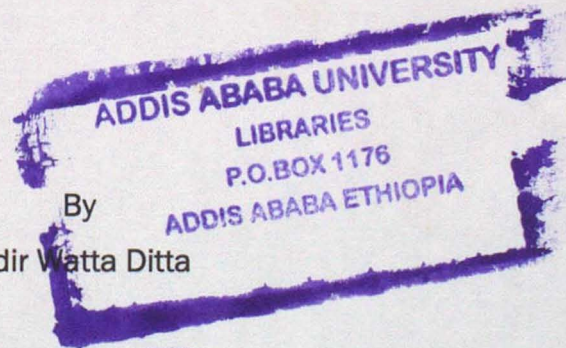


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**A STUDY OF THE ORGANIZATIONAL CLIMATE OF
SECONDARY SCHOOLS IN GUJI ZONE OF OROMIA
NATIONAL REGIONAL STATE**

By
Kedir Watta Ditta

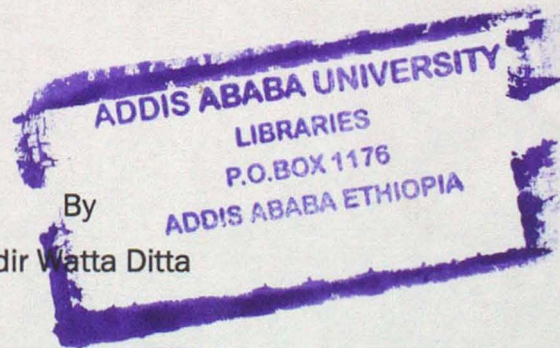


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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

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DEGREE OF MASTER OF ARTS IN HUMAN RESOURCES AND ORGANIZATIONAL
DEVELOPMENT IN EDUCATION

By
Kedir Watta



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ABBREVIATIONS/ACRONYMS

- ANOVA- Analysis of Variance
- EdPM- Educational Planning and Management
- ESDP- Educational Sector Development Program
- FDRE- Federal Democratic Republic of Ethiopia
- HROD- Human Resources and Organizational Development
- MOE- Ministry of Education
- OCDQ- Organizational Climate Descriptive Questionnaire
- OCDQ-RS- Organizational Climate Descriptive Questionnaire- Rutgers Secondary
- OEB- Oromia Education Bureau

ABSTRACT

This study on the Organizational Climate of Secondary Schools in Guji zone of Oromia National Regional State was conducted with purposes of investigating the organizational climate status and examining the relationships of some school-specific characteristics with the prevailing climates status of the secondary schools in the study area. A descriptive survey through quantitative and qualitative approaches was designed to conduct the study. Subjects for the study were secondary school teachers and principals, secondary school supervisors at the woreda offices, and those supervisors at the zonal education office. Data were gathered through an adapted standardized questionnaire known as OCDQ-RS, a designed semi-structured interview, and the analysis of relevant documents. Statistical tools such as mean, variance, percentages and grand median followed by statistical test of significance like chi-square (χ^2), one-way ANOVA and Sheff'e pair wise comparison were used in data processing and interpretation. The study disclosed the existence of significant differences among the secondary schools of the study area with respect to the status of their organizational climate of schools where the majority of the secondary schools tended to a relatively less open (more of closed) climates of their school. Principals' ages and their teaching and/or administrative experiences and teachers' ages and their lengths of teaching experiences were found to be associated with the organizational climate status of their schools. Lack of principal ship experiences, heavy work loads due to extra non-teaching responsibilities upon teachers, little or no concern for positive interpersonal interactions between and among principals and teachers were some of the suggested problems by respondents of this study. The joint efforts of the principals, teachers and others concerned to create a favorable working relationship in the secondary schools were among the recommendations that would help to improve the less favorable organizational climate prevailing in the majority of the secondary schools of the zone.

CHAPTER ONE

1 THE PROBLEM AND ITS APPROACH

This chapter presents the background, statement of the problem, objectives, significance, delimitations, and limitations of the study, definitions of terms and organization of the study.

1.1 Background of the Study

Education is believed to be the backbone of social and economic development of any society. Education is a means to prepare well-informed, responsible and productive citizens who can adapt themselves to ever changing environment. Education equips individuals and society with problem solving capacity and enables individuals and the society to identify harmful traditions and replace such traditions by useful ones for the well being of the society. It also plays a role in the promotion of respect for human rights and democratic values, creating the conditions for equality, mutual understanding and cooperation among people (MOE, 1994:1). This implies that without appropriate education it would be difficult to bring a sustainable development for a country.

Schools are important institutions that support and promote the rapid socio-economic development of society by producing productive human power that could solve its unique problems. The ultimate purpose of schools is to educate citizens in such a way that they can contribute to the welfare of society, and to realize full development of their potential for their adult roles.

The success of a school to accomplish its purposes, likely depends upon the healthy and smooth working relationships and interactions among and between the principal, the teachers, the students, and the rest of the school members. These working relationships and interpersonal interactions which may vary from school to school will be considered as the organizational climate of schools.

The organizational climate of a school may enhance or constrain the performance of teachers and other staff members of the school. Specifically, a favorable organizational climate of a school promotes, according to Hoy and Tarter (1997:1), "... friendly and supportive relationships among teachers, as well as between teachers and the principal." School principals should, thus, actively support and motivate teachers, students and the rest

of the staff members to create a favorable working atmosphere within the school. Such an effort of the principal would help to develop an orderly and a productive organizational climate of the school. Supporting this assertion, Webb et al., (1987:3) have also stated "...administrators must assume a major responsibility for what the school is and what it might become by developing an organizational climate that assures the greatest possible employee effectiveness." ✓

Organizational climate has been an area of vital concern in school and has attracted the attention of various research organizations, individual researchers and educators. In support of this, Anderson (1982:368) has pointed out that "School climate has been studied with a multitude of variables, methodologies, theories, and models." The same writer also indicates that researchers generally agree on the point that knowing the influence of the organizational climate of school would improve the understanding and prediction of student behavior (Anderson, 1982:371).

As described by Silver (1983: 181) different schools may exhibit varied degrees of openness of their social climate as a continuum ranging from open to closed that uniquely distinguish one school from another. A school's organizational climate, as conceived by Halpin and Croft (1963, cited in Silver, 1983:180), is a blend of two important dimensions of interpersonal interactions: the principal's leadership and teachers' group interactions. The details of such a climate of schools based on open-closed framework conception of Halpin and Croft (1963) are treated in the literature review part of this study.

However, it has been the student researcher's personal observation and the public understanding that the majority of the secondary schools in Guji zone lack smooth and productive relationships between the school principals and teachers. It was from this background that the student researcher was urged to conduct this study on the organizational climate of secondary schools of the zone.

1.2 Statement of the Problem

The success of a school to achieve organizational, social and personal goals of its members depends, among other things, upon the smooth interpersonal relationships of its members (principals, teachers, students and the rest of the staff members). Without such healthy working relationships it would be unlikely that schools can run their business effectively

towards meeting their objectives and they may even face challenges to survive in their respective environments. Silver (1983:200) suggests that a school's social climate, which results from the principal's and teachers' group interactions may have a profound impact on the student learning outcomes, which is one of the primary objectives of schools.

Bossert, 1988; Bookover, and others, 1979; Purkey and Smith, 1983; and Stedman, 1987 cited in Hoy and Hannum (1997:291) have also indicated that school climate makes a difference in the learning environment of schools and in the achievement of students. Thus, it seems indispensable that principals and teachers should strive to establish an inviting, orderly and positive organizational climate of their schools so as to enhance the teaching-learning processes and facilitate the achievement of the schools' objectives.

Many researchers like Kottkamp et al (1987:47) and Hoy and Miskel (1987:226) have also suggested that studying the organizational climate of schools contributes to understand and improve schools functioning.

Despite the fact that various school improvement efforts are currently underway at all levels of schools by the MOE of the FDRE, it is commonly heard from school staff members and the community at large that there is lack of a conducive and orderly working atmosphere in the secondary schools of Guji zone. The researcher's experience as a teacher and as a school principal in one of the secondary schools of the zone has also shown that such a problem existed in the secondary schools of the zone. However, this does not mean that all the secondary schools of the zone would be at the same status with regard to the organizational climate prevailing in them.

Researchers in the field suggest that some personality characteristics of the principals and teachers could have a relationship with the social climate of their schools. These characteristics include: level of education, length of teaching and administrative experience, age and sex of both the principals and teachers.

Consequently, the purpose of this study was to assess the status of, and to explore the relationships of some school-specific characteristics with the prevailing organizational climates of secondary schools in the zone.

The study, therefore, attempted to seek answers to the following basic research questions:

1. Is there difference among the secondary schools in the zone in terms of their degree of openness in their organizational climates?
2. Do secondary schools of the zone differ in the degree of their teachers' intimacy?
3. Is there relationship between teachers' personality variables (i.e., sex, age, level of education and length of teaching experience) and their perception of their school's level of openness?
4. Does teachers' perception of their intimacy vary with their personality characteristics?
5. Is there relationship between principals' personality variables (i.e., age, their teaching and/or administrative experiences and fields of specializations) and teachers' perception of the degree of openness of their secondary schools and their perception of intimacy among themselves?

1.3 Objectives of the Study

The general and specific objectives of the study were those briefly presented as follows.

1.3.1 General Objectives

The general objectives of the study were to assess the prevailing organizational climate status of secondary schools and explore the relationships of some personality characteristics of teachers and principals with the perceived climate status of the secondary schools in the zone.

1.3.2 Specific Objectives

The following were the specific objectives of this study.

- ◆ To assess and identify whether or not the secondary schools of the zone differ in the perceived degree of openness of their organizational climate.
- ◆ To assess whether there is a difference among the secondary schools of the zone in the perceived level of their teachers' intimacy.
- ◆ To explore the relationship of some teachers' personality variables with staff perceptions of the degree of openness of the secondary schools and with the status of teachers' intimacy of the secondary schools.

- ◆ To explore how the principals' personality characteristics are related to the staffs' perception of the level of openness and the status of teachers' intimacy of the secondary schools

1.4 Significance of the Study

Nowadays, various school improvement programs are under going at all levels of the general education with the intention of enhancing the quality of education in the country in general. This study of the organizational climate of secondary schools in the particular zone of the study would thus be significant for the following reasons:

- ◆ It may create awareness of the school members about the impact of the organizational climate of schools on the schools' functioning and would enable them to consider this dimension of schools in their schools improvement program (SIP) if the report is communicated to the secondary school principals or SIP committee of the school.
- ◆ The perceived climate status of secondary schools by this study could be used as an input for proper interventions by school principals.
- ◆ The organizational climate description framework on which this study was based, may serve the school principals and administrators as an organizational and conceptual guide for self-reflection and analysis if copies of the instrument could be distributed to the secondary schools.
- ◆ Finally, the study may be used as bases to encourage others conduct similar studies on the school climate assessment at different levels (i.e., secondary, medium or elementary school levels).

1.5 Delimitations of the Study

There were 13 (thirteen) woredas each with one secondary school of the zone (OEB, 2007) considered for the study. However, this study was delimited to six (46.15%) secondary schools of the six randomly selected woredas namely: Bore, Uraga, Me'e Boko, Nagelle, Shakiso and Wadera so as to make the study manageable. The study also included principals and randomly selected teachers of the secondary schools, and the secondary school supervisors of the districts' education offices of the secondary schools and those

supervisors at the zone of the study. Moreover, this organizational climate study of secondary schools was based on the revised two principals' (supportive and directive leadership behaviors) and three teachers' (engaged, frustrated, and intimate) group behavior dimensions of the organizational climate of secondary schools.

1.6 Limitations of the Study

Some of the limitations encountered while undertaking this study include lack of related references relevant to Ethiopian secondary school contexts, and reluctance of some respondents to complete and return the questionnaire, among others. Moreover, lack of experience and skills of conducting a research on the part of the researcher was another challenge.

However, the researcher has been able to manage the resource limitations by making an extensive use of library materials available in and outside of AAU premises. Above all, the advisor's unreserved and continuous professional assistance throughout the study has helped the researcher to manage and contain the limitations.

1.7 Definition of Terms

Secondary school- in the Ethiopian context refers to those schools with grade level 9-12 (preparatory).

Organizational climate of school – refers to the character of a school as its feel, atmosphere, and tone that mainly results from interactive behavior patterns of the principal and teachers of the school (Silver, 1983:361).

District (Woreda) - refers to lower government administrative level next to the zone and higher than kebele to which schools are accountable.

Dimension- Independent factor (variable) characterizing a concept like organizational climate of school.

Perception- refers to expressed attitudes of teachers and principals about the behavior or actions of the principal and the staff.

1.8 Organization of the study

This paper is organized in five chapters. The first chapter treats background of the study, statement of the problem, significance of the study, delimitations and limitations of the study. The second chapter deals with review of the related literature. Research design and methodology is dealt with in chapter three. Presentation, analysis and interpretation of the data are dealt with in the fourth chapter. The fifth chapter presents summary, conclusion and recommendations.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

This second chapter deals with conceptual framework of the topic of study including the concept of organizational climate of schools, instruments to assess organizational climate of schools, dimensions of the organizational climate of secondary schools, and correlates of some specific characteristics of schools to participants' perception of their schools organizational climate.

2.1 The Concept of the Organizational Climate of Schools

Researchers of the field have approached to conceptualize the organizational climate of schools differently. Halpin and Croft have used the terms "school's feel" and "school's personality" to explain analogously the idea of organizational climate of schools by referring Personality to the individual and organizational climate to the organization (Halpin, 1966:131).

As to Silver (1983: 180), conceptualization of organizational climate and its components has been diverse and only marginally interrelated. She defines the climate of organization as "...a quality uniquely possessed by a place which may be perceived as its tone, ambience, or atmosphere. To elaborate the concept a bit further, Silver used an analogous idea of a geographic climate of a particular area: "Geographic climate results from the interaction of two important dimensions of nature: the atmospheric conditions (Prevailing winds, air pressure, and moisture); and the geological conditions (latitude, altitude, topology, and ocean currents)" Silver (1983: 180). She suggests, analogously, that the climate of schools can be viewed as a blend of two important dimensions of interpersonal interactions: the principal's leadership and the teachers' group interactions. The merging of the principals and teachers interaction behaviors to yield a school climate based on Silver's analogy is illustrated as depicted in Fig. 1 below.

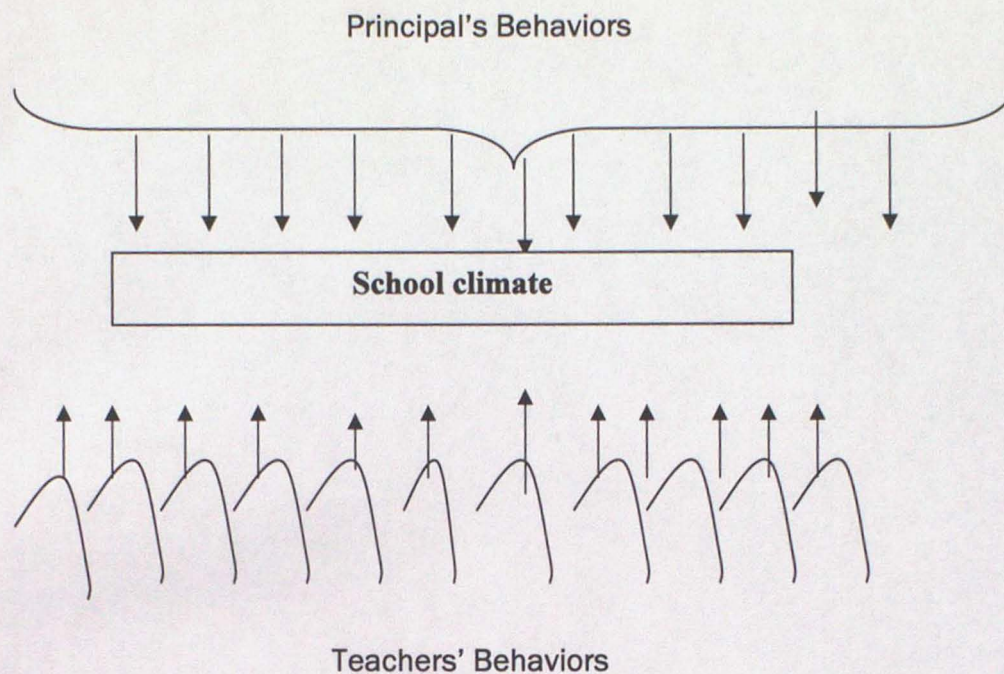


Fig. 1 School Climate as a blend of Principal's and Teachers' Behaviors

Source: Silver, P. (1983: 181) *Educational Administration*

As to the author, the group interactions of teachers correspond to the geographic contours of a region, and the principal's leadership style was equated with the atmospheric conditions which, in combination, result in a unique social texture in each organization called its climate (Silver, 1983:180).

Tagiuri, cited in Anderson (1982:369), on the other hand, defines climate and atmosphere as summary concepts dealing with the total environmental quality within an organization. As described by Tagiuri, the total environment of an organization consists of its: *ecology* (the physical and material aspects), *milieu* (the social dimension concerned with the presence of persons and groups), *social system* (the social dimension concerned with patterned relationships of persons and groups), and

culture (the social dimension concerned with belief systems, values, cognitive structures, and meaning). As illustrated under Fig. 2, these four dimensions are dynamically interrelated and together give rise to organizational climate of schools.

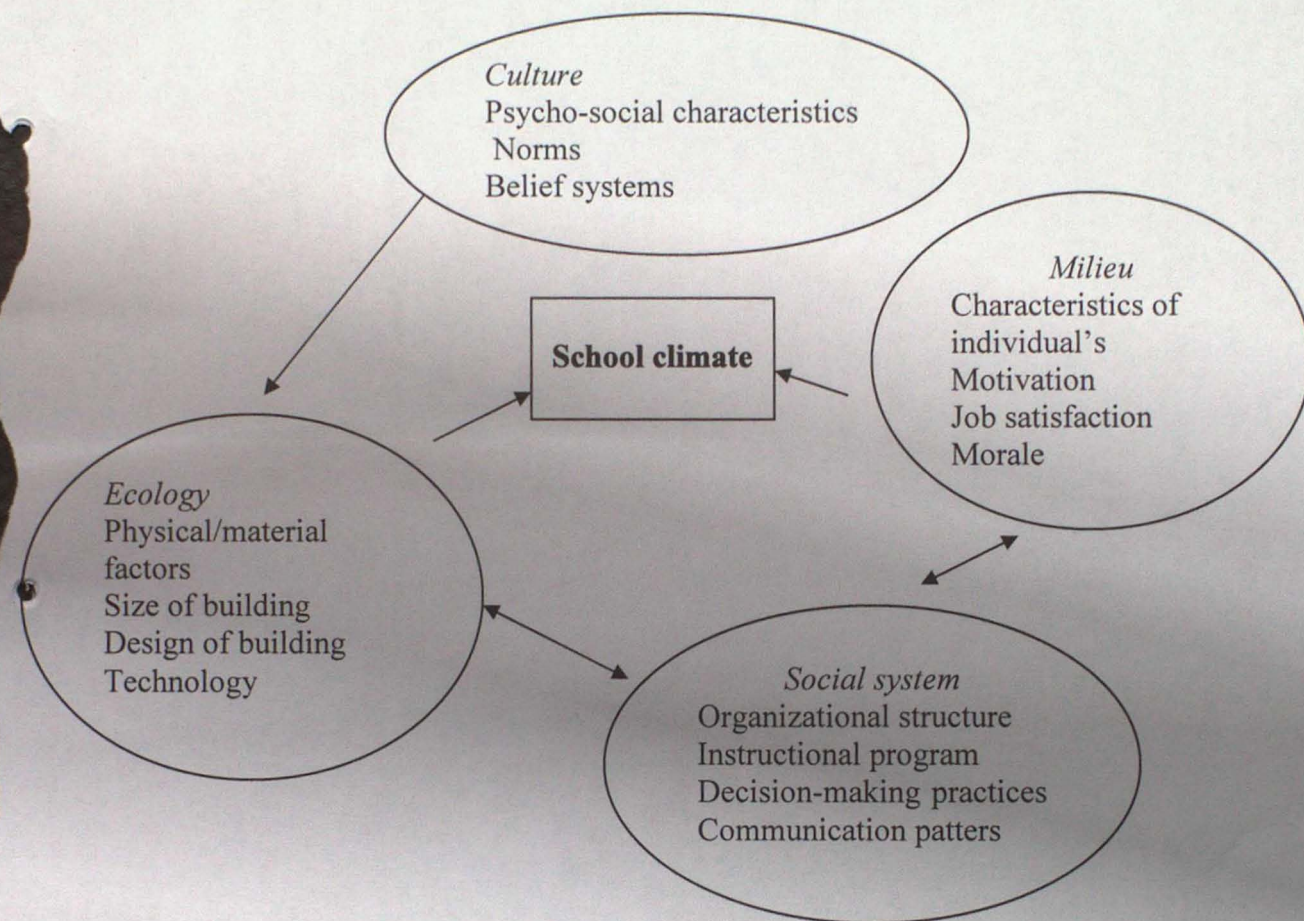


Fig.2 Interactive Model Showing Relationships between and among Key Environmental Factors that Shape and Mold School Climate

Source: Owens, R.G. (1987:163). Human Resource Development

Anderson (1982:369) has noted that Tagiuri's system is preferable because it reflects the growing consensus of many climate researchers that school climate includes the total environmental quality within a given school building. Furthermore, Wiggins (1972:103) has defined organizational climate as the collective personality of a school or a school system. According to him, organizational climate is the atmosphere that prevails in an organization and is characterized by the social and professional interactions of the people.

In general, the definitions given to the organizational climate of schools can be categorized into two: narrow and broad ones. Those definitions by (Halpin and Croft, 1963; Silver, 1983; and Wiggins, 1972) which narrowly describe organizational climate of schools have been criticized by researchers for their imprecision. On the other hand, the broad definitions of organizational climate of schools as that of Tagiuri are favoured by many authorities including Gorton et al (1988:219-220), Kottkamp et al., (1987:32), Insel and Moss (cited in Anderson, 1982:369), Owens (1987:194), and Holmes and Wynne (1989:236). They have agreed on that organizational climate of schools is the summary of the essence of interactions arising from elements of the four environmental dimensions: *ecology, milieu, social system, and culture*.

Moreover, Hoy and Clover (1986:94) have referred to organizational climate as the participants' perception of the general work environment of the school, which more specifically is a set of measurable properties of the work environment of teachers and administrators based on their collective perception. Owens (1987:169) has also noted that organizational climate is the study of perceptions that individuals have of various aspects of the environment in the organization. Though it is generally believed that individual's perceptions could inevitably be subjective, investigators of organizational climate have agreed that the average perception of the group reflect the objective reality of an organization.

To sum up, organizational climate is an elusive, a complex, and a broad concept which denotes participants' perceptions of the general work environment of a school. More specifically the concept of organizational climate of a school may be summarized as a relatively enduring quality of the school's internal environment that is affected by the principal's leadership, experienced by teachers, affecting members' behavior, and based

it self on collective perceptions (Hoy and Tarter, 1997: 6; Hoy and Clover, 1986:94; and Burton et al., 2006:140).

2.2 Measurement of the Organizational Climate of Schools

Various school climate researchers have used different instruments at different times in their study of climate of schools. Anderson (1982:376) describes the major ones of such instruments from his review of the literature in school climate studies of his earlier periods, as summarized in Table 1 below.

Table 1. Summary of Instruments of Study on School Climate

S. no	Instrument	Developed, or adapted, or used by	To measure
1	Organizational Climate Description Questionnaire (OCDQ)	Halpin and Croft (1963)	Teachers and principal's perceptions
2	High school characteristics Index (HSCI)	Stern (1961)	Press in High schools
3	My school Inventory	Anderson (1973)	Elementary students' perceptions
4	Elementary school environment survey (ESES)	Sinclair (1970)	Student perception
5	The school survey	Coughlan (1970)	Teachers morale or satisfaction of the working environment
6	Pupil control Ideology (PCI)	Willower and Jones (1963)	teachers orientation toward pupils in humanistic custodial continuum, through students "My teacher" perception
7	Robustness Semantic differential (RSD) scale	Licata, Willower and Elliot (1978)	Dramatic content of the tension-producing function of schools
8	The school description inventory (SDI)	Anderson (1970); Anderson and Tissier (1973)	Teachers perception of bureaucratic characteristics of secondary school environments
9	The quality of school life (QSL) scale	Epstein and MC Partlant (1976)	Perceptions of elementary middle, and high school students

Source: Anderson (1982: 376). *Review of Educational research.*

Various authorities (Brady, 1984; Rentoul and Fraser, 1983:27; Brady, 1985:54 and Gorton et al., 1988:220) have noted that among the summarized major instruments the Organizational Climate Descriptive Questionnaire (OCDQ) has been most prolifically used

to measure organizational climate of schools. As previously developed by Halpin and Croft, the OCDQ has been used to measure participants' perceptions of principals and teachers in eight dimensions (Halpin, 1966:133).

Four of the dimensions: *Intimacy* (teacher's feeling of friendliness toward each other or social need satisfaction), *Esprit* (teachers' feeling that their social needs are satisfied and that they have accomplished their job); *Hindrance* (teachers' feeling that the principal burdens them with routine duties, committee demands, and their perception that he/she is hindering rather than facilitating their work), and *disengagement* (the teachers' tendency to be "not with it", a group which just goes through the motions...) referred to the group (teachers) characteristics. The remaining four dimensions which referred to perceptions of the principals include: *Consideration* (Principal's behavior characterized by an inclination to treat the teachers "humanly", and facilitating their efforts); *Thrust* (Principals behavior characterized by his evident effort in trying to "move the organization", marked by his attempts to motivate teachers through the example he/she personally set rather than close supervision); *Production Emphasis* (Principal's behavior characterized by close supervision of the staff, highly directive behavior, and not sensitive to feedback from the staff); and *Aloofness* (Principal's behavior extremely tended to formal and impersonal relations to the group, his/her goes by the book, and preference to be guided by rules and, policies,) (Halpin, 1966:15; Silver, 1983:184; and Owens, 1987:299).

From their study of principal's and teachers' behavior patterns of elementary schools Halpin and Croft, cited in Halpin (1966:174-180) also found six distinct profiles or configurations that can be regarded as organizational climates to exist in schools.

These climate categories have been named: *Open, autonomous, controlled, familiar, paternal*, and closed ranging along a continuum from the most open to the most closed in this order of list. As to Silver (1983:186), "openness refers to the effective blending of personal needs with task accomplishment whereas closeness implies the predominance of one at the expense of the other or, in extreme cases, the satisfaction of neither social needs nor professional role requirements." In other words, openness refers to the

genuineness and authenticity in interactions, and by contrast, closeness refers to artificiality and in-authenticity in interactions.

In general, the open climate categories of the continuum that is, *open*, *autonomous*, and *controlled* tend to have staff members who are interested in their work and cooperate with one another, and principals who interact frequently and positively with students, teachers and other faculty members. On the other hand, the closed climate categories: *familiar*, *paternal*, and *closed* tend to have uncommitted teachers and principals who dictate rules, are critical, and provide for few meetings and informal gatherings (Kenney and Rentz, 1970; 61-62; and Anderson, 1982: 377).

Despite its use in various studies and its being the most popular organizational climate measure, later research has indicated that the OCDQ needed revision and modification to suit the changing situations in the educational systems that have resulted through a number of decades passed. Indeed, comprehensive reviews of published and unpublished studies by Brown and House (1967: 402) and Thomas (1976:453) have showed that results of subsequent research on the OCDQ suggest that the four middle climate classifications (*autonomous*, *controlled*, *paternal*, and *familiar*) are of questionable validity, and Silver (1983:190-192) has also noted the ambiguity of the climate continuum conceptualized by Halpin and Croft, arguing that three rather than one independent criteria were used to classify organizational climates of schools.

Moreover, validity and reliability of some of the subtests (e.g. *aloofness*) are also reported to be low, and indeed, a close examination of Halpin and Croft's original study reveals that even the reliabilities of some of the subtests in their analysis were low and many of the items had weak construct validity (Hoy and Clover, 1986:94).

Regarding the unit of analysis, Kottkamp et al., (1987:36-37) criticized Halpin and croft for their inappropriate procedure of item- correlation matrix analysis based on individuals ignoring the fact that the individuals came from different schools. They rather argued that a more appropriate procedure would have been to aggregate the items at the school level and then factor analyze the item matrix. The fact that the OCDQ was initially developed for use in elementary schools has questioned its appropriateness to be used for secondary schools without some modification and improvement. Because secondary

schools are typically larger and more complex than elementary schools, different items are needed to measure the social dynamics in each setting (Hoy and Miskel, 1987:229).

In general, many items that constitute the OCDQ are outdated and researchers have questioned the validity and reliability of some of the subtests, and have criticized the unit-of-analysis based on individuals in the development of the OCDQ subtests, which should have been the school. Therefore, recent revisions of the OCDQ developed at Rutgers University for elementary and secondary schools- the OCDQ-RE and the OCDQ-RS respectively are thought by Kottkamp and his associates to address many of the criticisms of the original instrument.

2.3 Dimensions of the Organizational Climate of Secondary Schools

The secondary school organizational climate differs from those of elementary and junior level schools in a number of ways. For instance, secondary schools are typically larger and more complex with relatively higher educational attainments of the academic staff, and moderately matured student population than elementary schools which may call for a different pattern of interaction and concern for the members of the faculty. Hence, a revised version of the organizational climate measure which is known as OCDQ-RS based on the concept of open to closed climate was developed by Kottkamp et al., (1987) in Rutgers university for organizational climate study of secondary schools. The OCDQ-RS consisted of 34 items constructed to measure the organizational climate of secondary schools in five dimensions. Two of the dimensions (supportive and directive behaviors) are from the principal's leadership behavior; and three of the dimensions (engaged, frustrated, and intimate behaviors) are of the teachers' group interaction behaviors (Hoy and Miskel, 1987:234; Witcher, 1993: 2; Kottkamp et al., 1987). These five dimensions of the organizational climate of secondary schools are defined and briefly discussed as follows.

2.3.1 Supportive Principal's Behavior

Supportive principal behavior is defined as a genuine concern for the personal and professional welfare of teachers. It is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. The supportive

principal is visible, approachable and open in discussion. Furthermore supportive behavior is directed towards both the social needs and task achievement of the faculty (Kottkamp et al., 1987: 42; Hoy and Tarter, 1997:43; and Hoy and Clover, 1986: 101).

Researchers suggest that principals should develop supportive behavior so as to satisfy teachers' social and professional needs and thereby to build commitment among them in order to achieve the objectives of their school. It is generally assumed that teachers work more efficiently and effectively in school where the principals have made conscious efforts to take into account the teachers' desires and drives. In support of this Jonston and Venable (1986: 10); and Robbins (1991:573) suggest that the behavior of the principal is a major determinant of teachers' satisfaction. This implies that teachers' satisfaction and commitment is high when the principal understands and friendly, offers praise for good performance, listens to teachers' opinions, and shows a personal concern for teachers. Consequently, supportive behavior of a principal is an essential factor so as to secure the most from the faculty in achieving the school goals and at the same time satisfy social and professional needs of the teachers and other faculty members.

2.3.2 Directive Principal's Behavior

Directive principal's behavior is characterized by the principal's rigid and domineering supervision. A directive principal rules teachers with an iron fist, talks more than listens, dominates teachers-principal conferences and generally autocratic (Kottkamp et al., 1987:41). A principal of such a behavior maintains close and constant control over all teachers and school activities down to the smallest details (Hoy and Tarter, 1997:43). This behavior of the principal may, at its worst, be equated with the principal's thinking of him/herself as the only brain of all other members of the faculty. A directive principal relies on directives, rules and procedures instead of conferences and he/she lacks compliments to teachers. A directive principal believes that he/she knows what is 'best', and that teachers have to be obliged to follow orders. Moreover, such a principal assumes that teachers have to be directed, persuaded, and pushed into performance, and it is the principals' responsibility to assure that this is the case in his/her faculty. Directive principal's behavior, though, may be useful in situations where employees are

relatively untrained, unskilled and unmotivated; in schools where most of the members are professionals, it would rather reduces teachers' commitment. In support to this stand, Blase (1987:203-210), in his research work reports that non-supportive or directive principals undermine teachers' authority and informal bases of respect; contribute to strong feelings of resentment and alienation in teachers and adversely affect teachers self-concept and self-esteem, reduce teachers' creative, emotional, technical and intellectual investment in their work; and lead teachers to develop negativism in the school as a whole.

2.3.3 Engaged Teacher Behavior

Engaged teacher's behavior is characterized by high faculty morale. Such a behavior is reflected in a situation where teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other, but also committed to the success of their students, are friendly with students, trust students, and are optimistic about the ability of their students to succeed (Kottkamp et al 1987:42, Hoy and Miskel, 1987:235). On the other hand, teachers with a low engagement, lack meaning and focus to professional activities; they will be non-productive in group efforts; they will have no common goal orientation and will often become critical of their colleagues and the school (Hoy and Clover, 1986: 101). Hence, as Kottkamp et al., (1987:47) note, "Teachers engagement is a critical element of openness of secondary schools."

2.3.4 Frustrated Teacher Behavior

Frustrated teacher behavior refers to a general pattern of interference from administration and colleagues up on teachers that distract teachers from the basic task of teaching. It includes routine duties, administrative paper work, and assigned non teaching excessive duties (Kottkamp et al., 1987: 42). It is a behavior whereby teachers (individuals) exhibit that they are blocked to reach their goals. It is therefore opposite of engaged teacher behavior, and is the behavior which teacher exhibits due to the interference from both the principal and the group itself. Teachers could be causes for frustrated teacher behavior when they lack mutual respect and good will among themselves. However, as Davis and Newstorm (1989:487) indicate, management and

coworkers are some of several sources of frustration. According to them for example the work itself, the level of motivation or drive toward a blocked goal, etc could be causes of frustration.

Davis and Newstrom (1989:488) also note that if individuals live with their frustration for a long-run it begins to build emotional disorders that interfere with their ability to function effectively; and they also have cited that aggression, apathy, withdrawal, regression, fixation, physical disorders, and substitute goals are some of the reactions that would follow frustration. They suggest that counseling can help reduce frustration of employees to choose mature course of action in overcoming constraints preventing goal accomplishment in one hand, and the counselor can also advise the management (the principal) regarding blockages upon the employees so that he/she would try to avoid or reduce the blockages.

2.3.5 Intimate Teacher Behavior

Intimate teacher behavior, according to Kottkamp et al., (1987:42), refers to a strong and cohesive network of social relationships among the faculty. Teachers know each other well, are close personal friends and are regularly socialize together. As Halpin (1966:151) and Kottkamp et al. (1987:46), have noted the friendly social interactions are limited to the social needs satisfactions which are not necessarily associated with task accomplishment. Robbins, (1991:611), on the other hand, indicate that for employees whose work associates are unhelpful and even actively hostile, friendly or intimate relationships and social support could be found outside the job or their colleagues. In short, intimate teachers' behavior reflects a strong and cohesive network of social relations among the teachers where task accomplishment does not seem pertinent to it.

2.4 Two General Factors of the Organizational Climate of Secondary Schools

Kottkamp et al., (1987:48), in their effort to revise the previous OCDQ which was based on Halpin and Croft's (1963) conceptual formulation in pursuit of an open-closed continuum, have performed a second order factor analysis on the correlation matrix of the scores on the five dimensions (subscales) of the OCDQ-RS. They have found that supportive, directive, engaged, and frustrated behaviors load strongly on factor I, while

intimate teacher behavior is the only subscale to load strongly on factor II. According to Hoy and Miskel (1987:235) the first factor is remarkably similar to Halpin and Croft's conception of openness. Thus, it was named as "openness" and conceptualized along a continuum from open to close. As the analysis showed, intimacy stood alone to form the second general factor and hence it was not part of the openness cluster in the organizational climate of the secondary schools.

From the above discussion, it seems reasonable to assume that openness which is defined by the most dimensions of the OCDQ-RS: supportive, directive, engaged, and frustrated is a major factor while intimacy which is formed only by one subscale: the intimate behavior of the secondary school teachers is a minor factor. These two general factors are briefly discussed in some detail in the subsequent sections.

2.4.1 Openness

As described earlier, openness is the major factor of the organizational climate of the secondary schools. According to Kottkamp et al., (1987:48), Halpin (1966:174), and Hoy and Tarter (1997:44), when the degree or score of openness is high, the organizational climate is considered relatively open, whereas a low degree of openness is considered relatively as a closed organizational climate. An open secondary school organizational climate is characterized by the open principal and teacher behaviors. The open principal behavior is marked by a helpful concern for the ideas of teachers, and freedom and encouragement for teachers to act independently (Hoy & Tarter, 1997:44; Kottamp et al., 1987:45-46). On the other hand the open teacher behavior is characterized by sincere, positive, and supportive relationship among the teaching staff, administrators and students. Consequently, the open organizational climate of secondary schools refers to both teachers' and principal's behaviors that are authentic, energetic goal-directed, and supportive (Hoy and Tarter 1997:44; Kottkamp et al., 1987:45-46; Hoy and Clover, 1986:236; Hoy and Miskel, 1987:106-107). Supporting this position Gorton et al (1988: 220) and Halpin(1966:190-192) have also characterize, open climate by authenticity on the part of both the principal and the staff. They add that in open climate leadership acts emerge from both sources: the leader and the group, as needed, and the principal emphasize an appropriate mix of task

orientation and consideration for the social need satisfaction of the group. The closed organizational climate of secondary schools, as opposed to that of the open climate, is characterized by closed behaviors of both the principal and the teachers. In other words, principal's behavior is rigid, close, and non-supportive while teachers' behavior is marked by meaninglessness, divisiveness, apathy, nonsupport and intolerance. This position is also supported by Hoy and Tarter (1997:45) and Gorton et al., (1988:220) when they write.... "In closed climate the principal and teacher simply go through the motions, with the principal stressing routine trivia, and unnecessary busywork and teachers responding minimally and exhibiting little commitment to the task at hand." Therefore, it seems possible to assume, in general that closed climate is undesirable as it cripples both the staff and the students in such a way that teachers obtain little satisfaction in both task accomplishment and social needs satisfaction where as the principal would be ineffective in leading the activities of the faculty.

2.4.2 Intimacy

Intimacy is the second general factor which is independent (not part) of the openness cluster (Hoy and Miskel, 1987: 235). This implies that schools could be either open or closed and still demonstrate a high or a low degree of intimacy among the faculty. Kottkamp et al., (1987:46) also note that unlike the original OCDQ, the revised measure for the organizational climate of secondary schools has two general factors that are independent. Thus, it follows that open school climates may or may not have intimate teacher interactions. Consequently intimacy is neither a sufficient nor a necessary condition for openness of secondary schools. Hence, as concluded by Kottkamp et al., openness and intimacy are independent aspects (factors) of the organizational climate in secondary schools.

2.5 Correlates of Some Specific Characteristics of Schools to Perceptions of the Organizational Climate of Schools

The review of literature shows that some particular characteristics of schools like school size, education attainment of principals and teachers, length of teaching and administrative experience, age and sex of principals and teachers may influence the

staff perceptions of their organizational climate of schools. For example as reported by Thomas (1976: 451-452) large schools were to have been related significantly with less open climate in the United States and Australia. Regarding biographical and personality characteristics of principals and teachers, Halpin and Croft (1963) cited in Thomas (1976:452) have indicated that the number of years of teaching and administrative experiences of principals and teachers have been examined in relation to climate. Accordingly, they have identified that teachers and principals with more teaching experiences and principals with less administrative experiences tended to have the more open climate. On the other hand, Thomas (1976:452), from his review of the studies of several investigators has reported that the number of years of teaching and administrative experiences of principals and teachers have no significant relationships with organizational climate of schools. Likewise the same author has reported that no relationship was found between the school climate, and the age and sex of school principals; female principals tend to develop a more open climate than did male principals; and no significant relationships between climate, age and sex of teachers. Nevertheless other researchers Marcum (1968) and McLeod (1969) cited in Thomas (1976:452) have found some evidence to link younger teachers with closed climates and older teachers with more open climates.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research design, the study population and the sampling techniques, data collection instruments and procedures, the methods of data analysis, the statistical tools and tests of significance employed for the purpose of data analysis were presented.

3.1 The Research Design

A descriptive survey approach was designed to conduct the study based on the assumption that it would serve to identify the level of differences among the secondary schools in the status of their organizational climate and the relationships of some school specific variables with the general dimensions of the organizational climate of secondary schools. The appropriateness of the approach for study of such a purpose was noted by Best and Kahn (2005, 129) and Hoy and Tarter (1997:7).

3.2 The Study Population and Sampling Techniques

The population for the study includes teachers and principals of secondary schools in the sample woreda education offices, secondary school supervisors of the sample woredas and zonal education office supervisors of secondary schools in Guji zone.

There were 13 woredas each having one secondary school (as listed in appendix A), of the zone when the study has been conducted in 2008/09 academic year. Of these 6(46.15%) woredas were chosen by simple random sampling technique for the study. This was then followed by just taking their secondary schools to be included in the study. In doing so, it was intended that each woreda of the zone would get equal chance to be included in the study and the data thus obtained would be representative of the zonal secondary schools. Accordingly, the schools included in the study were those listed in appendix D. Subjects of the study were then selected from each of the secondary schools using probability (simple random sampling) and non probability (purposive and availability sampling) techniques as follows.

School principals and supervisors of secondary schools at woreda and zonal education offices were purposefully included for the study due to their positions. On the other hand, male subject teachers from each of secondary schools were included by using quota sampling technique due to slight variations of the number of teachers in the schools considered while female teachers of the schools were included for the study using availability sampling technique because of their limited number in each of the schools. The study included a total of 89 randomly chosen teachers and 6 purposefully included principals (or vice principals) of the secondary schools. Moreover, 7 supervisors of secondary schools (1 from the zone and 6 from districts education offices) were included to be subjects of the study using purposive sampling so as to obtain supplementary information about the secondary schools of the zone in relation to the purposes of the study. These were adding up to 102 subjects for the study.

3.3 Data Collection Instruments and Procedures

The instruments employed for data collection were questionnaire, interview and document analysis. The questionnaire (OCDQ-RS) which consisted of 34 items revised and designed by Kottkamp et al., (1987) in Rutgers University, to be used for secondary schools was adapted by clarifying some terms and statements which were thought could be ambiguous to the respondents. Moreover, one item of the instrument (student government has an influence on school policy) was omitted for it was thought not experienced in Ethiopian secondary schools context. The response format for each item of the instrument involves a four-point likert scale measuring the frequency (rarely occurs, sometimes occurs, frequently occurs, and very frequently occurs) with which a particular behavior of interest is observed.

Pilot Testing of the Instrument

A 33-items modified (Appendix B) questionnaire was first administered to 25 randomly selected teachers of Adola secondary and preparatory school of Guji zone which was not in the selected schools. After it had been completed by these teachers each item of the questionnaire was examined to detect ambiguous and unclear statements and necessary modification were made.

In addition, Cronbach's alpha was calculated to examine the internal consistency of the items of each subtest or dimension of the organizational climate of secondary schools (See appendix E for computational formula). Accordingly, the reliability scores for the five subtests were as shown by alpha coefficients below.

Subtests	Number of items	Reliability (alpha)
Intimate	4	0.75
Frustrated	6	0.64
Engaged	9	0.74
Directive	7	0.75
Supportive	7	0.78
Total	33	

As the observed alpha coefficients were good indicators of the internal consistency of the items under each of the subtests, the questionnaire was found to be useful for the purpose intended.

Semi-structured interview was first designed in English and then its Afan Oromo version was presented to the sample woreda education offices' secondary school supervisors and to the secondary schools' supervisors at the zonal level. This was aimed at obtaining information regarding teachers' and principals' behavior, students' behavior and their achievement, the overall working relationships among the school faculty, and some major problems prevailing in the secondary schools in relation to their working relationships.

In addition to the data obtained through questionnaire and interview, information pertaining to the secondary schools' principals and teachers of the secondary schools of the study and the rest zonal secondary schools were secured from their respective districts education offices, from the zonal education office and from OEB documents.

3.4 Methods of Data Analysis

The data gathered from the respondents and relevant document using the various instruments were analyzed based on the purpose of the study. To this end, the responses were categorized with respect to each of the secondary schools involved, and then according to the subtests they were designed to measure for each of the schools. The analysis of the responses of the respondents in each of the schools was then followed. Accordingly, first the point value given for each negative item (i.e., items which refer to directive principal behavior and frustrated teachers behavior) were reverse scored. When an item is reverse scored, rarely occurs receives a 4, sometimes occurs a 3 scores and so on (Hoy and Tarter, 1997:46). Each response was then associated with the four-point scale i.e., very frequently occurs=4, frequently occurs=3, sometimes occurs=2, and rarely occurs=1) and an average school score for each item was computed by adding all the respondents' scores on each item and then dividing the sum by the number of respondents in the school. The items average school scores were added to obtain the school scores for each of the subtests (i.e., supportive, directive, engaged, frustrated, and intimate behaviors) which represent the organizational climate profile of the secondary school (Hoy and Tarter, 1997:50).

Openness and intimacy were discussed to be the two general dimensions of the organizational climate of secondary schools (Kottkamp et al 1987). Thus, scores for openness were determined by the sum of the scores of the four subtests: supportive, directive, engaged and frustrated behaviors of the principal and teachers, while scores for intimacy were determined by the scores of the remaining one subtest the intimate behavior of teachers for each of the schools. Then, the mean and the standard deviation scores for each of the two general climate dimension of secondary schools were computed across the secondary schools involved in the study.

To answer the first and second basic questions of the study, which were to identify whether there is a significant difference among the secondary schools in the general dimensions: Openness and intimacy of the organizational climate of schools, one-way analysis of variance (ANOVA) test was used. This was followed by Scheff'e test to indicate the differences between each pair of schools and to decide in which group of schools the organizational climate was open or closed.

To answer the remaining three basic questions of the study, i.e., to determine the relationship of principal's and teachers' personality variables with the general dimensions (Openness and intimacy), Chi-square (χ^2) test was used. To this end, the grand median test was used to categorize the responses of the respondents for openness measures (supportive, directive, engaged, and frustrated subtests) into open and closed. This was done by listing the perception score of each respondent under the group she/he belongs in the personality variable of interest for which the relationship was to be determined. The grand median was computed by combining the scores of the groups to form a single distribution. The scores in each group were then compared with the grand median. If the particular score is above the grand median, the observation was assigned to the "above median category" which reflects open climate. If the scores fall below the grand median, the observation was assigned to the "below median category" which corresponds to closed climate. Likewise, the scores of intimacy were categorized into high and low using the grand median for the distribution of the intimacy scores and the relations between principals and teachers' personality variables and intimacy were tested employing the same procedures.

Throughout the analysis the 0.05 level of confidence was used to indicate statistical significance of differences and relationships.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter of the thesis, presentation, analysis and interpretation of the data collected from the respondents in relation to the purposes of the study is treated. The subjects for the study were teachers and principals of secondary schools and secondary school supervisors of district and zonal offices of the education offices of Guji zone.

The secondary school supervisors at the districts and the zonal offices of education were considered in this study to obtain information pertinent to the organizational climate of secondary schools of the zone in general, and of those secondary schools of the study in particular by using a semi-structured interview designed and conducted to them.

A total of 95 questionnaires were distributed to the subject teachers and purposefully considered principals (vice principals) of the secondary schools of the study. Out of these questionnaires 91(95.78%) were completed by the respondents and returned. Based on the responses obtained from the respondents, presentation, analysis and interpretation of the data are dealt with in the subsequent sections of this chapter.

4.1 Characteristics of Respondent

The data regarding the personality characteristics of the respondents like their sex, age, level of education, and length of teaching as well as administrative experiences are summarized in Table 2 as follows.

Table 2 Summary of the personality characteristics of the Respondents

Ser. No	Items	Respondents	
		No	%
1	sex :		
	a. Male	85	93.41
	b. Female	6	6.59
	Total	91	100.00
2	Age :		
	a. 20-30	60	65.93
	b. 31-40	21	23.07
	c. 41 or above	10	11.00
	Total	91	100.00
3	Level of Education:		
	a. Diploma	14	15.38
	b. Degree (BA/BSC/BED/	77	84.62
	Total	91	100
4	Length of Teaching Experience:		
	a. 1-10 years	66	72.53
	b. 11-20 years	13	14.28
	c. 21 or more years	12	13.19
	Total	91	100
5	Length of Administrative Experience (as a school principal):		
	a. 1-5 years	4	66.67
	b. 6-10 years	2	33.33
	Total	6	100

As can be seen from Table 2, 93.41% of the respondents were male while only 6.59% of them were female teachers. This reveals that women involvement as a teacher in the secondary schools of the zone is negligible, as it could be the case in many secondary schools of the country in general. This might be for the fact that there were less number (as compared to the males) of female trainees who joined the higher educational institutions of the country to be qualified as secondary school teachers, as a result of which only these few female trainees might be able to complete the program and then

be employed as teachers in the secondary schools of the country. The fact that the zone under consideration is a relatively remote zone in Oromia national regional state might also worsen the problem for the female teachers to work in the secondary schools of the zone.

Regarding the respondents' age, the majority 65.93% were in the age group of 20-30 years old. On the other hand only 11.00% of them were 41 years old or more while the rest 23.07% of the respondents were in the age group of 31-40 years old.

The table also shows that 84.62% of the respondents were qualified to a first degree level and only a few, i.e., 15.38% were qualified to a diploma level. The data on educational level may reveal that the qualification of teachers of the sample secondary schools almost fulfills the minimum standard set for secondary school(9-12) teachers by the MOE of the FDRE (MOE, 2005 Annex 1:i).

Concerning years of service of teachers the data in the table shows that 72.53% of them have served between 1-10 years, 14.28% have served for 11-20 years, and the rest 13.19% had served for 21 or more years. Likewise, the data from the table reveals that 66.67% of the principals had administrative experiences of 1-5 years, and only 33.33% of them had administrative experiences of 6-10 years.

4.2 The Difference among the Degrees of Openness of the Secondary Schools

It is a common observation that schools differ in their social working environments. In relation to this, Halpin (1963), cited in Silver (1983:181), has noted: ".....anyone who visits more than a few schools quickly observes how schools differ from one another in their feel." In support of the same view, Thomas (1976:444) has also noted "Regardless of their apparent similarity in structure and function organizations, differ in the 'impact' they make on both external and participant observers ...". In this study, degree of openness was considered as a variable of the organizational climate of schools to find out whether the secondary schools of the zone differ in their organizational climate. To this end, one-way analysis of variance (ANOVA) test was used to determine whether there existed a statistically significant difference among the secondary schools in their

organizational climate degree of openness. Table 3 presents the summary of this analysis.

Table 3 Summary of One-way ANOVA for School Openness

Source of Variation	Sum of Square (SS)	Degrees of Freedom	Mean squares (MS)	$F = \frac{MSb}{MSw}$
Between schools	6132.748	5	1226.549	*17.00
Within schools	6131.434	85	72.134	
Total	12,264.182	90		

*Shows Statistical Significance of the F value at $\alpha = 0.05$ Level

As shown in Table 3, the result of the one-way analysis of variance reveals that there were statistically significant differences among the mean scores of the study groups (secondary schools) with respect to their perceptions of the organizational climate degree of openness ($F_{\alpha}(5, 85) = 2.32$). However, as the one-way ANOVA could not determine the group(s) which contributed to the significant differences observed, a pair wise comparison of the study groups was necessary to determine the study group(s) which contributed to the observed significant differences. Accordingly, Scheff'e pair wise comparison test was used. To this end, the six schools were represented by numbers 1, 2, 3, 4, 5, and 6; as arranged in rows and columns shown in Table 4, so as to easily see the 15 distinct possible pairs of the schools. Then, Scheff'e test values S for each pair of groups of the secondary schools considered were computed (see the computational formula in appendix F). The results obtained were those presented in Table 4 below.

Table 4 Scheff'e Test Results for School Openness

school	1	2	3	4	5	6
1	-	2.00	2.28	-3.28*	-4.17*	2.23
2		-	0.46	-5.13*	-5.91*	0.40
3			-	-5.10*	-5.81*	-0.05
4				-	-0.92	5.05*
5					-	5.75*
6						-

* Shows Statistical Significance of the S value for each pair of schools at $\alpha = 0.05$ Level

In Table 4, the schools numbered 1, 2, 3, 4, 5 and 6 can be referred to as:

School 1= Bore, School 2= Uruga, School 3= Me'e Boko,

School 4=Nagelle, School 5= Shakiso, and school 6= Wadera

The Scheff'e test results for each pair of schools were thus compared to the Scheff'e test criterion value ($C=3.05$, which was computed for the test using its computational formula presented in appendix F) to determine the statistical significances of differences between the respective pairs of schools.

As can be seen from Table 4, the pair wise comparison reveals the presence of significant mean differences between the group of schools numbered 1, 2, 3, and 6 (Bore, Uraga, Me'e Boko and Wadera respectively) and the rest two groups of schools numbered 4 and 5 (Nagelle, and Shaksio respectively). Moreover, the comparison indicates that there was no statistically significant mean scores variation among the four schools in the former group and between the two schools of the latter group. Consequently, the six secondary schools of the study were categorized into two distinct groups with respect to the degree of openness of their organizational climates as: the group of Bore, Uraga, Me'e Boko, and Wadera secondary schools; and the other group of Nagelle and Shakiso secondary schools. A close observation of the mean perception scores of the sample secondary schools (see appendix D) showed that the four secondary schools of the former group were found to have mean scores (69.61, 63.2, 61.5 and 61.7 respectively) which relatively tend to a less open (more of closed) end of the continuum while the rest two schools of the latter group had mean scores (79.3 and 82 respectively) that tend relatively to a more open end of the openness continuum in the organizational climate of schools.

The information from interview conducted with the secondary school supervisors at the respective districts of the education offices and at the zonal education office, though mixed for some districts, seems to conform with the findings above for the majority of the school districts and the zonal education office. For instance, the district education office supervisors of Uraga and Wadera secondary schools have reported that teachers and principals of their respective secondary schools have a good working relationships, are committed to their work; teachers help their students who have learning difficulties and need extra support, and their school staff could be assumed to have a good morale of work. However, the perception mean scores of these secondary schools had shown to the contrary that the schools were less open (more of closed) in their organizational

climate which would not be the case, if the information from the interview were to hold true. On the other hand, the information of the interview with the zonal education office supervisor indicated that the zonal secondary schools could not generally be categorized in the same group concerning the working relationships and interactions among their respective staff members. Accordingly, the supervisor reported that in some secondary schools of the zone like Uraga, Me'e Boko, and Wadera, the working relationships of teachers and principals as well as the rest of their staff members were not as interesting as those in Shakiso and Nagelle secondary schools, which seem to agree with the statistically significant perception mean score differences of the schools' degree of openness.

The fact that the majority of the secondary schools of the study were found to be relatively less open (more of closed), generally, implies that most of the teachers might be dissatisfied with their school working environments. This could be due to various reasons like the teachers' poor living conditions in those secondary schools of a relatively remote zone in the region, disappointing management practices at school and/or district level education offices, and possibly other factors.

4.3 The Difference among the Degrees of Teachers' Intimacy of the Secondary Schools

Teachers' intimacy is the second general factor of the organizational climate of secondary schools. It is the measure of the strengths and cohesiveness of the interactions and relationships among the staff members of the secondary schools. As such it indicates to what extent the teachers are close personal friends to one another, regularly socialize together, adequately know each other and cooperative in their social matters. The fact that schools generally differ in their organizational climates could also be attributed to differences among schools in relation to their degrees of teachers' intimacy.

In order to test whether there was a significant difference among the secondary schools, with regard to their degrees of teachers' intimacy one-way ANOVA was employed to process the perception scores of the respondents as summarized in Table 5 below.

Table 5 Summary of One-Way ANOVA for Degree of Teachers' Intimacy

Sources of Variation (schools)	Sum of Squares (SS)	Degrees of Freedom	Mean Squares (MS)	F
Between	134.631	5	26.926	6.08*
Within	376.269	85	4.427	
Total	510.900	90		

* Shows Statistical Significance of the F value at $\alpha = 0.05$ Level

The result of one-way ANOVA shown in Table 5 reveals that there were statistically significant differences among the mean perception scores of the study groups (secondary schools) in their degrees of teachers' intimacy ($F_{\alpha} (5,85) = 2.32$). Pair wise comparison was necessary to determine which of the study groups (schools) contributed to the differences observed. Thus, Scheff'e test was once again employed with the same procedures as for the case of schools' degrees of openness to compute the necessary S values for the test. The S values obtained were also compared to the same criterion value ($C=3.05$) that was used for schools' degrees of openness. The Scheff'e test results were as summarized and presented in Table 6 next.

Table 6 Summary of Scheff'e Test Results for Degree of Teachers' Intimacy

school	Bore	Urage	Me'e Boko	Nagelle	Shaksiso	Wadera
Bore	-	0.93	1.56	-1.54	-2.89	-2.77
Urage		-	0.68	-2.38	-3.64*	-3.44*
Me'e Boko			-	2.88	-4.01*	-3.82*
Nagelle				-	-1.41	-1.53
Shaksiso					-	-0.36
Wadera						-

*Shows Statistical Significance of the S Values at $\alpha = 0.05$ Level

As can be seen from the summary of Scheff'e test results of Table 6, the mean perception scores for the degrees of teachers' intimacy at Bore and Nagelle secondary schools were found to have no statistically significant differences from the rest of

secondary schools. These two secondary schools could thus be categorized in one group with respect to the degrees of their teachers' intimacy. On the other hand, the mean perception scores of Uraga and Me'e Boko secondary schools differed significantly and similarly from those of Shakiso and Wadera secondary schools. This would imply that Uraga and Me'e Boko secondary schools were in one group while Shakiso and Wadera secondary schools could be categorized in the other group in relation to the degrees of their teachers' intimacy. Moreover, as Bore and Nagelle secondary schools did not significantly differ from the rest secondary schools of the study they could share the degrees of teachers' intimacy of the group of Uraga and Me'e Boko secondary schools on the one hand, and that of Shakiso and Wadera secondary schools on the other. From this, it seems possible to assume that Bore and Nagelle secondary schools lie in between the other two relatively extreme groups of the remaining secondary schools in the degree of their teachers' intimacy.

A further examination of the mean perception scores of the secondary schools for teachers' intimacy (in appendix D) depicts that Uraga and Me'e Boko secondary schools (mean scores: 8.60 and 8.00) correspond to a group of relatively low level of teachers' intimacy, Bore and Nagelle (mean scores: 9.29 and 10.35) correspond to a second group with a moderate degree of teachers' intimacy, and Shakiso and Wadera secondary schools (mean scores 11.27 and 11.60) correspond to a third group of a relatively high degree of teachers' intimacy.

An interview was also conducted with the districts' education offices supervisors of the secondary schools to elicit information pertinent to the degree of teachers' intimacy. Irrespective of the findings from the teachers' perception analysis of their intimacy that revealed the existence of significant differences among them, the supervisors generally tended to report that the degree of teachers' intimacy in their respective secondary schools was some what moderate (i.e., not low, not high). This might be due to the fact that the supervisors' observation of the secondary school teachers in this regard is too general as compared to the issues related to the main duties of teachers- the teaching learning processes.

In general, a more closer examination of the results of the analysis of perception scores in Tables 4 and 6 indicates that, though the secondary schools of Nagelle and Shaksio were found to be relatively more open, they were found to be in different groups with regard to the degrees of their teachers' intimacy, i.e., Shaksio secondary school was found to have a relatively high degree of its teachers' intimacy while Nagelle secondary school was found to have a moderate degree of its teachers' intimacy. Likewise, Wadera secondary school was in the group of schools with a relatively less open (more of closed) of the openness continuum but in the degree of its teachers' intimacy it was found to be in the group with a relatively high degree of teachers' intimacy. An explanation for such a situation to exist simultaneously in the same school might be due to the fact that teachers of a school might have tended to their unity and social matters (for various reasons) at the expense of the duties and responsibilities expected of them to meet the school's objectives. Early research results, for instance, by Kottkamp et al (1987) also acknowledged such a finding noting that the degrees of school openness and teachers' intimacy are the two independent aspects of the organizational climate of secondary schools: the existence of one can neither be a necessary nor a sufficient condition for the existence of the other in a secondary school.

4.4 The Relationship between Teachers' Personality Characteristics and School Openness

It was one of the specific objectives of this study to examine the possible relationships that could exist between teachers' personality characteristics like sex, age, level of education and the length of teaching experience, and the perceived degrees of their school openness.

One of the factors for the variation of the degrees of openness among schools is due the variation in the quality of teachers' group interaction behaviors. In support to this, Kottamp et al (1987) have indicated that the behaviors of teachers have a great impact on the degree of openness of secondary schools. These writers have, for instance suggested that engaged teaches' behavior contributes for the development of secondary school openness while frustrated teachers' behavior lessens the degree of secondary school openness. It was from this background that this researcher was interested to

examine the relationships that could exist between those described teachers' personality characteristics and the perceived degree of their secondary school openness.

For various reasons such as their cultural backgrounds female teachers are generally believed to be more sympathetic, conscientious, and kindly than their male teacher counterparts, which may result in perceptual differences between the two groups regarding the degree of their school openness. Consequently, an attempt was made to examine the relationship of teachers' sex with the degree of openness of the secondary schools. To this end, chi-square (χ^2) test was employed to test the existence of a significant relationship between teachers' sex and the degree of their school openness, as summarized in Table 7.

Table 7 Summary of Teachers' Perceptions of the Degree of School Openness in Relation to their Sex

	Degree of School Openness				χ^2
	Open		Closed		
	NO	%	No	%	
Males (N=85)	40	47.05	45	52.94	0.858
Females (N=6)	4	66.67	2	33.33	
Total (N=91)	44	48.35	47	51.65	

$P > 0.05$ ($\chi^2_t = 3.842$)

A consideration of the percentages of respondents in Table 7 shows that the majority of female teachers (66.67%) perceived their organizational climate of schools to be more open than their male teacher counterparts (47.05%) who perceived their organizational climate of schools to be relatively more open. On the other hand the χ^2 test reveals that there was no statistically significant perception difference between the two sub-groups of teachers concerning the degree of their school openness. The absence of a statistically significant difference between the perceptions of the two sub-groups of teachers may be attributed to the small number of female teachers in the secondary schools of the study area (see appendix A) which, in turn, resulted in small number of female teachers included from the secondary schools considered for the study. However, this finding was found to be supported by similar findings of the early

researchers: Brinkmeier, Jones, Wall cited in Thomas (1976:452) who have reported the lack of a significant relationship between school climate and sex of teachers.

Teachers of a given school are expected to be composed of varying age groups. In the context of the Ethiopian education system, of the present time, a teacher candidate is expected to be trained for at least three years in teachers' colleges for 10+3 teacher's qualification of a diploma level after his/her completion of the subsequent 10 years of general education. So, it seems reasonable to assume that the minimum age of qualified teacher with at least a diploma level and employed as a teacher in secondary schools of the country is 20 years old. Based on this, teachers of the secondary schools of this study were categorized, for the purpose of the study, into three age groups which were assumed to consist of the group of younger teachers of 20-30 years old; the second group of middle aged teachers of 31-40 years old; and the third group of older teachers of 41 or more years old. The reason behind considering the age factor with teachers' perception of the degree of their school openness was because of the general assumption that teachers of different age groups have perceptual differences about various issues of their school including the degree of their school openness. Consequently, χ^2 - test was made to check the existence of a significant relationship between the age of teachers and their perception of school openness. The result is summarized as shown in Table 8.

Table 8 Summary of Teachers' Perception of their School Openness as a Function of their Age

Respondents' Age	Degree of School Openness				χ^2
	Open		Closed		
	NO	%	No	%	
20-30 (N=60)	26	43.33	34	56.67	* 7.938
31-40 (N=21)	16	76.19	5	23.81	
40 or more (N=10)	7	70.00	3	30.00	
total (N=91)	49	53.85	42	46.15	

* Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level

As can be seen from Table 8, the chi-square test reveals a statistically significant difference among the three age groups of the respondents ($\chi^2 = 7.938$, $P < 0.05$). This

result implies that there was a significant relationship between teachers' age and their perception of the degree of openness of their organizational climate of school.

The consideration of percentages of respondents in the three age groups from Table 8 reveals that the majority of the middle aged and the older aged (76.19% and 70% respectively) teachers perceived the degree of their school openness to be more open, while the majority (56.67%) of the younger aged group of teachers perceived the degree of their school openness to be less open (more of closed). This finding of the present study was in agreement with some of the earlier findings. For example Brinkmeier, 1967, Eberlein (1967), McLeod (1969) cited in Thomas (1976:452) have found some evidence to link younger faculties with a closed and older faculties with a more open climates. On the other hand, Zenebe (1996:67) has reported a non-significant relationship between the age of teachers and their perception of their school climates openness. The variation of the findings of the present study and that of Zenebe (1996:67) might be due to factors related to the changing conditions of the past and the present secondary schools and possibly other situational factors.

Educational qualification of teachers is one of their personality variables, which is generally believed to influence teachers' perception of the degree of their school openness. To check whether there existed a relationship between this variable of teachers with the perceived degree of schools' openness, χ^2 test was employed as summarized in Table 9 below.

Table 9 Teachers' Perception for School Openness as Grouped by their Level of Education

Respondents' Level of Education	Degree of School Openness				χ^2
	Open		Closed		
	NO	%	No	%	
Diploma (N=14)	5	35.71	9	64.29	1.682
BA/BSC/BED (N=77)	42	54.55	35	45.45	
Total (N=91)	47	51.65	44	48.35	

P > 0.05

In the summary of the χ^2 test of Table 9, from the percentages of the respondents in the two sub-groups of the level of educational qualification, it seems that the majority (64.29%) of diploma level qualified teachers perceived the degree of their school openness to be less open (more of closed) while the majority (54.55%) of the first-degree level qualified teachers perceived the degree of their school openness to be more open. However, this difference in perceptions of the two sub-groups of teachers was not found to be statistically significant by the χ^2 -test. Hence, there was no sufficient evidence from this study to associate the educational qualification of teachers with their perceptions of the degree of openness in their organizational climate of schools.

The length of teaching experience of teachers is commonly assumed to provide opportunity for the teachers develop their professional competency and improve their interpersonal group interactions. Hence, it seems reasonable to assume that the length of teaching experiences may also influence teachers' perception of the degree of their school openness. Consequently, the study has also considered this factor of teachers to examine its relationship with their perception of the degree of their school openness. Thus teachers were categorized into three sub-groups based on their length of teaching experiences and χ^2 -test was employed to check the existence or absence of such a relationship between the two factors as summarized in Table 10 that follows.

Table 10 Summary of the χ^2 test between Length of Teaching Experiences and Teachers' Perception of their School Openness

Length of Teaching Experience (in years)	Degree of School Openness				χ^2
	Open		Closed		
	NO	%	No	%	
1-10 (N=66)	30	45.45	36	54.55	5.382
11-20 (N=13)	10	76.92	3	23.08	
21 or more (N=12)	8	66.66	4	33.33	
total (N=91)	48		43		

P > 0.05

As can be seen from Table 10, the χ^2 result shows absence of a statistically significant difference among the perception of the respondents in the three sub-groups of teachers ($\chi^2 = 5.382$ while the Table value of χ^2 i.e., $\chi^2 = 7.377$ is larger than the observed χ^2 value). Some earlier findings in relation to this issue, for instance, those of Brinkmeier (1967) and Hall (1967) cited in Thomas (1976: 452) have found a similar finding that the number of years of teaching has no significant relationship with the degree of organizational climate openness of schools.

4.5 The Relationships between the Personality Characteristics of Teachers and their Intimacy

As discussed earlier, teachers' intimacy is the second general dimension of the organizational climate of secondary schools which, according to Kottkamp et al. (1987), is independent of the openness dimension with which the relationships of the personality characteristics of teachers were previously examined.

Intimacy is the measure of teachers' social cohesiveness, and is a group behavior of teachers. The social interaction of teachers, whether it is related to their teaching profession or their social matters of interest, is developed through their group interactions. It is thus possible to assume that teachers are directly involved in the development of their intimacy. Based on this assumption, this study has attempted to examine the relationships of teachers' personality characteristics, like sex, age, level of education, and the length of teaching experience, with the perceived degrees of teachers' intimacy.

In order to check whether there was a relationship between teachers perception of their intimacy as grouped by their sex, the respondents' perception scores of teachers' intimacy were compared with the perceived degrees of teachers' intimacy where the degree of teachers' intimacy was categorized as high or low with the respect to the grand median of intimacy scores of the respondents. Then χ^2 -test was made to compare male and female teachers' perception of their intimacy, and was as summarized in Table 11 below.

Table 11 Teachers' Perception of the Degree of their Intimacy as Grouped by their Sex

Respondents' Sex	Degree of Teachers' Intimacy				χ^2
	High		Low		
	NO	%	No	%	
Male (N=85)	38	44.71	47	55.29	0.2942
Female (N=6)	2	33.33	4	66.67	
Total (N=91)	40		51		

P > 0.05

The value of χ^2 test in Table 11 was found to be smaller ($\chi^2 = 0.2942$ as, $\chi^2_{cr} = 5.0239$) and hence the relationship between the perception of male and female sub-groups of respondents and teachers' degree of intimacy was not statically significant. Again, the absence of a significant relationship between the perception of respondents with the respect to their sex and teachers' degree of intimacy might be attributed to the less percentage of female respondents included in the study and possibly other factors. Of course, earlier studies by Brinkmeier, Jones and Wall cited in Thomas (1976:452) and Zenebe (1996: 72) have also reported no relationship to exist between secondary school climate and sex of teachers which support this finding of the present study.

Teachers of different age groups are generally assumed to have perceptual differences to various issues of their school as a result of differences in their maturity level expressed in terms of age. To check the relationship between perception of teachers in different age groups and teachers' intimacy χ^2 test was employed as summarized in Table 12.

Table 12 Summary of Teachers Perception of their Intimacy as grouped by their Ages

Respondents' age (in years)	Degree of Teachers' Intimacy				χ^2
	Low		High		
	NO	%	No	%	
20-30 (N=60)	30	50	30	50	*7.972
31-40 (N=21)	5	23.81	16	76.19	
41 or more (N=10)	4	40	6	60	
Total (N=91)	39		52		

*Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level

As can be seen from Table 12, the χ^2 test result reveals that there was a significant relationship between the perception of the three age groups of respondents and the degree of teachers' intimacy. Moreover, the distribution of the percentages of respondents in the three age groups shows that the majority (76.19% middle aged and 60% older aged) of the groups of teachers perceived the degree of their intimacy to be high while 50% of the younger age group of teachers perceived their degree of intimacy to be relatively low. This difference in perception of the three age groups might be due to the fact that younger teachers have limited involvement in various social matters of teachers, particularly, which are not related to their main duties of teaching.

Teachers' level of Educational qualification was another personality characteristic which was considered in this study to examine its relationship with the perceived degree of teachers' intimacy. To test the existence of a relationship between the factors, the study has made use of χ^2 -test as summarized in Table 13 that follows.

Table 13 Summary of χ^2 -test for the Relationship between Teachers' qualification and Their Intimacy

Respondents' Level of Education	Degree of Teachers' Intimacy				χ^2
	Low		High		
	NO	%	No	%	
Diploma (N=14)	5	35.71	9	64.29	0.2485
BA/BSC/BED (N=77)	33	42.86	44	57.14	
Total	38		53		

P > 0.05

The result of χ^2 test in Table 13 shows that the observed χ^2 value ($\chi^2 = 0.2485$) is smaller than the critical χ^2 value ($\chi_{c^2} = 5.0239$) which implies that there was no statistically significant difference in the perception of the two sub-groups of respondents as a result of the difference in their level of education. Consequently, the test reveals that there was no significant relationship between teachers' educational qualification and their perception of the degree of teachers' intimacy.

Finally, this study has attempted to examine the relationship between the length of teaching experience and teachers' perception of the degree of their intimacy. To this end, χ^2 -test was employed where the result was summarized in Table 14.

Table 14 Summary of χ^2 -test for the Relationship between Length of Teaching Experiences and the Degree Teachers' Intimacy

Respondents' Teaching Experience (in years)	Degree of Teachers' Intimacy				χ^2
	Low		High		
	No	%	No	%	
1-10 (N=66)	33	50	33	50	*7.4243
11-20 (N=13)	4	30.77	9	69.23	
21 or more (N=12)	3	25	9	75	
Total (N=91)	40		51		

*Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level.

The result of χ^2 -test in Table 14 indicates that there existed a statistically significant difference in the perception of the three sub-groups of the respondents categorized

according to their length of teaching experiences. Thus, this result reveals that the length of teaching experiences of teachers has a significant relationship with their perception of the degree of teachers' intimacy. A further consideration of the distribution of percentages of the teacher respondents, in Table 14 shows that the majority (69.23%) of teachers with length of teaching experiences 10-20 years and the majority (75%) of those with length of teaching experience 21 years or more perceived the level of their intimacy to be relatively high while 50% of those having teaching experiences of 1-10 years perceived teachers' degree of intimacy to be relatively low. This finding seems to support the general assumption that the length of teaching experiences would develop and enhance the professional maturity of teachers and their interpersonal relationships.

4.6 The Relationships between Personality Characteristics of Principals and School Openness

The principal is the key person of a school who is commonly assumed to be responsible for planning, organizing, directing, controlling and all other management functions of the school. In doing so, the principal needs to communicate the school's objectives with each and every member of the school and facilitate their efforts towards achieving these objectives. The principal's leadership behaviors to influence school staff towards achieving the school's objectives may be affected by personality characteristics like age, length of teaching and/or administrative experience, and field of specialization. In this study, the relationships of these personality characteristics of the principal and teachers' perception of the degrees, of their school openness as well as of their intimacy were examined. The result was presented and discussed in the subsequent paragraphs as follows.

It is commonly assumed that older principals could be able to secure a more open organizational climate of their school as they have relatively more social and job maturity when compared to their younger counterparts. For the purpose of this study, the principals were randomly categorized as old and younger ones where principals aged below 36 were considered as relatively younger, and those of 36 and more years old were considered as older principals.

The results of χ^2 - test for this relationship were as summarized and displayed in Table 15 below.

Table 15 Teachers' Perception of the Degree of their School Openness in Relation to Principals' Age

Age (in years)	Degree of School Openness				χ^2
	Open		Closed		
	NO	%	No	%	
20-35 (N=34)	6	17.65	28	82.35	32.486*
36-or more (N=57)	45	78.95	12	21.05	
Total (N=91)	51		40		

*Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level

The χ^2 test result of Table 15 shows that teachers who were working under the supervision of relatively younger principals and older principals had statistically significant difference in their perception of their school's openness. From the consideration of the percentage distribution of teachers in relation to their perception of school openness, the majority (78.95%) of the teachers who work in the secondary schools led by older principals perceived their school climate to be more open. On the other hand, 82.35% of the teachers who work in the secondary schools led by younger principals perceived their organizational climate of school to be less open (more of closed). Thus, this result reveals that there was a significant relationship between the age of principals and teachers' perception of their school openness. This might be due to the fact that older principals were relatively matured enough to promote a positive working relationships among all members of their staff and hence able to maintain a more open organizational climate of their school. However, this finding was not supported by some of the earlier studies. For instance, Ernst (1995), Farber (1968), Say (1971), and Winter (1968) cited in Thomas (1976:452) have found no relationship between the age of principals and the degree of openness of a school climate. This variation of the findings may be attributed to the differences in cultural backgrounds of the study populations and other situational factors. The finding of a similar study in our context by Zenebe (1996:51) has shown the existence of a reverse relationship to the present finding, i.e., teachers working under younger principals were found to perceive

their climate of school to be relatively more open while those working under older principals were found to perceive their school climate to be less open or more of closed. This change of perception difference of the two groups of teachers might be attributed to the changing conditions over time and possibly other situational factors.

It is generally believed that school principals with relatively longer experience as teacher and/or as school principal could better develop and promote an open climate of their school than those principals having less teaching and/or administrative experiences. To examine the relationship of these two factors, χ^2 -test was made to check the differences of teachers' perception of the degree of openness of their organizational climate of school. To this end, teachers were categorized into two groups as those working under less experienced (1-5 years) principals and those working under relatively more experienced (6 or more years) principals, where the result is summarized in Table 16.

Table 16 Teachers' Perception of their School Openness in Relation to Principals' work Experience

Principals' Teaching and/or administrative Experience (in years)	Degree of School Openness				χ^2
	Open		Closed		
	No	%	No	%	
1-5 (N=52)	12	23.08	40	76.92	*42.855
6 or more (N=39)	36	92.31	3	7.69	
Total (N=91)	48		43		

* Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level.

The result of χ^2 - test in Table 16 reveals that the two groups of teachers had a statistically significant difference in their perception of the degree of openness of their organizational climate of schools. A consideration of percentages of the respondents in the table shows that 92.31% of the teachers supervised by principals having longer teaching and/or administrative experience perceived their organizational climate of school to be more open while 76.92% of those supervised by principals having less teaching and/or administrative experience perceived their climates of school to be less open (more of closed). This finding seems to be in agreement with a general assumption

that principals with a relatively longer work experiences would better develop and promote an open climate of their schools. However, this finding was not supported by the findings of the earlier researchers. For example, Ernst, Farber, Hosking, Phillips and Todd, Say and Slater cited in Thomas (1976:452) have found no significant relationship between the number of years of teaching and administrative experience and teachers' perception of their school openness. On the other hand, a similar study conducted by Zenebe (1996:55) has identified a reverse relationship between the lengths of administrative experience of the principals and the staffs' perception of their school openness, i.e., secondary schools led by principals having less (1-5 years) administrative experiences were found to be perceived by their staff as being more open than those secondary schools led by principals having relatively longer (6 or more years) of administrative experiences. This difference between the findings of these two studies in a relatively similar context and cultural background of the same country may be attributed to the changing conditions and other situational factors of the secondary schools of the past and the present.

The field of specialization of principals is the other factor that might be assumed to influence the leadership behavior of principals while interacting with the school staff in coordinating their efforts towards achieving school objectives. The assumption here is that principals who are qualified, for example, in educational planning and management (EdPM) would, be better equipped with basic principles of managing people at work, have acquired knowledge of dealing better with personal and social interests of teachers and the rest of the school members. This would help the staff to create and develop inviting working relationships among them, as a basis for the presence of an open organizational climate of their school. However, no principal of the sample secondary schools of this study, as well as of the remaining secondary schools of the zone considered for the study was found to be qualified in EdPM or other related fields of education. Thus, for the purpose of this study, principals were categorized into two groups as those qualified in Bachelor of art (BA) and those qualified in Bachelor of Science (BSC). This was so because it is usually claimed that individuals qualified in BA can better smoothly and flexibly interact with members of a work group than those individuals qualified in BSC who are generally assumed would be relatively rigid and rule

oriented in their interaction with their work group. The summary of χ^2 -test to check the relationship between the field of specialization of principals and their staffs' perception of school openness was as presented in Table 17 as follows.

Table 17 Teachers' Perception of Their School Openness in Relation to Principals' the Field of Specialization

Principals' Field of Specialization	Degree of School Openness				χ^2
	Open		Closed		
	No	%	No	%	
BA (N=32)	10	31.25	22	68.75	*6.541
BSC (N=59)	35	59.32	24	40.68	
Total (N=91)	45		46		

*Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level

The χ^2 test result of Table 17 shows that teachers' difference in their perception of school openness in relation to their school principals' field of specialization was found to be statistically significant (as the observed χ^2 value =6.541 is larger than the Table χ^2 value = 5.0239 at $\alpha=0.05$ and 1 degree of freedom). The consideration of the percentages of respondents in the table indicates that 59.32% of the teachers working in the secondary schools of BSC specialized principals perceived their organizational climate of schools to be more open while 68.75% of those teachers working in the secondary schools of BA specialized principals perceived their organizational climate of school to be less open (more of closed) which implies that principals qualified in BSC were found to be associated to a more open organizational climate of school while those principals qualified in BA were found to be associated to a less open (more of closed) organizational climate of school. An explanation for the result may be that the BA specialized principals might have emphasized a more formal (rules and regulations oriented) working relationships with their staff and might have tended to task accomplishment of their staffs than social and personal interests of the teachers that could have developed a negative attitude of teachers towards their principals and schools' management. This finding might not be a surprising one as the majority of the secondary schools involved in this study were led by BSC specialized principals; but the fact remains to be that this contradicts with the common but not yet proven assumption

that most people have. A similar study by Zenebe (1996, 47) has also reported that principals trained in Educational administration (EdAd) tended to have a closed climate while those principals not trained in EdAd tended to entertain open climate.

4.7 The Relationship between Teachers' Perception of their Intimacy and the Personality Characteristics of Principals

Investigating the relationships of some personality characteristics (age, length of teaching and/or administrative experiences, and the fields of specialization) of principals and the perception of the staffs to the degree of teachers' intimacy was the final concern of this study. Accordingly, these relationships were examined by using χ^2 test and the results were summarized and discussed for each case in the subsequent paragraphs as follows.

The assumption that relatively older principals would be able to promote a strong intimate teachers' relationship due to their matured interpersonal skill as compared to the relatively younger principals was a basis to examine this relationship. To this end, teachers were grouped as those supervised by younger (20-35 years) principals and those supervised by relatively older (36 or more years) principals and χ^2 test was employed as summarized in Table 18.

Table 18 Perception of Teachers' Perception of their Intimacy in Relation to Principals' Age

Principals' Age (in years)	Degree of Teachers' Intimacy				χ^2
	Low		High		
	NO	%	No	%	
20-35 (N=34)	18	52.94	16	47.06	1.7789
36-or more (N=57)	22	38.60	35	61.40	
Total (N=91)	40		51		

P>0.05

The consideration of percentages in Table 18 shows that 52.94% of teachers working under younger principals have perceived their degree of intimacy to be low and 61.40% of those teachers working under older principals have perceived their degree of intimacy to be relatively high. However, this difference in perception of the two groups of teachers

was not found to be statistically significant by the χ^2 test ($\chi^2 = 1.7789$ where as the table value of $\chi^2 = 5.0239$). Hence, no sufficient evidence was obtained from this study to link the ages of principals and teachers' perception of their intimacy. Some research findings of previous studies such as those by Ernst (1965); Farber (1968); Say (1971); Winter (1968) cited in Thomas (1976:452) and Zenebe (1996:59) have also been found to support the present finding.

As discussed earlier, the length of teaching and/or administrative experience of the principals would help the principals to better understand the personal and social interests of teaches and enable them to address those interests which can help to achieve the schools objectives as well as those of the teachers, in their leadership behavior. To examine whether there was a relationship between these two factors at hand, χ^2 -test was used as summarized in Table 19.

Table 19 Teachers' Perception of their Intimacy in Relation to Principals Length of Work Experience

Principals' Work Experience (in years)	Degree of Teachers' Intimacy				χ^2
	Open		Closed		
	No	%	No	%	
1-5 (N=52)	31	59.62	21	40.38	*7.440
6 or more (N=39)	12	30.77	27	69.23	
total (N=91)	43		48		

*Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ Level

As can be seen from Table 19, the distribution of the percentages of the respondent teachers in the two sub-groups reveals that 59.62% of the teachers in the secondary schools led by principals having less teaching and/or administrative experiences (1-5 years) have perceived their intimacy to be low, and 69.23% of those teachers working in the secondary schools led by principals having relatively longer teaching and/or administrative experiences have perceived their level of intimacy to be high. This difference in perception of the two groups of teachers was found to be supported by a statistically significant χ^2 value ($\chi^2 = 7.440$, $P < 0.05$) as summarized in Table 19. Thus, according to this result, a significant relationship was found to exist between the

length of teaching and/or administrative experiences of principals and teachers' perception of their intimacy. Specifically, principals with relatively longer (6 or more years) teaching and/or administrative experiences were found to be associated with more open secondary schools, as compared to those having less (1-5 years) teaching and/or administrative experiences. This finding seems to agree with a generally expected relationship to exist between these two factors considered.

It is generally assumed that principals' fields of specialization, for instance, in educational planning and management, or in a related field of education or other fields of study as BA would help them to be better equipped with knowledge and skills necessary to develop a smooth and a positive working relationships with their staff as compared to those specialized in other fields (BSC) in their leadership interaction behavior. So, an attempt was made to check whether there existed a relationship between principals' fields of specialization and teachers' perception of their intimacy. The χ^2 test of significance for the relationship that might exist between these factors was summarized in Table 20.

Table 20 Principals' Fields of Specialization and Teachers' Perception of their Intimacy

Principals' Field of Specialization	Degree of Teachers' Intimacy				χ^2
	Low		High		
	No	%	No	%	
BA (N=32)	19	59.37	13	40.63	*5.498
BSC (N=59)	20	33.90	39	66.10	
Total (N=91)	39		52		

*Shows Statistical Significance of the χ^2 value at $\alpha = 0.05$ level

In the summary of the χ^2 test result of Table 20 the percentage distribution of teachers in the two sub-groups indicates that 59.37% of the teachers working in secondary schools which were led by principals specialized in BA have perceived their degree of intimacy to be relatively low whereas 66.10% of the teachers working in secondary schools which were led by principals specialized in BSC have perceived their degree of intimacy to be relatively high. This difference in perception of the two sub-groups of teachers was observed to be statistically significant by the χ^2 test shown in Table 20. Consequently, the result implies that there existed a significant relationship between

CHAPTER FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, summary of the major findings, concluding remarks and feasible recommendations (measures to be taken on the basis of the findings) are briefly presented.

5.1 Summary

This study, on the Organizational Climate of Secondary Schools of Guji zone in Oromia National Regional state was conducted with purposes of investigating the organizational climate status, and examining the relationships of some school specific characteristics with the prevailing climate status of the secondary schools in the study area. Subjects for the study were secondary school teachers and principals and/or vice principals, secondary school supervisors at the district offices, and those supervisors at the zonal education office. Data were gathered through an adapted standardized questionnaire called OCDQ-RS, a designed semi-structured interview, and analysis of relevant documents. Statistical measures such as grand median, mean, variance, and percentages followed by statistical tests of significance like chi-square, one-way ANOVA and Sheff'e pair wise comparison tests were used in data processing and interpretation. Based on the analysis, the major findings of the study were as summarized in the following subsequent paragraphs.

To begin with, this study disclosed the presence of significant differences among the secondary schools of the zone with respect to the degrees of openness of their organizational climate of schools. Only two of the secondary schools involved in the study were found to have a more open organizational climate while the remaining four schools tended to have a relatively closed organizational climate.

The study also revealed that there were significant differences among the secondary schools in relation to the degrees of their teachers' intimacy. In this regard the secondary schools were found to be categorized into three sub-groups; a group of two schools having a relatively high teachers' intimacy, a second group of other two schools

with a moderate teachers' intimacy, and a third group of the remaining two schools of a relatively low teachers' intimacy.

Concerning the relationships of teachers' personality characteristics (i.e., sex, age, level of education and length of teaching experiences) with the degree of secondary school openness, except teachers' ages the other characteristics were found to have no significant relationships with the status of Organizational climate openness of secondary schools. Accordingly, younger teachers (20-30 years old) were found to be associated with a less open (tended to more of closed) climate of schools while relatively older teachers (31-40, or 41 or more years old) were found to be related to a more open climate of schools.

As far as the relationships between teachers' personality characteristics and their intimacy is concerned, the study revealed that teachers' ages and the length of their teaching experiences had significant relationships with the degree of teachers' intimacy, but teachers' sex and their level of education didn't show significant relationships with the degree of teachers' intimacy. In connection with this:

- ◆ Younger teachers were found to be related to a moderate teachers' intimacy and older teachers were found to be related to a relatively high degree of teachers' intimacy; and
- ◆ Teachers having less number (1-10 years) of teaching experience were found to be associated with a low degree of teachers' intimacy while those with longer (11-20, or 21 or more) years of teaching experiences were found to be related to a high degree of teachers' intimacy.

The study has also investigated the relationships of principals' personality characteristics (i.e., age, length of teaching and/or administrative experience, and fields of specializations) with the status of openness and teachers intimacy dimensions of the organizational climate of secondary schools. The result was that all these principals' personality characteristics had significant relationships with the degree of openness; and except for ages of the principals, the other two characteristics were also found to have relationships with the degree of teachers' intimacy. Specifically with regard to;

- a. The degree of school openness and principals' personality characteristics; older principals (36 or more years old), principals having longer (6 or more years) teaching and/or administrative experiences, and principals specialized in BSC were related to a more open climate of schools
- b. The degree of teachers' intimacy and the principals' personality characteristics; principals having longer teaching and/or administrative experience, and those specialized in BSC were related to a high degree of teachers' intimacy.

Finally, the respondent teachers were asked about the overall internal working atmosphere of their school and some of the major problems in relation to this issue at hand by two open ended questions of part III in the questionnaire. The opinion of most of them who responded could be summarized as follows.

With regard to teachers, extra assigned non-teaching tasks, committee requirements, less concern of the teachers, particularly the younger ones, to teachers' social matters, deteriorated work morale of those teachers with relatively longer teaching experiences due to some disappointing management practices at school as well as district offices were some of the problems. On the part of the principals, lack of administrative experience, lack of confidence to decide by themselves on school issues of their mandate due to interferences from district office authorities, and absence of refreshment workshops, especially to those who were newly appointed as principals were among the major problems indicated.

5.2 Conclusions

Following the presentation of the major findings, a number of conclusions could be drawn, the major ones being the following.

The organizational climate of schools which is the climate of interpersonal interactions between and amongst principals and teachers is one of the important conceptualizations of school climate. Two general dimensions: school openness and teachers' intimacy were used to define the organizational climate of secondary schools. According to the results from this study, the secondary schools of the particular zone of the study area were found to be not from the same population in relation to the degrees of openness and teachers' intimacy. This supports the general assumption that organizations, such

as schools, are unique each with its own culture, social systems, and traditions which in combination constitute its climate.

The differences that had been observed in the degrees of the two general climate dimensions of secondary schools could mainly be attributed to the quality of interaction behaviors between and among the principals and teachers. It is discussed in the review of related literature of this study that schools with favorable or open organizational climate and those with a high degree of their teachers' intimacy are characterized by authentic, energetic, goal-directed, and supportive behaviors of both the principal and teachers. Moreover, various authorities have suggested that in such a favorable climate of secondary schools the satisfaction of teachers and principals derives both from task accomplishments and social needs gratification.

The fact that the study revealed the majority of the secondary schools tended to have a relatively closed climate and some had a low degree of teachers' intimacy would imply that both the principals and teachers in the majority of the secondary schools were inauthentic, non-supportive, less energetic, and either/or both of them had emphasized task accomplishments at the expense of social needs gratification or vice-versa. Thus, it could be concluded that the tendency of the majority of secondary schools to a more closed climate of schools may hamper (bears a negative impact on) the motivation and performance of teachers and the principals' with its long term effect on their schools' meeting of its objectives.

The findings of the study indicate that some personality characteristics (sex, level of education, length of professional experiences) of teachers have been found to have no significant relationships with the degree of openness of secondary schools. Thus, it seems possible to conclude that teachers' perception of their school openness does not vary because of their sex, level of education, and their length of teaching experiences. This is a contrary to the general assumption that level of education and professional maturity of teachers would help them to critically assess, interpret and perceive several issues differently in their everyday life in general, and those issues specific to their schools in particular. However, teachers' perception of their school openness was found to have a significant relationship with their age. Moreover, it was also evidenced in this study that teachers' ages and their length of teaching experiences had significant

relationships with the degree of teachers' intimacy, while their sex and level of education didn't show relationships with the degree of teachers' intimacy. Consequently, it can be concluded that teachers' perception of their intimacy could vary with their social and professional maturity.

Concerning the relationships between principals personality factors (age, field of specialization, and length of teaching and/or administrative experiences), the study disclosed that these factors had significant relationships with the degree of school openness and except for their ages the rest two factors also had significant relationships with the degree of teachers' intimacy. Hence, it could be concluded that staffs' perception of their school openness and teachers' intimacy of secondary schools varies with principals' personality factors listed. However, the relationships between principals' fields of specializations and both the organizational climate dimensions, i.e., Openness and teachers' intimacy of secondary schools, seem to deviate from the general assumption that principals who specialized, for instance, in educational planning and management, or other related fields of education, or social science fields (BA) would be better associated to a more open climate of their school as compared to those specialized in natural sciences field (BSC). Because, principals who specialized in BSC were found to be associated with secondary schools which had more open school climates and to secondary schools with a high degree of their teachers' intimacy. This finding may be due to the fact that many of the secondary schools (4 of them) involved in this study were found to be led by those principals specialized in BSC.

5.3 Recommendations

Based on the findings and the conclusions drawn from the study, the following recommendations were forwarded.

This study has revealed that the majority of the secondary schools tended to have a less open (more of closed) climates and some had low level of their teachers' intimacy in their organizational climate of schools. Thus school principals and teachers have the major responsibility to take the initiative and improve the unfavorable working situations in their schools. Accordingly, at the school level;

1. The principals should:

- ◆ Access their leadership behavior in relation to their orientation toward task accomplishments and their concern for the social needs satisfaction of the staff so as to maintain an appropriate mix between the two.
- ◆ Systematically handle and resolve teachers' personal as well as their group problems in time. It would also be better for the principals to appoint a small group of teachers' representatives proposed by the teachers themselves with whom to communicate various issues concerning teachers.
- ◆ Arrange discussion forums with teachers regularly so that teachers would have opportunities to raise their issues of concern..
- ◆ Make regular and continuous assessments of their school climates for proper and timely interventions.

2. Teachers' group interactions are the other important factors in the organizational climate of schools. Indeed, teachers are directly involved in the development and improvement of their intimate behaviors. Consequently, secondary school teachers in the particular zone of this study should play their role in improving the organizational climate of schools. Specifically, they should be sincere, positive and supportive to their colleagues, administrators and their students. Those socially and professionally mature teachers (relatively older and experienced once) should also help and advise regularly the younger teachers. This would help the younger teachers develop their professional competence and

interpersonal skills which would, in turn, help them break the barriers to interact (communicate) freely and confidently with their colleagues.

3. The substantial support from the educational administrators at different levels (district, zonal, regional, and federal) cannot be overlooked in the efforts needed to improve the organizational climate of secondary schools. Accordingly, districts and zonal educational supervisors should:
 - ◆ Jointly work with school principals and teachers to deal with and resolve work related conflicts between and among the principals and teachers to create favorable working relationships in the secondary schools.
 - ◆ Also work to avoid disappointing management practices against teachers either at their school level or the local district offices which would develop teachers' negative attitudes towards their work.
 - ◆ Teachers' and principals' satisfaction and morale are decisive factors to develop positive working relationships between and among them. Hence, in order to boost up the working morale of both the principals and teachers the educational as well as other local district authorities should jointly work with and give prior opportunities for teachers and principals to get some benefits like low cost living houses, free (affordable) medical services, to upgrade their level of education, and to transfer to a working place of their interest based on their service years at a particular school.
4. Most of the principals in the secondary schools of the zone were found to be untrained for their principal ship position. Thus, the districts and zonal education offices in collaboration with Oromia Education Bureau should arrange continuous refreshment workshops for the principals on basic principles of management and specifically on the effective ways of dealing with human resources which would improve their knowledge of maintaining a balanced mix of task and people orientation in their leadership behavior.

5. Some principals who were specialized in social science fields (BA) and involved in this study were found to be associated with more of closed and a low level of their teachers' intimacy. However this could not be sufficient to question the appropriateness of principals specialized, for example, in EdPM or other related fields of education to be appointed prior to principals having little or no exposure to educational administration and management in schools' principal ship position.
6. Finally, some findings of this study were found to be unexpected, and this study on organizational climate of secondary schools is one of those few conducted in Ethiopian context as far as the knowledge of this researcher goes. Thus, a further research in a wider scale is recommended to enhance the awareness of school members and educational administrators about the impact of the organizational climate of schools and to further investigate some of the unexpected findings of this study.

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Appendix A

The Distribution of Teachers by Sex and Level of Education in the Secondary Schools of the Study Area in 2008/09 Academic Year

S.No	Name of the Secondary school	Number of Teachers with Educational level of							
		Diploma		BA/BSC/BED		MA/MSC/MED		Total	
		M	F	M	F	M	F	M	F
1	Dimtu	-	1	15	-			15	1
2	Me'e Boko	7	2	9	0			16	2
3	Uraga	5	-	23	1			28	1
4	Bore	7	-	31	3			38	3
5	Shakiso	10	-	31	-			41	-
6	Wadera	1	1	16	1			17	2
7	Karcha	3	1	18	3			21	4
8	Nagelle	10	1	34	2			44	3
9	Adola	5	-	41	3			46	3
10	Dama	3	-	12	-			15	-
11	Hara Kalo	1	1	15	-			16	1
13	Chambe	4	1	8	-			12	1
	Total	54	8	262	13			320	21

Appendix B
ADDIS ABABA UNIVERSITY
School of Graduate Studies
College of Education
Department of EdPM, HROD Stream

Questionnaire to be Completed by Teachers and School Principals

Dear Teacher, or Principal;

This study is being conducted as part of a Master's thesis by a graduate student of the department of Educational planning and management in the Human Resource and Organizational Development stream of AAU.

The purpose of the study is to examine the organizational climate of secondary schools in Guji zone.

The organizational climate of a school refers to the internal atmosphere of the school which resulted from the principal's leadership interaction with the staff and the teachers' (staff) group interaction. It is believed that these interaction behaviors differ from school to school because of differences of the work groups in each of individual the schools.

The success of the study, above all, depends upon your genuine and frank responses. So, the student researcher kindly requests you to carefully read each item of the questionnaire and provide your genuine responses accordingly.

Feel assured that your responses will be kept confidential and, indeed, will not serve any other purpose against you individually or your school's business in general.

Thank you in advance for your participation in this study.

Sincerely Yours,
Kedir Watta

Part One

Instructions: A. Please, put sign "X" in the blank spaces against the alternative you think best suits the items.

B. For those items with no alternatives write your appropriate response clearly, on the respective blank spaces.

General Information

1. Name of the school _____
2. District (Woreda) _____
3. Name of the town _____

A. Personal Data

1. Sex: Female _____ Male _____
2. Age: A. 20-30 B. 31-40 C. 41 or more

3. Level of Education

- I. Diploma _____
- II. BA/BSC/BED _____
- III. MA/MSC/MED _____

4. Years of Service

- I. As a teacher: A. 1-10 B. 11-20 C. 21 or more
 - II. As a school principal: A. 1-5 B. 6-10 C. 11 or more
 - III. Field of specialization, (if the school principal) _____
-

Part Two

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

No	To what extent do the following occur at your school	Rarely	Sometimes	Frequently	Very Frequently
1	The principal sets an example by working hard himself				
2	Teacher- Principal conferences (meetings for discussion) are dominated by the principal				
3	Teachers are happy of their schools teaching learning process operations				
4	The principal fills performance gaps of (Complements) teachers				
5	Teachers interrupt other teaching staff members of the school while talking in staff meetings				
6	The principal rules with an iron fist (is extremely strict, highly demanding and enforcing obedience)				
7	Teachers help (treat) students friendly.				
8	Pupils solve their intepresonal problems with one another as well as with their teachers through logical reasoning				
9	The principal is cooperative (goes out of his way) to help teachers				
10	Teachers help and support one another in their social affairs				

11	Teachers perform their teaching duties committedly				
12	The principal explains his reason for criticism to teachers regarding their performance gaps				
13	Teachers' odd ways of behaving (mannerisms out of normal expectations are annoying (irritating)				
14	Teachers have too many committee requirements (work assignments)				
15	Teachers spend extra time after school with students who have individual problems				
16	Routine duties out of class or non-teaching duties interfere with the job of teaching				
17	The principal monitors (strictly controls) everything teachers do				
18	Teachers are closest friends of one another in this school				
19	The principal closely checks on teachers' activities				
20	Assigned non-teaching duties are excessive (in addition to the teaching duties)				
21	Teachers of the school know each other to the extent of their family backgrounds				
22	The principal is autocratic (decides on matters of the school himself)				
23	Administrative paper work is burdensome (teachers have too many administrative paper work)				
24	The principal is available after school to help teachers when assistance is needed				
25	Teachers enjoy working at this school				

26	The principal supervise teachers closely				
27	Teachers respect the personal competence (ability, skill, etc) of their colleagues				
28	The principal talks more than listens				
29	Pupils of the school are trusted to work together without supervision (they act sensibly).				
30	Teachers socialize with each other (spend time with each other in a friendly way) regularly				
31	The principal uses constructive criticisms in correcting faults.				
32	The principal looks out for the personal welfare of the teaching staff				
33	Teachers of the school invite their teaching staff members to visit them at home				

Part Three

Instruction: The following few items request your opinion or view about the general organizational climate (atmosphere) in your school. Please, provide your responses for the items briefly.

1. According to your opinion, what are some the major problems of your school's internal atmosphere which may influence the favorable working relationships between the principal and the staff as well as among the teaches?

2. What should be done by your school staff (principals and teachers) in particular, and other stakeholders in general to improve the internal climate (atmosphere) in your school?

Thank You Once More!

Appendix C
ADDIS ABABA UNIVERSITY
School of Graduate Studies
College of Education
Department of EdPM, HROD
Stream

Interview to be Presented to Woreda and Zonal Secondary School Supervisors

1. To what extent is the interaction between the principals and teachers healthy for the teaching learning process?
2. How is the work morale of teachers and principals in the secondary schools?
3. How committed are teachers to the success of their students and their schools can be described?
4. To what extent is the school administration (the principals) supportive to enhance productive efforts of the staff?
5. To what extent teachers help and support one another in their professional or social affairs?
6. How cohesive are the members of the faculty in the secondary school(s) as a work group?
7. What are some of the major problems in relation to the overall working environment of their school, of teachers' intimate behaviors in their school? What would be some of the suggested solutions to improve the unfavorable situations in the schools?

ADDIS ABABA UNIVERSITY

School of Graduate Studies

College of Education

Department of EdpM, HROD Stream

Afan Oromo Version of the Interview Guide

*Gaafannoo Qomaa Supparaayizaroota Manneen Barnoota Sad. 2ffaa
W/B Anaalee fi Sad. Godinaatti jiraniif Qophaa'e*

1. Walittidhufeenyi durabu' oota fi barsiisota manneen barnoota Sad. 2ffaa hammam adeemsa baruu barsiisuuf mijaa' aadha jettu? Hammam hojii isaaniitti amanuudhaan hojjatu?
2. Kaka' umsi hojii dura bu' ootnii fi barsiisonni m/barnoota Sad. 2ffaa qaban hammam cima jettanii yaaddu?
3. Barsiisonni m/barnoota Sad. 2ffaa Aanaa ykn Godina fooyya' insa firii barattootaa fi galma ga' insa kaayyowwaan m/bf hammam kutannoon hojjatu?
4. Bulchinsi manneen barnoota Sad. 2ffa (durabu' ootni) hammam tattaaffii barsiisonni millkaa' ina adeemsa hojii barumsaaf taasisan deeggaru?
5. Barsiisonni manneen barnoota Sad. 2ffa Aanichaa ykn Godinicha dhimmoota hawassummaa waliinii ykn ogummaa isaanii irratti hamman waldeeggaru?
6. Barsiisonni m/barnoota Sad. 2ffaa Aanichaa ykn Godinicha hammam akka garee-hojii tokkotti wajjiin socho' uu ykn walsimanna hojii qabu jettanii yaaddu?
7. Akka Walii galatti waliti dhufeenya ykn Qileensa hojii bu'a qabeessaa fi daraan mijaa'aa ta'e manneen barnoota Sad. 2ffaa Aanichaa ykn Godinichaa keessati uumuuf maaltu hojjatamuu qaba jettu? Eenyuafatu hojjachuu qaba?

Galatoomaa!

Appendix D

Summary of School Openness and Teachers' Intimacy Indices of the Six Schools in the sample woredas.

S.No	School	School Openness				Teachers' Intimacy		
		No	Sum of scores	Mean scores	Standard deviations	Sum of scores	Mean scores	Standard deviations
1	Bore	18	1253	69.61	5.82	158	9.29	1.64
2	Uraga	14	885	62.3	8.55	121	8.60	2.08
3	Me'e Boko	10	615	61.5	3.92	80	8.00	1.48
4	Nagelle	20	1586	79.3	4.91	207	10.35	2.20
5	Shakiso	19	1558	82	9.51	203	11.27	2.36
6	Wadera	10	617	61.7	8.66	116	11.6	2.72
	total	91						

Note: - Maximum Mean score for

School openness = 116

Teachers' Intimacy= 16

Appendix E

Computational Formula of Cronbach alpha (coefficient alpha)

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right), \text{ where}$$

K= Total number of items in each dimension

S_i^2 = Variance of scores of the individual item

$\sum S_i^2$ = sum of variances of scores of items of a dimension (e.g., for supportive, directive....)

S_x^2 = variance of the sum of the scores of all items of each dimension

2. The chi-square (χ^2) Formula

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right], \text{ Where}$$

χ^2 = Chi-Square

\sum = Summation Notation

f_o = Observed Frequency

f_e = Expected Frequency

Source: ያለው እንዳወቀ ሙሉ (ዶ/ር)። (1998 ዓ.ም ፡ገፅ 221)። የምርምር

መሠረታዊ መርሆዎችና አተገባበር። አልፋ አታሚዎች።

Appendix F

The scheffe' test and criteria formulas

1. The scheffe' test formula

$$S_{i-j} = \frac{X_i - X_j}{\sqrt{MsWg\left(\frac{1}{n_i} + \frac{1}{n_j}\right)}}, \text{ where}$$

X_i, X_j = Means of samples being compared

MS_{wg} = Mean square within groups from overall analysis of variance

n_i, n_j = Number of Cases in samples i and j.

2. The criterion formula

$$C = \sqrt{(K-1)F_{\alpha} : (K-1)(N-k)},$$

$F_{\alpha} : (K-1)(N-k)$ is the F- table value at the specified .05 or .01 level of confidence with degrees of freedoms $k-1$ and $N-k$.

K - Total number of samples or groups

N = total number case of the samples for the study

3. The F ratio Formula

$$F = \frac{MS_b}{MS_w}, \text{ where}$$

MS_b = Between groups mean sum of squares

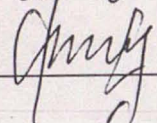
MS_w = Within groups mean sum of squares

Source: Chase, Clinton I. (1987). **Elementary Statistical Procedure**, 3rded. New York: McGraw-Hill book Company.

Declaration

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

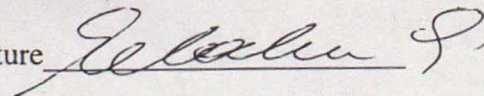
Name Kediri Watta

Signature 

Date 19/06/09

This thesis has been submitted for examination with my approval as a university advisor.

Name MELAKU VIMATI

Signature 

Date 19/06/09