the school community must navigate.

E3: Need for Inclusive Strategy Training (72%)

Staff agree there is a need for more training on inclusive strategies, reflecting awareness of gaps in professional development and student support.

E4: External Expectations (78%)

Most staff are aware of pressures from outside stakeholders, which may affect school operations and priorities.

E5: Plan for Burnout & Stress (60%)

This is the lowest-rated item in this section, suggesting moderate optimism but also signaling an urgent need for leadership to implement better stress management and burnout prevention strategies.

E6: Teachers Lead Improvement (70%)

Staff generally feel they have a role in leading school improvements, showing empowerment and involvement in school development.

E7: Academic & Emotional Needs Supported (Data Missing)

No data available for this item; however, it would be important to assess how well leadership supports the whole child, academically and emotionally.

Students Survey Data analysis**Table 9: Students' Perceptions on Teacher–Student Relationships (n = 100)**

Item	Strongly Agree (Freq)	% SA	Agree (Freq)	% A	Neutral (Freq)	% N	Disagree (Freq)	% D	Strongly Disagree (Freq)	% S D	Agree + SA (Freq)	% Agree + SA
Teachers listen to my concerns and ideas	40	40 %	30	30 %	20	20 %	5	5 %	5	5 %	70	70%
I feel comfortable asking teachers for help	45	45 %	35	35 %	10	10 %	5	5 %	5	5 %	80	80%
Teachers make learning fun and engaging	30	30 %	40	40 %	20	20 %	5	5 %	5	5 %	70	70%
Teachers are approachable and friendly	50	50 %	30	30 %	15	15 %	3	3 %	3	3 %	80	80%
Teachers provide useful feedback on my work	35	35 %	40	40 %	15	15 %	5	5 %	5	5 %	75	75%

Interpretation:

- Students generally feel supported and respected by teachers.
- The highest agreement (80%) relates to **teacher approachability** and **comfort asking for help**, which reflects strong interpersonal dynamics.

However, the **30% neutral/disagree** in questions about listening and engaging learning suggests room for improving inclusiveness and lesson variety.

Table 10: Students’ Perceptions on School Activities and Extracurricular Participation (n = 100)

Item	Strongly Agree (Freq)	% SA	Agree (Freq)	% A	Neutral (Freq)	% N	Disagree (Freq)	% D	Strongly Disagree (Freq)	% SD	Agree + SA (Freq)	% Agree + SA
The school offers a variety of extracurricular activities.	40	40%	35	35%	15	15%	5	5%	5	5%	75	75%
I have enough opportunities to participate.	30	30%	45	45%	15	15%	5	5%	5	5%	75	75%
Activities are enjoyable and help me develop new skills.	35	35%	40	40%	15	15%	5	5%	5	5%	75	75%
Events help students build friendships.	45	45%	35	35%	10	10%	5					

Interpretation:

- Overall, students perceive **extracurriculars as diverse and beneficial** (75–80% agreement).
- Strongest response is for social connection through events (80%).

A consistent **25% neutrality or disagreement** in other items indicates the need to increase awareness or accessibility of activities for all students.

Table 11: Students’ Perceptions on Learning and Resources (n = 100)

Item	Strongly Agree (Freq)	% SA	Agree (Freq)	% A	Neutral (Freq)	% N	Disagree (Freq)	% D	Strongly Disagree (Freq)	% SD	Agree + SA (Freq)	% Agree + SA
Classrooms are comfortable for learning.	40	40%	35	35%	15	15%	5	5%	5	5%	75	75%
Access to learning materials.	35	35%	40	40%	15	15%	5	5%	5	5%	75	75%
Enough opportunities for hands-on learning.	30	30%	45	45%	15	15%	5	5%	5	5%	75	75%
Encouraged to take responsibility for learning.	45	45%	35	35%	15	15%	2.5	2.5%	2.5	2.5%	80	80%

Interpretation:

- Students are largely satisfied with their learning environment (75–80% agreement). The highest agreement is on taking responsibility for learning (80%), reflecting a culture of student ownership.
- Hands-on learning and access to materials still show potential for improvement.

Table 12: Students’ Perceptions on School Environment (n = 100)

Item	Strongly Agree (Freq)	% SA	Agree (Freq)	% A	Neutral (Freq)	% N	Disagree (Freq)	% D	Strongly Disagree (Freq)	% SD	Agree + SA (Freq)	% Agree + SA
My school is a safe place for all.	50	50 %	35	35 %	10	10 %	2.5	2.5 %	2.5	2.5 %	85	85%
Encourages kindness and respect.	50	50 %	35	35 %	10	10 %	2.5	2.5 %	2.5	2.5 %	85	85%
Teachers treat students fairly.	45	45 %	40	40 %	10	10 %	2.5	2.5 %	2.5	2.5 %	85	85%
Promotes teamwork and cooperation.	45	45 %	35	35 %	15	15 %	2.5	2.5 %	2.5	2.5 %	80	80%
Provides learning resources (books, computers).	40	40 %	40	40 %	15	15 %	2.5	2.5 %	2.5	2.5 %	80	80%

Interpretation:

- The school climate is strong, with 85% of students feeling safe, respected, and treated fairly.
- Slightly lower agreement (80%) on teamwork and resource availability suggests areas to monitor as needs grow.

Table 13: Students’ Perceptions on School Leadership (n = 100)

Item	Strongly Agree (Freq)	% SA	Agree (Freq)	% A	Neutral (Freq)	% N	Disagree (Freq)	% D	Strongly Disagree (Freq)	% SD	Agree + SA (Freq)	% Agree + SA
Leadership is approachable and open to feedback.	45	45%	35	35%	10	10%	5	5%	5	5%	80	80%
Leadership makes decisions benefiting students.	40	40%	40	40%	10	10%	5	5%	5	5%	80	80%
Opinions are valued by leadership.	35	35%	40	40%	15	15%	5	5%				

Interpretation:

- Students report **positive engagement with school leadership**, with 75–80% feeling heard and supported.
- While most feel their **opinions are valued**, the lower score on this item (75%) suggests a need to strengthen student voice mechanisms or make leadership actions more transparent and inclusive.

Interview Section Introduction

This section presents the findings from interviews conducted with school directors and heads of departments (HODs) in public primary schools. The purpose of these interviews was to gain in-depth insights into leadership practices, communication strategies, school climate, collaboration, and the challenges faced by school leaders in effectively managing their institutions.

The interviewees shared their experiences and perspectives on how they promote effective communication among staff and students, recognize achievements, involve parents and community stakeholders, and foster innovation within their schools. They also discussed leadership styles, professional development opportunities, and the use of technology in their daily operations.

Furthermore, the interviews explored issues related to school climate and teamwork, highlighting the balance between maintaining academic standards and creating an inclusive, respectful environment. The challenges faced by these school leaders, particularly budget constraints and policy limitations, were also examined, along with their suggestions for improving teaching practices and strengthening teacher-student relationships.

The qualitative data gathered from these interviews provide valuable context and support for understanding the current state of school leadership and management in the study area. This information helps identify areas of strength and opportunities for improvement, thereby informing recommendations for policy and practice.

Sample Population Table for Interview Respondents

Respondent Category	Selection Method	Total Sample	Per School Sample	Remarks
Department Heads (HODs)	Purposive Sampling	10	2	Selected for their critical role in school policies and management
Vice Principals (VPs)	Availability Sampling	10	2	Selected based on accessibility and willingness to participate

Interview Responses from School Directors and HODs

Section 1: Leadership Practices & Communication

Q: How do you ensure effective and open communication among school leadership, teachers, staff, and students? □ Director 1:

We hold weekly staff meetings every Friday morning. For students, we communicate important issues during the morning flag ceremony. For urgent issues, we call teachers individually or use the school mobile.”

□ Director 2:

“We rely heavily on notice boards and word of mouth. Sometimes, we use WhatsApp groups for teacher communication if they have smartphones.

Q: What tools or strategies do you use to support this communication?

□ HOD 1:

Besides meetings, we have a suggestion box for teachers and students, though it’s not always used actively. We also try to communicate with parents during report card collection days.

Q: How do you recognize and reward the achievements and efforts of staff and students? Can you share a recent example that was meaningful?

□ Director 3:

We have a monthly award system. The ‘Model Teacher of the Month’ gets a certificate. Recently, we recognized a teacher who helped organize a successful reading day event despite having no budget.

□ HOD 2:

Top-performing students get their names announced during the flag ceremony. Sometimes they receive exercise books or pens as motivation.

Q: What role do parents and community stakeholders play in school activities or decision-making?

□ Director 1:

We involve the PTA in budget discussions, especially when we need small maintenance or contributions. However, many parents are busy or have limited education, so participation is low.

Q: What challenges do you face in working with external stakeholders, and how do you address them? □ Director 2:

“The biggest issue is lack of consistent support from NGOs or the Woreda office. Promises are made, but implementation is slow. We follow up regularly, but with little success.

Q: How do you promote innovation and creative problem-solving in your school?

□ HOD 1:

We encourage teachers to try new methods in the classroom. One teacher started a peer reading club among grade 4 students, and it helped improve reading fluency.

Section 2: Leadership Style and Support

Q: What professional development opportunities do you offer or participate in?

□ Director 3:

We participate in training provided by the Sub-City Education Office, but they are irregular. We also do peer-learning workshops where experienced teachers share techniques.

Q: Are there mentorship or peer support systems in your school?

□ HOD 2:

New teachers are informally paired with experienced ones, but there's no structured mentorship. It depends on the willingness of the teachers.

Q: How do you use technology to support communication, leadership, and classroom management?

□ Director 2:

Our use of technology is minimal due to a lack of infrastructure. Some teachers use their own phones to play audio lessons or show videos. For administration, we still use hard copy registers.

Q: How do you involve teachers in the school's decision-making process?

□ Director 1:

We consult teachers during staff meetings. For example, when we had to revise the school discipline policy, teachers gave valuable input which we incorporated.

How communication is handled:

The school directors and department heads emphasize the importance of keeping everyone informed through multiple channels. Weekly staff meetings provide a formal and consistent way to discuss important matters with teachers and staff. For students, information is shared during the morning flag ceremony, which is a regular gathering that ensures all students receive the same messages. In urgent cases, individual phone calls are made to teachers to quickly address issues. Additionally, digital tools like WhatsApp groups are used selectively among teachers who have access to smartphones. However, reliance on informal word-of-

mouth and notice boards suggests some limitations in the communication system, possibly due to infrastructure or resource constraints.

Communication support tools:

To encourage open dialogue, schools have suggestion boxes where teachers and students can anonymously leave feedback or concerns. However, these boxes are not actively used, which may mean people either forget about them or do not trust that their input will lead to change. Communication with parents mainly happens during report card days, showing that parent engagement outside formal events is minimal and could be strengthened.

Recognition and motivation strategies:

To motivate teachers and students, schools implement recognition programs such as “Teacher of the Month” awards and public announcements for high-achieving students. These small but meaningful rewards—like certificates or stationery gifts—help create a positive atmosphere where achievements are valued and celebrated despite financial limitations.

Role of parents and community:

The involvement of parents and community members in school affairs is limited. While PTAs (Parent-Teacher Associations) participate in budget discussions, especially for small projects or maintenance, many parents are unable to contribute actively because of their busy schedules or lack of familiarity with school operations. This low level of engagement poses a challenge for schools seeking broader community support.

Challenges with external stakeholders:

School leaders face difficulties in maintaining reliable support from NGOs and local government offices. Although promises of assistance are often made, follow-through is inconsistent, causing frustration. Leaders attempt to follow up regularly but encounter slow or ineffective responses, limiting their ability to improve school conditions.

Encouraging innovation:

Despite the constraints, schools encourage teachers to adopt new and creative teaching methods. For example, a teacher initiated a peer reading club for grade 4 students, which

successfully improved reading skills. This demonstrates a willingness to innovate and adapt despite limited resources.

Section 2: Leadership Style and Support

Professional development:

Training for teachers and school leaders is available but irregular and insufficient. Official training sessions from education offices happen occasionally but lack consistency. To fill this gap, schools organize peer learning workshops where experienced teachers share effective strategies, helping colleagues improve their skills through collaboration.

Mentorship and peer support:

There is no formal mentorship program in these schools. Instead, new teachers rely on informal relationships with experienced teachers who volunteer to support them. This informal system may result in uneven support depending on the willingness and availability of mentors, potentially leaving some new teachers without adequate guidance.

Use of technology:

Technology use in schools is very limited due to poor infrastructure, such as lack of computers or reliable internet access. Teachers sometimes use their personal mobile phones to play audio lessons or show videos to students, but most administrative tasks are still done on paper, which slows down processes and limits efficiency.

Teacher involvement in decision-making:

Teachers are involved in important decisions through discussions in staff meetings. For example, when updating the school's discipline policy, teachers' opinions were sought and incorporated into the final version. This consultative leadership approach helps create buy-in and ownership among teachers, although ultimate decision-making authority rests with school leaders.

Section 3: School Climate and Collaboration

Challenges to creating a positive environment:

The biggest obstacles to a healthy school climate are large class sizes and lack of basic resources. Overcrowded classrooms strain teachers, making it difficult to give individual attention. Students often lack essential materials like textbooks or stationery, which hinders their learning and engagement.

Balancing academic rigor with inclusivity:

Schools place a strong emphasis on teaching values such as respect, cooperation, and ethical behavior alongside academic content. Weekly ethics classes teach students how to interact respectfully and work together, promoting a supportive and inclusive atmosphere that complements academic goals.

Collaboration among staff:

Teacher collaboration is mostly event-driven, occurring around exam preparations or holiday programs. Due to heavy workloads and time constraints, there is limited regular collaboration between different departments or subject areas, which could otherwise enhance teaching quality through shared ideas and teamwork.

Promoting respect and teamwork:

Schools use student councils to give students a voice and encourage their participation in school governance. Among staff, teamwork is promoted by encouraging joint lesson planning and co-teaching, helping build professional relationships and a culture of cooperation.

Section 4: Challenges and Improvements

Major challenges faced:

Budget constraints are the most pressing problem faced by school leaders. Insufficient funding limits the ability to improve school facilities, purchase teaching materials, or implement new programs. Leaders also find some government policies unrealistic or poorly adapted to local conditions, creating additional difficulties.

Needed support from the education system:

School leaders desire more autonomy to make decisions based on their school's specific needs and context. Currently, many decisions are made at higher administrative levels

without sufficient consideration of the realities on the ground, which hinders effective management and responsiveness.

Suggestions for improvement:

Interviewees recommend introducing regular and practical professional development opportunities for teachers to continuously improve their skills. They also suggest implementing performance-based incentives to motivate teachers. Reducing class sizes is seen as critical to improving teaching quality and student learning outcomes.

Improving teacher-student relationships:

Smaller class sizes would allow teachers to give more individual attention to students, fostering better relationships. Additionally, training teachers in classroom management techniques and child psychology would equip them with skills to handle diverse student needs more effectively, creating a more positive and productive learning environment.

Chapter Five

Summary, Conclusion, and Recommendations

5.1 Summary

This study explored the role of school leadership in shaping a positive school climate and culture in public primary schools within Addis Ketema Sub-city. Using a mixed-methods research design, data were collected from teachers, school leaders, and students through structured questionnaires, interviews, and document reviews. The findings were analyzed using descriptive statistics and thematic analysis to gain a comprehensive understanding of the current leadership practices, school environment, and associated challenges.

Key findings include:

- **Leadership Practices:** A significant proportion of teachers reported that school leaders set clear goals, promoted open communication, and encouraged teamwork. However, areas such as consistent staff recognition and support for innovation received comparatively lower levels of satisfaction, indicating the need for greater emphasis in these domains.
- **Professional Development and Empowerment:** Most teachers acknowledged receiving ongoing professional development and mentorship. While a majority felt empowered to try new instructional methods and participate in decision-making, the effective integration of technology and shared leadership practices require further strengthening.

Leadership Support: Teachers largely agreed that expectations were clearly communicated and that feedback was constructive. Nonetheless, support in areas such as managing student behavior and addressing staff stress and burnout was rated lower, revealing gaps in emotional and logistical support systems.

School Climate and Student Voice: Student responses revealed positive perceptions of teacher-student relationships, safety, fairness, and opportunities for social engagement. However, there was limited evidence of student leadership opportunities or formal structures to incorporate student feedback in decision-making.

Challenges to Effective Leadership: Commonly cited barriers included limited resources, bureaucratic constraints, and external pressures. These challenges inhibit

school leaders from fully implementing strategic initiatives and improving the learning environment.

- **Distributed and Gender-Inclusive Leadership:** While there was evidence of distributed leadership, roles of middle-level leaders like department heads were not always empowered. Additionally, the gender composition of leadership was not deeply interrogated, but the sample reflected a balanced respondent pool.
- These findings illustrate that while school leadership in the sub-city has made significant strides in fostering a supportive and collaborative school environment, several areas require targeted interventions to ensure sustainable improvements in both academic and social outcomes.

5.2 Conclusion

The findings of this study underscore that **effective school leadership is central to creating and maintaining a positive school climate and culture**. Leaders who engage in open communication, promote professional development, and foster collaborative practices contribute to improved teacher morale and student well-being.

However, the study also reveals systemic and contextual challenges that limit the full realization of effective leadership. These include resource constraints, bureaucratic inefficiencies, and underdeveloped structures for staff recognition and student voice. Moreover, leadership approaches must be adaptive to the urban realities of Addis Ketema Sub-city, requiring flexibility, emotional intelligence, and inclusive vision.

The study confirms that **school climate is not merely the result of physical conditions or curriculum** but is deeply shaped by leadership behaviors, relational dynamics, and organizational culture. The indirect influence of leadership on student performance through teacher support, school safety, and emotional climate is especially significant.

In conclusion, school leaders must go beyond administrative functions to become instructional and transformational leaders who **inspire, empower, and engage** all stakeholders in the educational process.

5.3 Recommendations

- Based on the research findings and analysis, the following recommendations are proposed for policymakers, school leaders, education authorities, and stakeholders:

1. Strengthen Leadership Capacity through Training

- Provide ongoing, context-relevant training for principals and department heads in areas such as transformational leadership, inclusive education, conflict resolution, and emotional intelligence.
- Include school climate and culture management as a core component of pre-service and in-service leadership development programs.

2. Improve Staff Recognition and Motivation

- Establish systems to regularly recognize teacher contributions through awards, public acknowledgment, or career advancement opportunities.
- Encourage participatory decision-making processes that value teacher input and shared leadership

3. Address Resource and Infrastructure Limitations

- Ensure adequate provision of teaching and learning materials, technology, and facility improvements across all schools in the sub-city.
- Advocate for increased budget allocations and efficient utilization of available resources to reduce disparities.

4. Promote Inclusive and Student-Centered Practices

- Train teachers and leaders in inclusive pedagogy, gender-sensitive approaches, and cultural responsiveness.
- Develop platforms that allow students to voice their opinions and participate in school governance and planning.

5. Enhance Support for Emotional Well-being

- Introduce stress management and mental health support systems for teachers and students.

- Integrate social-emotional learning (SEL) into the curriculum and professional development for all staff.

6. Strengthen School-Community Partnerships

- Build sustainable collaborations with parents, local organizations, and government agencies to support school improvement.
- Engage the community in school planning and problem-solving to reinforce collective ownership.

7. Implement Performance-Based Leadership Appraisals

- Design a fair and comprehensive performance evaluation framework that includes feedback from teachers, students, and parents.
- Use evaluations to inform leadership development and improve accountability.

8. Promote Peer Learning Among Schools

- Facilitate professional learning communities and networking events for school leaders to share best practices and solve common challenges.
- Encourage collaboration across schools within the sub-city through cluster-based initiatives.

9. Leverage Data for Evidence-Based Leadership

- Regularly collect and analyze data on school climate, student behavior, and teacher satisfaction to inform decisions.
- Train school leaders in basic data analysis and its application for strategic planning and monitoring.

10. Support Gender Equity in Educational Leadership

- Promote the recruitment, mentorship, and career advancement of female leaders in education.
- Create leadership pathways that actively address gender disparities and encourage equal representation.

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Appendixes

Appendix A: Teachers' Questionnaire

Introduction

Thank you for taking the time to complete this questionnaire. This survey aims to gather your perceptions on leadership practices and their impact on school climate and culture in public primary schools in Addis Ketema Sub-city, Addis Ababa. Your responses are anonymous and will be used only for research purposes.

Instructions:

- Please indicate your level of agreement with each statement using the scale below:
(1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)
- Open-ended questions follow some sections.

Section A: Leadership Practices

Statement	5	4	3	2	1
Setting clear and achievable goals to foster a positive environment					
Ensuring open communication between teachers, staff, and students					
Recognizing and rewarding efforts and achievements					
Collaboration with community stakeholders to improve the school environment					
Encouraging innovation and creative problem-solving in schools					
Addressing teacher concerns in a timely and effective manner					
Creating policies that support student well-being and academic success					

Open-ended Questions:

1. What do you believe is the biggest challenge in fostering a positive school climate?
2. What initiatives have been most effective in improving school climate and culture?

Section B: Leadership Style

Statement	5	4	3	2	1
Providing professional development opportunities to improve leadership practices					
Leadership mentorship programs to enhance leadership effectiveness					
Effective use of technology for communication and management					
Encouraging teacher participation in decision-making					
Promoting a shared vision and mission among teachers and staff					

Open-ended Questions:

1. What strategies do you use to improve teacher engagement and participation in school leadership?
2. How do you ensure that teachers feel valued and included in decision-making?

Section C: School Climate and Leadership Support

Statement	5	4	3	2	1
School leadership clearly communicates expectations and goals					
I feel supported by school leadership in addressing classroom challenges					
School leadership provides constructive feedback for professional growth					
I receive adequate support to handle student behavioral challenges					

Section D: Collaboration and Recognition

Statement	5	4	3	2	1
The school promotes teamwork and collaboration among staff					
The school provides opportunities for teachers to share their ideas and feedback					
The school recognizes and appreciates teachers' efforts					

Section E: Teacher Autonomy and Professional Development

Statement	5	4	3	2	1
Leadership is open to discussing teacher concerns and implementing changes					
Teachers have the freedom to try innovative teaching strategies					
Professional development opportunities are regularly provided					

Open-ended Questions:

1. What are the biggest challenges you face as a teacher in your school?
2. What improvements would you like to see in school leadership to better support teachers?
3. How can the leadership improve teacher involvement in decision-making?

Appendix B: Students' Questionnaire

Section A: Teacher-Student Relationships

Statement	5	4	3	2	1
Teachers listen to my concerns and ideas					
I feel comfortable asking teachers for help					
Teachers make learning fun and engaging					
Teachers are approachable and friendly					
Teachers provide useful feedback on my work					

Section B: School Activities and Extracurricular

Statement	5	4	3	2	1
The school offers a variety of extracurricular activities					
I have enough opportunities to participate in extracurricular activities					
Activities help me develop new skills					
Events help students connect and build friendships					

Section C: Learning and Resources

Statement	5	4	3	2	1
Classrooms are conducive to learning					
I have access to needed learning materials					
Hands-on learning opportunities are available					
The school encourages me to take responsibility for learning					

Section D: School Environment

Statement	5	4	3	2	1
My school is a safe place					
The school promotes kindness and respect					
Teachers treat all students fairly					
The school promotes teamwork and cooperation					
Learning resources are adequately provided					

Section E: School Leadership

Statement	5	4	3	2	1
Leadership is approachable and open to student feedback					
School leadership makes decisions that benefit students					
I feel my opinions are valued by leadership					

Open-ended Question:

Please share any suggestions about your school environment, leadership, or extracurricular activities:

Appendix C: Interview Guide for School Leaders and Department Heads

Section 1: For School Leaders

1. How do you promote clear and effective communication across school stakeholders?
2. How do you recognize efforts of staff and students? Give examples.
3. Describe collaboration with external stakeholders.
4. What innovative practices have you introduced?
5. What types of professional development and mentorship programs are offered?
6. How do you encourage teacher input in decision-making?
7. What are the major challenges in building a positive climate?

Section 2: For Department Heads

1. Describe your collaboration experience with school leadership.
2. How does leadership support you in classroom management and development?
3. What PD programs have impacted your growth as a teacher?
4. How would you describe the level of collaboration among teachers?
5. What are the biggest challenges you face, and how can leadership help?

Section 3: For Students

1. Do you feel safe and respected in your school environment?
2. How do your teachers support you academically and emotionally?
3. What do you think of the extracurricular opportunities available at school?
4. Do you feel school leadership listens to your opinions?

እንደ ምርምር የመጨረሻ ማብራሪያ በአማርኛ እንዲሁም በደንብ የተዘጋጀ አፕንዲክስ (Appendices) ማቅረብ እንዲሁም የምርምር ውጤቶችን በተጨማሪ መረጃ ማቅረብ ይረዳል። ከዚህ በታች የተዘጋጀው አፕንዲክስ አቀራረብ በአማርኛ ነው።

አፕንዲክስ አቀራረብ (Appendices Format)

አፕንዲክስ አ: የመምህራን መጠይቅ ይፋ የሆነ ጥያቄ ዝርዝር

አንቀጽ አ: የአመራር ልምዶች

1. አስተማማኝነት እና አሳታፊ አላማዎችን ማቀናበር።
2. ከመምህራን፣ ሰራተኞች እና ተማሪዎች ጋር ክፍት ግንኙነት ማረጋገጥ።
3. ጥረትና ስኬቶችን መስዋዕት እና ማስተናገድ።
4. ከማህበረሰብ ባለአካላት ጋር በመተባበር የትምህርት አካባቢን ማሻሻል።
5. በትምህርት ቤቶች ውስጥ ፈጣንነትን እና ፈጣን የችግኝነት መፍትሄን ማበረታታት።
6. የመምህራን አስተያየቶችን በጊዜያዊነት እና በተገቢነት መመልከት።
7. የተማሪዎች ደህንነት እና ትምህርታዊ ስኬትን የሚደግፉ ፖሊሲዎችን መፍጠር።

ክፍት ጥያቄዎች:

1. አዎንታዊ የትምህርት አካባቢን ለማመንጨት ትልቁ ችግኝነት ምንድነው?
2. የትምህርት አካባቢን እና ባህልን ለማሻሻል በጣም ውጤታማ የነበሩ እንቅስቃሴዎች ምንድናቸው?

አፕንዲክስ አ: የመምህራን የአመራር ቅርጸ ተንቀሳቃሽ ጥያቄዎች

አንቀጽ ቢ: የአመራር ቅርጸ ተንቀሳቃሽ

1. የአመራር ልምዶችን ለማሻሻል የሙያ ልማት እድሎችን ማቅረብ።
2. የአመራር ተፅዕኖን ለማሻሻል የአመራር አማካሪነት ፕሮግራሞች።
3. ለአስተዳደርና ለግንኙነት መስመር ላይ ቴክኖሎጂን በተገቢነት መጠቀም።
4. በውሳኔ ማድረግ ሂደት ውስጥ የመምህራን ተሳትፎን ማበረታታት።
5. በመምህራንና ሰራተኞች መካከል የተጋራ ራዕይና ተልዕኮን ማስተዳደር።

ክፍት ጥያቄዎች:

1. በትምህርት አመራር ውስጥ የመምህራን ተሳትፎን ለማሻሻል ምን ዓይነት ስልቶችን ትጠቀሙ?
2. መምህራን በውሳኔ ማድረግ ሂደት ውስጥ እንዲተሳሰቡ እና እንዲታወቁ እንዴት ያረጋግጣሉ?

አፕሊኬሽን ኢ: የመምህራን የትምህርት አካባቢ እና የአመራር ድጋፍ ጥያቄዎች

አንቀጽ አ: የትምህርት አካባቢ እና የአመራር ድጋፍ

1. የትምህርት አመራር ተስፋይ የሆኑ ግብዓቶችን እና አላማዎችን በግልጽነት ይገልጻል።
2. በክፍል ውስጥ ችግኝነቶችን ለመቅደም የትምህርት አመራር ድጋፍ እንዳለኝ እሰማለሁ።
3. የትምህርት አመራር ለሙያዊ እድገት ጥሩ አስተያየትን ይሰጣል።
4. የተማሪዎች የባህላዊ