

**Leadership Style and School Climate in Government
General Secondary and Preparatory Schools of
Gambella Region**

Behailu Fanta

**A Thesis Submitted to
The Department of Educational Planning and Management**

**Presented in Partial Fulfillment of Requirements for the
Degree of Master of Arts in Human Resource and
Organizational Development in Education**

Addis Ababa University

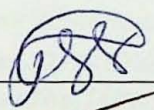
Addis Ababa, Ethiopia

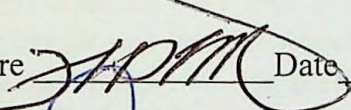
June 2012

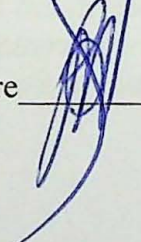
Addis Ababa University
School of Graduate Studies

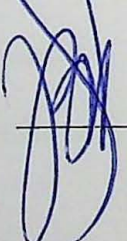
This is to certify that the thesis prepared by Behailu Fanta, titled: *Leadership Style and School Climate in Government General Secondary and Preparatory Schools of Gambella Region* and submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts (Human Resource and Organizational Development in Education) compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Examiner Teshome Tola Signature  Date 05/07/12

Examiner Hussien Kadir Signature  Date 05/07/12

Advisor Seferachn Lebe Signature  Date 05/07/12


Chair of Department or Graduate Program Coordinator

Abstract

Leadership Style and School Climate in Government General Secondary and Preparatory Schools of Gambella Region

Behailu Fanta

Addis Ababa University, 2012

The purpose of this study was to assess the leadership style and school climate of Gambella region government general secondary and preparatory schools with the intent of suggesting ways for the betterment of healthy learning environments. It attempted to answer the following basic research questions: What different leadership styles are employed by the principals? What types of leadership style are predominantly manifested by the principals? What are the different dimensions of school climate? Which school climate dominates? To what extent is the leadership styles of principals related with the school climate? In an attempt to answer these questions, descriptive survey design was employed. To this effect, standardized questionnaires (i.e. OCDQ-RS and LEAD-Other), interviews and observations were used. A sample of 116 teachers and 3 principals were selected using simple random and purposive sampling techniques, respectively. The quantitative data obtained from standardized questionnaires were organized and analyzed as per the instruments scoring methods, and processed using SPSS version 20 and Microsoft Excel spreadsheet to generate standardized scores for each tools. Hence, frequency count, percentage, mean and standard deviation were used. The qualitative data, on the other hand, were analyzed using thematic analysis. Thus, the following major findings were obtained: Selling was the primary principals' leadership style whereas telling, participating and delegating were their secondary styles. Principal directive behavior was the highest score among the five dimensions of school climate. To this end, closed climate existed in all schools. It also revealed that the principals' perceptions of their behavior were different from how the teachers perceive them. This without doubt affects the climate of the schools. It was concluded that the principals of the three schools were not in a position of providing support and creating respectful relationships within and among teachers. Therefore, it was recommended that principals should familiarize themselves with the various leadership styles and their effectiveness in different situations. It was suggested that the REB should organize workshops where experts in the field will expose principals to all the details of school climate. Principals are, therefore, encouraged to adopt an open pattern of relationship with teachers for a happy atmosphere to exist in schools. Teachers are encouraged to be committed, faithful and to see to the success of their students.

Key Words

School Climate; Leadership Styles; Open/ Closed Climate.

Acknowledgements

It is with great pleasure that I would like to express my sincere and invaluable gratitude to my advisor Befekadu Zeleke (Assist. Prof.) for his constructive comments and valuable suggestions. Without his unreserved assistance, this study has not been completed successfully.

My deepest appreciation goes to my family: my mother, brother, and sisters for all their support and encouragement. Thank you very much for standing beside me all the time. I am especially grateful to my father who passed away before being able to share this achievement with me.

I would like to thank Prof. Dr. Hoy W., from Ohio State University, for giving books which were vital for my study and for giving permission to use the OCDQ-RS tools. I am also thankful to all my colleagues and friends at Gambella region Supreme Court, especially Getinet Z. & Israel T. for their help and support, with whom I shared pleasant times. I would like also to extend my special words of thanks to my best friends: Meseret T., Wondimagegn A., Sileshi A. (Ph. D), Mengistu A., Afework A., Mitiku T., Biruk A., Wossen W., Nebiat G., Asrat D., Tesfaye A., Semhar Z., Ashenafi D., and Zelalem T. for being on the side of me as well as the provision of materials, financials and moral support.

I would like to extend further my thanks to all teachers and principals of Gambella region general secondary and preparatory schools who participated in this study.

Table of Contents

	Page
List of Tables and Figure.....	v
Abbreviations and Acronyms.....	viii
Chapter One: Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study.....	8
1.3.1 General Objective.....	8
1.3.2 Specific Objectives.....	8
1.4 Significance of the Study.....	8
1.5 Delimitation of the Study.....	9
1.6 Limitations of the Study.....	10
1.7 Operational Definitions of Terms.....	10
1.8 Organization of the Study.....	11
Chapter Two: Review of the Related Literature.....	12
2.1 Leadership Theories and Styles.....	12
2.1.1 The Nature and Meaning of Leadership.....	12
2.1.2 Theories of Leadership.....	13
2.1.3 Leadership Styles.....	18
2.1.3.1 Hersey-Blanchard Situational Leadership Model.....	21
2.2 School Climate.....	25
2.2.1 The Concept and Meaning of School Climate.....	26
2.2.2 The Importance of School Climate to Learning.....	28
2.2.3 Perspectives on School Climate.....	29
2.2.3.1 Teacher-Principal Behavior: Open to Closed.....	30
2.2.3.2 Organizational Dynamics: Healthy to Unhealthy.....	33
2.2.3.3 Pupil-Control Orientation: Humanistic to Custodial.....	34
2.2.3.4 Managerial Systems: Exploitive to Participative.....	35
2.2.4 Dimensions of Secondary School Climate.....	36
2.3. The Relationship between Leadership Style and School Climate.....	38

Chapter Three: Research Design and Methodology.....	44
3.1 Research Design.....	44
3.2 Sources of Data.....	45
3.3 Sample Size and Sampling Techniques.....	45
3.3.1 Sample Size.....	45
3.3.2 Sampling Techniques.....	46
3.4 Data Gathering Tools.....	46
3.4.1 Questionnaires.....	46
3.4.2 Interview.....	49
3.4.3 Observation and Document Analysis.....	49
3.5 Data Collection Procedures.....	50
3.6 Techniques of Data Analysis.....	50
3.6.1 The OCDQ-RS Data Analysis Method.....	51
3.6.2 The LEAD-Other Data Analysis Method.....	54
3.7 Variables of the Study.....	56
3.8 Ethical Considerations.....	56
Chapter Four: Presentation, Analysis and Interpretation of Data.....	58
4.1 Characteristics of the Respondents.....	58
4.2 Analysis and Interpretation of the OCDQ-RS and LEAD-Other Data.....	60
4.2.1. The OCDQ-RS Data.....	61
4.2.2. The LEAD-Other Data.....	64
4.3 Interview Data.....	67
4.4 The Relationship between Leadership Styles and School Climate.....	71
4.5 Observations Made in Participating Schools.....	74
Chapter Five: Summary, Conclusions and Recommendations.....	78
5.1 Summary of Major Findings.....	80
5.2 Conclusions.....	84
5.3 Recommendations.....	86
Bibliography	91
Appendices.....	99

List of Tables and Figure

Tables	Page
Table 1: Population (N) and Sample Size (S) of Teachers and Principals.....	45
Table 2: The Standardized Mean and Standard Deviation.....	52
Table 3: Standardized Scorecard.....	55
Table 4: Characteristics of the Respondents.....	59
Table 5: Behavior Dimensions and Openness of School Climate.....	61
Table 6: The LEAD-Other Results of Each School.....	64
Table 7: Leadership Styles and School Climates of Participating Schools.....	72

Figure

Fig. 1: The Interpretation of the Quadrants 1-4.....	55
--	----

Abbreviations and Acronyms

RQ	Research Question
GEQIP	General Education Quality Improvement Packages
LEAD	Leader Effectiveness and Adaptability Description
NGOs	Non-governmental Organizations
OCDQ-RS	Organizational Climate Descriptive Questionnaire Revision Secondary
PTAs	Parent Teacher Associations
REB	Regional Education Bureau
SIP	School Improvement Program
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nations Children Fund
WEO	Woreda Education Office

Chapter One

Introduction

This chapter is aimed at discussing introduction of the study. It includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of the Study

Leaders and leadership have been studied and written about for a long time. For instance, Machiavelli's classic, *The Prince* (1532) could be described as an ethnographic study of leadership. In the twentieth century, there have been many studies of leaders and their behaviors. Earlier in the century there were extensive studies of the traits and characteristics of leaders. However, no consistent patterns of traits were found (Hall and George, 1999).

A shift in focus from studying traits and behaviors began to occur in the 1930s. For instance, in 1938 Lewin and Lippitt proposed their concept of Democratic, Autocratic and Laissez-faire leaders. In the 1950s, two dimensions to leadership were proposed by a number of theorists. For instance, Consideration and Initiation were identified in the classic work at Ohio State University. Nomothetic and Idiographic dimensions were proposed by Getzel and Guba (1957), and Task Orientation and Relations Orientation by Blake and Mouton (1964) (Hall & George, 1999).

As more has been learned, the models have become more complex and subtle. For instance, Fiedler (1977) proposed that leadership needed to be contingency based. A

popular contingency-based framework is the Hersey-Banchard Situational Leadership Theory which links leadership style with maturity of individual member of the leader team's. Depending on the situation, the effective leader needs to do different things (Hall & George, 1999). The style of the leader is the cumulative total of all his/her individual actions (Rutherford, 1985; in Hall and George, 1999:167). No matter what the leader does (and does not do), the effects that the formal leader makes a significant difference are detectable throughout the organization. For example, when we visit schools we may experience a difference in "feel", which, in large part, has been shaped by the principal. Just as the teacher establishes the climate for the classroom, the school principal plays the significant role in establishing the climate for the school. How teachers perceive and interpret the actions of the principal leads to the construction of the school climate (Hall & George, 1999).

School climate can help or hinder teachers as they attempt to satisfy their needs at work (Sergiovanni & Staratt, 2007). It is an ever changing factor in the lives of the people who work and learn in schools. Much like the air we breathe, school climate is ignored until it becomes foul. It can become a positive influence on the health of the learning environment or a significant barrier to learning (Freiberg, 1999).

The concern for the climate of the school and its effect on the student and the learning environment has been a concern of the educational community for more than a century. However, the 1950s saw a revived interest in the issue of school environment. Halpin and Croft (1963) developed an instrument called the Organizational Climate Descriptive Questionnaire (OCDQ). This questionnaire began the process of looking at the school

climate and organization with an emphasis on teacher and principal behaviors as seen from the teachers' perspective (Freiberg, 1999).

Halpin and Croft (1963) identified eight dimensions of behaviors that indicate the characteristics of both teacher and principal. However, Hoy, Tarter and Kottkamp (1991) revised the original eight dimensions into six. The OCDQ and their later versions, OCDQ-RE (Revision Elementary) and OCDQ-RS (Revision Secondary) were developed to measure changes in the organizational climate as perceived by teachers and establish a school climate profile which followed the continuum from an open to close organization (Hoy et al., 1991; Freiberg, 1999).

For many years, research has been conducted regarding effective schools. A number of factors have been identified as contributing to effective schools. Through a review of 205 research studies, Borger et al. (1985; cited in Stevens & Sanchez, 1999) identified eight factors characterizing effective schools: leadership, school climate, teacher/student relations, curriculum instruction, finance, physical environment, evaluation, and parent/community.

This study, therefore, attempted to assess the leadership style and school climate in government senior secondary and preparatory schools of Gambella region and to forward suggestions so as to make a contribution for the improvement of healthy learning environments.

1.2 Statement of the Problem

There are diverse and complex situations in schools. The school principal is required to size up the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2000) states that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools linked to the norms and are affected by the rate of interaction among members of the school.

Of course, school principals in different schools perform their duties differently. Their performance is determined largely by the kind of people they are and by the way the schools are organized and administered. In this regard, we may find schools in which teachers enjoy friendly relations with one another and with the principal. In these schools we may also have principals who have helped to establish good staff-students relations. In such institutions the whole climate is friendly, warm and conducive to good learning. But there are also schools where the principals are highly directive and not sensitive to the views of teachers or students. In these schools the climate may be unfriendly and uncooperative (Musaazi, 1982; Sergiovanni, 2006).

Gambella region has a long and complex history of conflicts, related to issues such as population movement and competition over resources; ethnicity resettlement program; spill over from the war in the Sudan and refuge influx. In fact, school continued to function during the conflicts but problems are accumulated and still existing. One of the major problems is that teachers were dislocated during the conflict. The regional education bureau lost control over the recruitment, appointment and transfer of teachers; with the result that many schools have become overstaffed and some of them with more

than students which impose a heavy burden on the finances of government (Social Development Direct, 2010).

Observations at different education conferences, meetings, discussions, and annual evaluation and supervision reports like regional, zonal and woreda show an indication of those secondary school principals in the region seem to be lose their confidence in organizing and directing the overall activities. Besides, the attitudes of many secondary school teachers are not encouraging. Some of the teachers are not committed to their jobs. They absent themselves from school and fail to carry out their primary duty. Some schools experience a high rate of teacher turnover, which obstructs learning and teaching activities (Social Development Direct, 2010).

In addition, people are heard complaining that some male teachers due to lack of professional ethics have established unnecessary relationship with female students. And they tend to favor these students in their examination. If this is true, it may create the negative attitude of the other students towards their schooling and the school management system. Such phenomena further indicate the poor school management which may create a hostile school environment. Hence, one major factor that could be responsible for this situation is the school principal's lack of the necessary leadership styles. Here, it is important to look at Ager's (2002) research findings. He points out that: teacher partial treatment of students; shortage of school facilities (i.e., latrines, textbooks, library school guidance and counseling services); and repetition, dropouts and absenteeism as some of the major factors that affect female students' participation in secondary schools of Gambella region.

Various studies have been made by different researchers on leadership and school climate. Lohwithee (2010) conducted a research on the impact of director leadership style and gender on secondary school climate in Bangkok, Thailand. The result of the study indicates that leadership effectiveness is strongly directed by female gender and is moderately directed task-oriented leadership. Besides, climate is dependent on the leadership orientation of the director, but independent of gender, i.e., task-orientated directors have schools with a more open and positive climate. However, there was no direct correlation between teacher gender, climate, and perceptions of leadership style. On the other hand, Lazaridou and Tsolakidis (2011) have made a research on an exploration of organizational climate in Greek high schools and come up with the findings that the principals had chosen to leave teachers to their own devices, intervening only occasionally in the work of teaching, and devoting themselves to administrative duties. Therefore, they saw their role as being primarily managerial (doing things right, following orders) rather than providing leadership (doing the right things).

When we come to Africa, Oyetunji (2006) has made a research on leadership style and school climate in Botswana secondary schools. Her findings indicate that the selling style of leadership was the dominant one and the schools exhibit closed climate. However, very few studies have been conducted on school climate in Ethiopia. Researchers like Kedir (2009) and Estifanos (2010) can be mentioned. Kedir (2009) conducted a research on the organizational climate of secondary schools in Guji zone and come up with the findings that the majority of the secondary schools tended to have a relatively closed climate. Thus, both the principals and teachers were inauthentic, non-supportive and less energetic.

Estifanos (2010) also made a research on the organizational climate of secondary schools in Addis Ababa. His findings indicate that both the spirit of collaboration among teachers and the level of participation in decision making process is low; the actions taken in the schools are not students centered; and low level of teachers' job performance was manifested. As a result, the schools were not in a position to provide effective learning teaching and exhibit closed climate.

Even though both researchers have made studies on school climate, none of them were able to look at its relationships with leadership style. Such knowledge gap, in general, and the existing realities of secondary schools in Gambella region, in particular, initiates the researcher to undertake his study on the assessment of leadership style and school climate. Thus, an effort was made to seek answers for the following basic research questions:

1. What different leadership styles are employed by the principals in government senior secondary and preparatory schools of Gambella region?
2. What types of leadership style are predominantly manifested by the principals in government senior secondary and preparatory schools of Gambella region?
3. What are the different dimensions of school climate in government senior secondary and preparatory schools of Gambella region?
4. Which school climate dominates in government senior secondary and preparatory schools of Gambella region?
5. To what extent does the leadership styles of principals relate with the school climate in government senior secondary and preparatory schools of Gambella region?

1.3 Objectives of the Study

The study has both general and specific objectives.

1.3.1 General Objective

The general objective of the study is to assess the leadership style and school climate of Gambella region government senior secondary and preparatory schools so as to make a contribution for the betterment of healthy learning environments.

1.3.2 Specific Objectives

Specifically, the study has the following objectives.

- To examine the different leadership styles of senior secondary and preparatory schools principals.
- To identify the dominant leadership style/s employed by the principals.
- To indicate the different dimensions of climate in the schools.
- To identify the commonly exhibited climate/s among schools.
- To assess the extent to which leadership styles are related with school climate.

1.4 Significance of the Study

It is believed that the starting point to improve the performance of both the teachers and the students is to improve the school climate by acquainting the principals with the different leadership styles. Also, it is assumed that a positive school climate enhances effective teaching and there by better academic performance of students. The researcher

feels that the findings and recommendations to be made from this study will make the following contributions.

- It may help some principals who for one reasons or the other have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using suitable leadership styles in order to improve the school climate.
- It may suggest ways the Gambella region school principals could adjust their leadership styles to create or enhance a positive school climate.
- It may help the concerned bodies at different echelon of the education system to take corrective actions in line with leadership style and school climate.
- It may also serve as an additional source of information for those who want further investigation on the subjects.

1.5 Delimitation of the Study

Gambella region has 22 government secondary schools. Out of these schools, only three schools provide a combination of both general secondary and preparatory schooling (i.e., grades 9-12). This study, therefore, delimited to these three government senior secondary and preparatory schools. Moreover, the findings are confined to leadership style and school climate of these three schools. Thus, the participants in the study were those teachers and principals of the three schools.

1.6 Limitations of the Study

There were two major limitations inherent in this study. The first limitation was the nature of the LEAD-Other standardized instrument and its scoring method. The way how to score the LEAD-Other questionnaire prohibits the researcher to make use of correlation research design. Such problem forced the researcher to use descriptive survey research design so as to undertake his study by following the procedures of each standardized questionnaires. Hence, this limitation has an effect so as to employ inferential statistics (such as chi square, the Pearson product-moment correlation test, and Spearman tests) and to make correlation with the OCDQ-RS standard tool under SPSS software.

The second limitation was the mood of the respondents. That is, following security problems some students were killed and teachers were not in their regular jobs for a month. Since organizational climate is determined by the feeling of the followers, the time where data was collected was not good. As a result, teachers might not provide the appropriate responses of their schools. These two problems may have their own impact on the research findings.

1.7 Operational Definitions of Terms

School climate refers to the openness and/or closeness of relationship between the principal and the teachers as rated by respondents using the OCDQ. This is standardized questionnaire.

Leadership style refers to the orientation of the principal based on the amount of direction (task-behavior) and the amount of socio-emotional support

(relationship behavior) he/she provides in a given situation and the level of maturity of the followers as rated by respondents using the LEAD-Other.

Senior secondary and preparatory school refers to an educational level that comprises both the general secondary school (i.e., grade 9-10) as well as the preparatory school (i.e., grade 11-12).

1.8 Organization of the Study

This paper has five chapters. Chapter one contains introduction of the study. It comprises background of the study, statement of the problems, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

Chapter two includes review of the related literature. It contains theories of leadership and styles, the concept and meaning of school climate, and the relationship between leadership style and school climate.

Chapter three deal with the research design and methodology. Chapter four discusses the analysis and interpretation of data. The last chapter presents summary of major findings, conclusions and recommendations. Finally, references and appendices are included at the end.

Chapter Two

Review of the Related Literature

This chapter contains the theoretical aspects of leadership and school climate. It tried to address the issues related to the basic research questions. In this regard, section 2.1 reviews the theories of leadership and styles. It attempts to relate the first two basic research questions. Section 2.2 reviews the theories of school climate. It tries to address the next two basic research questions. Section 2.3 presents the relationship between leadership style and school climate in order to address the last research question.

2.1 Leadership Theories and Styles

2.1.1 The Nature and Meaning of Leadership

The term “leadership” originally came from the Anglo-Saxon word *Laedan*, meaning *to go*, and is defined as guiding, conducting, proceeding, or being foremost (Farahbakhsh, 2006). However, the concept of leadership is both fascinating and elusive. It has intrigued our imaginations and speculations for centuries (Hoy & Forsyth, 1986).

There are almost as many definitions as there are writers on the topic (Hoy & Forsyth, 1986; Musaazi, 1982; Kreitner, 2004; Hughes, Ginnet & Curphy, 2006; Yukl, 2010). Clearly, the term means different things to different individuals (Hoy & Forsyth, 1986). Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position (Farahbakhsh, 2006; Yukl, 2010). Mohamad, Silong & Hassan (2009) state some of the key ideas of definitions of leadership as influencing others, influencing toward some kinds of goals, a

relationship between leader and followers, interaction of leaders and followers, communicating a vision, directing and coordinating work and activities.

In describing the general nature of leadership, Hoy & Forsyth (1986:118) citing Katz and Kahn (1978) point out three basic meanings of the concept: (i) an attribute of an office or position; (ii) a characteristic of a person; and (iii) a category of actual behavior. Thus, the concept of leadership remains elusive because it depends not only on position, behavior, and personality of the leader but also on the nature of the situation as well as the interaction of the situation with the personality and behavior of leader. Moreover, leadership occurs in a cultural context in which symbols and meanings are important (Hoy & Forsyth, 1986).

Despite the multitude of ways leadership has been defined, and after reviewing some of the major definitions, Mohamed et al., (2009) come to the conclusion that there are key elements of importance to leadership such as: (a) leadership is a group phenomena that involves the leader and followers; (b) it occurs in a context; i.e., a community, organization or group; (c) it involves influence; and (d) it involves accomplishment of goals. Based on such understanding leadership can be viewed as influence, and to influence, a leader must have followers and the process of influencing occurs in a context towards some kinds of goals.

2.1.2 Theories of Leadership

A review of the leadership literature reveals an evolving series of schools of thought from “Great Man” and “Trait” theories to “Transformational” and “Servant” leadership. Whilst early theories tend to focus up on the characteristics and behaviors of successful

leaders, later theories began to consider the role of followers and the contextual nature of leadership (Bolden et al., 2003). Scholars (such as Lussier, 1997; Wright & Noe, 1996; Hoy & Miskel, 2008; Robbins & Judge, 2008) categorize trait, behavioral, situational or contingency theories under traditional leadership perspectives where as charismatic and transformational leadership theories under the new leadership perspectives.

In this regard, the great man theory is based on the assumptions that leaders are born with innate, unexplainable leadership skills, which cause other people to see them as heroic and mythic. The trait approach arose from the great man theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected and installed into leadership positions (Bolden et al., 2003).

Research in the 1940s began to focus on the way leaders behave. Instead of categorizing people as leaders or followers, the behavior approach seeks to identify a pattern of behavior associated with effective leaders (Wright & Noe, 1996). The behavioral theory is a big leap from trait theory, in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that sort those with leadership potential from those who will never have the chance.

Although many research studies could be categorized under the heading of the behavior approach (namely, Mc Gregor's theories of X and Y in 1960, the Iowa leadership studies by Lewin, Lippit and White in late 1930, Likert's management system in 1961, Group dynamic studies by Cartwright and Zander in 1960 etc), but the Ohio State University

studies (1945), Michigan University studies (1945) and the studies by Blake and Mouton (1961) are strongly representative of the ideas in this approach (Farahbakhsh, 2006).

Such various studies were carried out with the intention of identifying leader behaviors that account for effectiveness. Their findings reveal two major forms of leader behaviors i.e., employee-centred/ consideration and production-centred/initiating structure. Employee centred or highly-considerate leader is sensitive to subordinates' feelings and strives to make things pleasant for them, while production-centred leader or a leader high in initiating structure emphasizes completion of the task (Hoy & Forsyth, 1986; Ubben & Hughes, 1997; Hersey & Blanchard, 1988; Wright & Noe, 1996; Robbins & Judge, 2008; Hoy & Miskel, 2008; Hughes et al., 2006).

Although the behavioral approaches are consistent in describing two important dimensions of leadership behavior, the relationships between leadership behavior and effectiveness have been much less conclusively established (Hoy & Forsyth, 1986). As a result, the prevailing models guiding leadership research have turned to a contingency or situational approach (Hoy & Forsyth, 1986; Wright & Noe, 1996; Ubben & Hughes, 1997; Lussier, 1997; Bolden et al., 2003; Kreitner 2004; Hughes et al., 2006).

According to Bolden et al., (2003), whilst behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one best leadership styles is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is

contingent up on such factors as the situation, the people, the task, the organization and other environmental variables (Bolden et al., 2003; Kreitner, 2004).

Even if a number of different contingency-situational leadership theories have been developed (such as Fiedler's contingency theory, 1967; Hersey & Blanchard's situational theory, 1969; House's Path-goal theory, 1971; Vroom & Yetton's normative decision model, 1973; Tannenbaum & Schmidt's leadership continuum model, 1973; etc), they all share one fundamental assumption, i.e., successful leadership occurs when the leader's style matches the situation (Kreitner, 2004). Moreover, Hughes et al., (2006) suggest that almost all contingency theories are fairly similar in that they address certain aspects of the leader, the followers, and the situation. Thus, contingency theories maintain that leadership effectiveness is maximized when leaders correctly make their behavior contingent on certain situational and follower characteristics.

According to Lussier (1997:396), current researchers focus on top score managers who exhibit certain behaviors that make them outstanding despite the possibility of wide variations in individual leadership styles. Robbins and Judge (2008:186) state that "contemporary leadership theories view leaders as individuals who inspire followers through their words, ideas, and behaviors." Moreover, Bolden et al., (2003:12) assert that the models discussed so far have dwelt on the leader as some frontal figure who stands out from the rest as being somehow different and leading the rest of the people.

Thus, the contemporary leadership theories move to recognition of the importance of the leaders' relationship with his/her followers and an interdependency of roles. No longer the hero or solo leader but the team leader. Not the leader always out in front but the

leader who has the capability to follow. Not the master, but the servant (Bolden et al., 2003).

Hughes et al., (2006) state that charismatic leaders are passionate, driven individuals who are able to point a compelling vision of the future. Thus, charismatic leadership is based on a leadership style that inspires loyalty enthusiasm, and high levels of performance (Lussier, 1997).

Bolden et al., (2003:14-15) assert that Burns (1978) was the first to put forward the concept of “transforming leadership”. However, in 1985 Bass developed Burns’ concept of transforming leadership into “transformational leadership”. Burns defined transformational leadership as “a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation”, while Bass defined it in terms of “how the leaders affects followers, who are intended to trust, admire and respect the transformational leader.”

From these definitions we can infer that Burns sees transformational leadership as being inextricably linked with higher order values, where as Bass sees it as a moral, and attributed transformational skills to people. Strengthening this idea, Bolden et al., (2003) state that Burns sees transformational leadership as a two-way process, while Bass sees it as a one-way process. Moreover, Bass deals with the transformational style of executive leadership that incorporates social change, a facet missing from Burns’ work.

The notion of servant leadership emphasizes the leaders’ duty to serve his/her followers leadership thus arises out of a desire to serve rather than a desire to lead (Bolden et al., 2003). In 1970 Greenleaf built his philosophy on the idea that the leader exists only to

serve his/her followers; they grant him/her their allegiance in response to his/her servant nature (Kreitner, 2004). The servant leader, therefore, is an ethical person who puts other not himself/her self-in the foreground.

In general, this section attempted to discuss an overview of leadership theories. The various leadership paradigms have been used to describe leadership and leadership effectiveness. Leadership paradigm has changed over the last decades; it has transited from the traditional leadership to the new perspectives. Hence, the focus of all theories on leadership is to determine organizational effectiveness. The section below discusses the different leadership styles so as to make organization more effective.

2.1.3 Leadership Styles

All the various leadership theories just we discussed have direct implications for what style the leader uses. Okumbe (1998:97) defines leadership style as “a particular behavior applied by a leader to motivate his/her subordinates to achieve the objectives of the organization.” According to Davis and Newstrom (1989:213), leadership style is “the total pattern of leaders’ actions, as perceived by their employees.”

There are a number of different styles to leadership that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms (Davis & Newstrom, 1989; Ukeje et al., 1992). It is thus clear that leadership style is a function of three factors: the leader, the follower and the situation in which they operate (Ukeje et al., 1992; Hughes et al., 2006).

These factors (leader, follower & situation) interact to determine whether the leader will be inclined to one basic style or the other. The basic styles though severally labeled, can be seen as being either task-oriented, effective, authoritarian, initiatory, nomothetic or goal-achievement oriented on the one hand, or employee-oriented, efficient, democratic, considerate, idiographic or group-maintenance oriented on the other. Each basic style lies on its own continuum and different leaders exhibit different gradations of it in their behavior. At the same time, each of these styles is conceptualized as constituting the two dimensions of leadership style and each leader exhibits a certain degree of each style (Davis & Newstrom, 1989; Ukeje et al., 1992; Lussier, 1997).

The dominant ideas on effective leadership initially began with the great man and trait theories, followed by behavior theory, situational theory and integrative theory. The great man and trait theories first focusing on the idea that leaders were born and later trait theory focusing on identifying acquired traits of leaders. In this regard, there are many traits studies being conducted such as by Stogdill (1974), Bass (1990) and Northouse (1997) (Mohamad et al., 2009). Though traits are important, however, traits alone cannot contribute to effective leadership and there are no universal traits that can be applied to all situations.

Therefore, the behavior theory focuses on identifying styles of leadership conducted by groups of researchers from universities of Iowa (e.g. Lewin and Lippit, 1938; Lewin, Lippit and White, 1939), Ohio (e.g., Hemphill and Coons, 1957; Halpin and Winter, 1957; Flieshman, 1953) and Michigan (e.g. Likert, 1961) (Mohamad et al., 2009).

The Iowa studies identified three leadership styles that exist on a continuum, from autocratic to democratic and finally laissez faire styles. On the other hand, the Ohio and Michigan studies identified two major leadership styles: task-oriented/initiating structure and people-oriented/consideration (Wright & Noe, 1996; Lussier, 1897; Mohamad et al; 2009). Other researchers such as Blake and Mouton (1961) expanded the findings of the Ohio and Michigan studies and develop the Leadership Grid which described five styles of leadership-impoverished leadership (1.1), authority-compliant leadership (9.1), middle of the road leadership (5.5), country club leadership (1.9), and team leadership (9.9) (Ukeje, et al., 1992; Wright & Noe, 1996; Lussier, 1997; Harris & Hartman, 2002; Kreitner, 2004; Hughes et al., 2006; Mohamad et al., 2009).

The situational theories such as proposed by Fielder (1967), House (1971), and Hersey and Blanchard (1969, 1977, 1988) emphasized matching leadership styles and situations. In these models, Fielder identified two styles of leadership, the task-motivated and relationship-motivated styles that should be matched to situational control. House in his path-goal theory identified four styles of leadership-directive, supportive, participative and achievement oriented- that should be matched to subordinates' characteristics, nature of task and the work environment. On the other hand, Hersey and Blanchard proposed the Leadership Situational Model that identified four leadership styles (telling, selling, participating, and delegating) that should be suited to the subordinates' maturity levels (Wright & Noe, 1996; Lussier, 1997; Harris & Hartman, 2002; Mohamad et al., 2009). Since the LEAD instrument is one of the data gathering tools in this study, the situational leadership model will be discussed hereunder.

2.1.3.1 Hersey-Blanchard Situational Leadership Model

Hersey and Blanchard developed their situational leadership model in 1969, based on Reddin's 3-D management style theory. The Hersey-Blanchard Situational Leadership Theory first appeared in *Training and Development Journal* as the 'Life Cycle of Leadership' (Graeff, 1997; Owens, 1987). The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they are leading and the details of the task (Owens, 1987; Davis & Newstrom, 1989; Ubben & Hughes, 1997; Lussier, 1997; Harris & Hartman 2002).

Their theory is based on the amount of direction (task behavior) and amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers. Task behavior is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behavior the leader engages in one-way communication. Relationship behavior is the extent to which the leader engages in two-way or multi-way communications by providing socio-emotional support. This includes listening, facilitating, and supportive behaviors. Maturity is the willingness and ability of a person to take responsibility for directing his/her own behavior. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts (Hersey, Blanchard & Johnson, 2001; Bolden et al., 2003).

For Hersey and Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). Hence,

there are four leadership styles: telling, selling, participating, and delegating (Hersey & Blanchard, 1977; Hersey et al., 2001; Bolden et al., 2003).

Telling/Directing

According to Hersey and Blanchard (1993:192), this style is characterized by high task and low relationship behavior. It is effective when leading low maturity (unable and unwilling) subordinates, who lack both job skill and motivation. The leader who uses this style has well-defined strategies (i.e., clear instruction and specific direction) to accomplish set goals. He/she, therefore, gives detailed instructions as to what the task is and when, where and how to perform it. Decisions are made without subordinates' input thus communication is one sided, i.e., top-down.

When the follower cannot do the job and is also unwilling to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled. If the leader focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader thus maintains a clear position to ensure that all required actions are clear (Hersey & Blanchard, 1993).

This style is not effective when the manager is seen by his/her subordinates as an individual who imposes methods on others, and who is only concerned with the output, and therefore unpleasant. Hersey and Blanchard (1993) refer to this style as ruling, directing or structuring.

Selling/Coaching

According to Hersey and Blanchard (1993), this style is characterized by both high task and high relationship. It is appropriate when leading low to moderate (unable, but willing or confident) job maturity but psychologically mature subordinates. Then the leader must turn attention to the human aspects.

The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods (Hersey & Blanchard, 1993).

The style is ineffective if the subordinates do not believe that the manager is genuine in his/her interpersonal relationship and perceive him/her to be initiating more jobs than is needed. Hersey and Blanchard (1993:193) refer to this style as persuading, explaining or clarifying.

Participating/Supporting

This style is characterized by low task and high relationship behavior (Hersey & Blanchard, 1993). It is effective when leading followers with high to moderate (able but unwilling or insecure). It is best with highly creative subordinates who have necessary skills and self-confidence (Hersey & Blanchard, 1993).

When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading

them to cooperate. Communication is two-way because subordinates have ample opportunity to suggest ideas and their suggestions are highly valued (Hersey et al., 2001).

There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found then they can be addressed by the leader. The leader thus spends time listening, praising and other wise making the follower feel good when they show the necessary commitment (Graeff, 1997).

It is ineffective when the subordinates perceive the manager as a leader who is interested in peace and harmony so much so that he/she would not emphasize accomplishment of a task at the expense of his/her good relationships with subordinates (Hersey & Blanchard, 1993:132). Hersey and Blanchard (1993:194) described this style as collaborating and facilitating.

Delegating

According to Hersey and Blanchard (1993), this style is characterized by low task and low relationship behavior. It is used effectively when leading subordinates with both high job and psychological maturity (able and willing or confident). It is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility (Hersey & Blanchard, 1993).

When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, trusting them to get on with the job. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome (Hersey et al; 2001). Hersey and Blanchard (1993:132) argue that this

style is not effective when followers feel that the manager is providing little structure and support when necessary.

To determine the appropriate leadership style to use in a given situation, therefore, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his/her task behavior and increase relationship behavior until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behavior but also relationship behavior. Once the maturity level is identified, the appropriate leadership style can be determined (Bolden et al., 2003).

In this regard, it is possible to infer the following propositions from the model, i.e., when readiness/maturity level of followers is: (a) very low, the manager can effectively use a task-oriented, directive, autocratic and telling style; (b) moderately low, the manager can use a more relationship-oriented selling style; (c) moderately high, the manager can use a participating style; and (d) very high, the manager can use delegating style.

2.2 School Climate

The previous section of this chapter dealt with the various theories of leadership and leadership styles with major emphasis on Hersey-Blanchard Situational Leadership Model. Therefore, the first section of the review was an aspect of the first two research questions. This section, however, will present a review of school climate in order to address the other two research questions.

2.2.1 The Concept and Meaning of School Climate

Regardless of their apparent similarity in structure and function, organizations such as schools differ in the “impact” they make on both external and participant observers. Such differences are subtle, elusive to describe and, in many respects, seem to defy identification. Nevertheless, there is a “feel”, an “atmosphere” or a “tone” unique to each organization (Lukas, 2007; Lazaridou & Tsolakidis, 2011).

The concept of organizational climate originated in the late 1950s as social scientists studied variations in work environments (Hoy et al., 1991). Although researchers interested in educational organizations (Pace & Stern, 1958; Halpin & Croft, 1963) made the initial efforts to define and measure dimensions of organizational climate, the usefulness of the concept was soon recognized by scholars of business organizations (Taguri, 1968). In fact, the climate of an organization may roughly be conceived as the “personality” of the organization; that is, ‘climate is to organization as personality is to individual’ (Halpin, 1966).

Following the lead of industrial and social psychologists, school climate is a broad term that refers to teachers’ perceptions of their work environment; it is influenced by formal and informal organization, personalities of participants, and leadership practices in the school (Hoy & Forsyth, 1986; Hoy et al., 1991; Hoy & Miskel, 2008). Thus, school climate is a general synthesizing concept that is directly influenced by the principal which in turn affects the motivations and behavior of teachers (Hoy & Forsyth, 1986).

There are a number of common terms used to the general surrounding of an individual at work in an organization-“ecology,” “milieu,” “setting,” “culture,” “tone,” “field”,

“atmosphere,” or “climate” (Hoy & Forsyth, 1986). They are all used to refer to the internal quality of the organization as experienced by its members, but climate seems to be the concept most frequently used (Hoy & Forsyth, 1986). Put simply, the organizational climate of a school is the set of internal characteristics that distinguishes one school from another and influences the behavior of its members. More specifically, school climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy & Forsyth, 1986; Hoy et al., 1991; Hoy & Miskel, 2008).

Though difficult to define and not always agreed upon, many definitions of school climate exist (Hoy et al., 1991; Sackney, 1988; Lazaridou & Tsolakidis, 2011). Researchers have argued that there is no single definition of school climate, and that most definitions are descriptive in nature and are not based on empirical evidence (Smith, 2005).

Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social and academic dimensions. According to Loukas (2007), the physical dimension includes: (a) appearance of the school building and its classrooms; (b) school size and ratio of students to teachers in the classroom; (c) availability of resources; and (d) safety and comfort. On the other hand, the social dimension includes: quality of interpersonal relationships between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree to which students, teachers, and staff contribute to decision-making at the school.

Moreover, the academic dimension includes: quality of instruction, teacher expectations for students' achievement; and monitoring student progress and promptly reporting results to students and parents.

Based on the above concepts, we can infer that various researchers and educational reformers have defined school climate in different ways, but there seems to be consensus on what constitutes school climate. Thus, school climate has everything to do with the atmosphere, tone or feeling that prevails in a particular school.

2.2.2 The Importance of School Climate to Learning

According to Freiberg and Stein (1999:11), school climate is the “heart and soul of a school”. It is about that essence of a school that leads a student, a teacher, an administrator, a staff member to love the school and to look forward to being there each school day. It is about that quality of a school that helps each individual feel personal worth, dignity and importance, while simultaneously helping create a sense of belonging to something beyond ourselves. It can foster resilience or become a risk factor in the lives of people who work and learn in school.

A school's climate can define the quality of a school that creates healthy learning places; nurtures students' and parents' dreams and aspirations; stimulates teacher' creativity and enthusiasm; and elevates all of its members (Freiberg & Stein, 1999). Indeed, school climate can significantly impact educational environments. As Freiberg (1998:1) notes, “School climate can be a positive influence on the health of the learning environment or a significant barrier to learning”.

Research shows that school climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students (Kuperminc et al., 1997). Additionally, specific research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Marshall, 2011). Furthermore, researchers have found that positive school climate perceptions are protective factors for boys and may supply high-risk students with a supportive learning environment yielding health development as well as preventing antisocial behavior (Kuperminc, et al., 1997; Marshall, 2011). Therefore, it is possible to say that positive inter personal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior.

Regarding the roles of teachers and principals, Marshall (2011) found that a positive school climate is associated with increased job satisfaction for school personnel. Hence, a good school climate is one which is conducive to meeting the objectives of the school while allowing individuals to accomplish individual goals (Francis & Milbourn, 1980). Positive school climate, thus, can provide an enriching environment, both for personal growth and academic success.

2.2.3 Perspectives on School Climate

Climate can be conceived and measured from a variety of perspectives. Hoy and Forsyth (1986) point out four perspectives that provide valuable set of conceptual capital and measurement tools to analyze, understand, map, and change the work environment of schools.

2.2.3.1 Teacher-Principal Behavior: Open to Closed

The most well-known conceptualization and measurement of the organizational climate of schools is the pioneering study of elementary schools by Halpin and Croft (1962, 1963). Their approach was to identify the critical aspects of teacher-teacher and teacher-principal interactions in school. To that end, they constructed the OCDQ that portrays the climate of an elementary school (Hoy & Forsyth, 1986; Hoy et al., 1991; Hoy & Miskel, 2008). There are now three contemporary versions of the OCDQ—one for elementary (OCDQ-RE), one for middle (OCDQ-RM), and one for secondary (OCDQ-RS) schools (Hoy & Miskel, 2008).

Just as the principal's leadership style can influence teacher behavior, so can teachers' behavior affect the principals' behavior; hence, the leadership of the principal, the nature of the teachers, and their mutual interaction become the key components for identifying school climate (Hoy & Forsyth, 1986). In this regard, there are four dimensions of principal's behavior (aloofness, production emphasis, thrust, and consideration) and four-dimensions of teachers' behavior (disengagement, hindrance, esprit, and intimacy) (Halpin, 1966). Based on the content of each of the eight dimensions there are six prototypic school climates (Halpin, 1966) that will be discussed hereunder.

Open Climate. The open climate is marked by cooperation and respect within the staff and between the staff and principal. The principal listens and is open to teacher suggestions, gives genuine and frequent praise, and respects the professional competence of the staff (high supportiveness). Principals also give their teachers freedom to perform without close scrutiny (low directiveness) and provide facilitating leadership behavior

devoid of bureaucratic trivia (Low restrictiveness) (Hoy & Forsyth, 1986; Hoy & Miskel, 2008).

Similarly, teacher behavior supports open and professional interactions (high collegial relations) among the staff. Teachers know each other well and are close personal friends (high intimacy). They cooperate and are committed to their work (low disengagement). In brief, the behavior of both the principal and the staff is open and authentic (Hoy & Forsyth, 1986; Hoy & Miskel, 2008).

Autonomous Climate. This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The principal models enthusiasm and diligence. There is no external threat or influence. Teachers have great desire to work and students are highly motivated. There is close relationship among the principals, teachers, students and parents (Halpin, 1966).

Controlled Climate. It is marked by a press for achievement at the expense of social needs satisfaction (Halpin, 1966). Every one works hard and there is little time for friendly relationship with others, or for deviations from established controls and directives. The principal thus employs a direct approach, keeps his/her distance from teachers, students and parents in order to avoid familiarity (Halpin, 1966).

Familiar Climate. It is highly personal but uncontrolled that shows a laissez-faire atmosphere (Musaazi, 1982). Its main feature is the conspicuously friendly manner of both the principal and the teachers. Social needs satisfaction is extremely high, while little is done to control or direct the group's activities towards goal achievement (Halpin, 1966). The principal is not aloof nor impersonal or official in his/her behavior; he/she wants everybody to

live as a nice happy family. He/she does not emphasize production. No one thus works to full capacity, yet no one is ever “wrong”, also, the actions of members are not criticized (Halpin, 1966; Musaazi, 1982).

Paternal Climate. It is characterized as one in which the principal discourages the emergence of leadership acts from the teachers and attempts to initiate all leadership him/her self. Group maintenance is not established because of the principal’s inability to control the activities of the teachers. Therefore, teachers do not work well together; they are split into factions (Halpin, 1966).

The principals are not aloof. He/she is everywhere at once, scurrying here and there checking and telling people how to do things. He/she does not delegate any of the different activities to the staff members. Hence, he/she believes that ‘father knows best’ (Halpin, 1966:180). Therefore, morale tends to be quite low; and there is little satisfaction to be gained from either goal achievement or personal needs satisfaction.

Closed Climate. The closed climate is virtually the antithesis of the open climate. The principal and teachers simply appear to go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and the teacher responding minimally and exhibiting little commitment (high disengagement). The principal’s ineffective leadership is further seen as controlling and rigid (high defectiveness) as well as unsympathetic, unconcerned, and unresponsive (low supportiveness) (Hoy & Forsyth, 1986; Hoy & Miskel, 2008). These misguided tactics are accompanied not only by frustration and apathy but also by a general suspicion and lack of respect of teachers for each other as either friends or professionals (low intimacy and no collegial relations).

According to Hoy and Forsyth (1986:154-155) and Hoy and Miskel (2008:200-201), closed climates have principals who are non supportive, inflexible, hindering, and controlling and a staff that is troublesome, intolerant, apathetic, and uncommitted.

2.2.3.2 Organizational Dynamics: Healthy to Unhealthy

Another frame for viewing the climate of the school is its organizational health (Hoy & Forsyth, 1986; Hoy et al., 1991; Hoy & Miskel, 2008). The health metaphor was initially used by Miles (1965, as cited in Hoy et al., 1991:15). He asserts that the idea of positive health in an organization is not new and calls attention to conditions that facilitate growth and development as well as to those that impede healthy organizational dynamics. Therefore, a school with a healthy organizational climate is one that copes successfully with its environment as it mobilizes its resources and efforts to achieve its goals (Hoy & Miskel, 2008).

Specifically, a healthy organization is one in which the three levels of responsibility (the technical, managerial, and institutional levels) are in harmony. The organization is both meeting its needs and successfully coping with disruptive outside forces as it directs its energies towards its mission (Hoy & Forsyth, 1986; Hoy & Miskel, 2008). In this regard, the healthy school is protected from unreasonable community and paternal pressures. The principal of a healthy school provides dynamic leadership, leadership that is both task-oriented and relations oriented. Such behavior is supportive of teachers and yet provides direction and maintains high standards of performance (Hoy & Forsyth, 1986; Hoy & Miskel, 2008).

Moreover, the principal has influence with his/her superiors as well as the ability to exercise independent thought and action. Teachers in a healthy school are committed to teaching and learning. They set high but achievable goals for students; they maintain high standards of performance; and the learning environment is orderly and serious (Hoy & Forsyth, 1986; Hoy & Miskel, 2008). Furthermore, students work hard on academic matters, are highly motivated, and respect other students who achieve academically. Classroom supplies and instructional materials are accessible. Finally, in a healthy school teachers like each other, trust each other, are enthusiastic about the work, and are proud of their school (Hoy & Forsyth, 1986; Hoy & Miskel, 2008).

The unhealthy school, on the other hand, is vulnerable to destructive outside forces. Teachers and principals are bombarded with unreasonable demands from parental and community groups. The school thus is buffeted by the whims of the public (Hoy & Forsyth, 1986; Hoy & Miskel, 2008). The principal does not provide leadership: there is little direction, limited consideration and support for teachers, and virtually no influence, with superiors. Morale of teachers is low. Teachers feel good neither about each other nor about their jobs. They act aloof, suspicious, and defensive. Therefore, the press for academic excellence is limited (Hoy & Forsyth, 1986; Hoy & Miskel, 2008).

2.2.3.3 Pupil-Control Orientation: Humanistic to Custodial

Still another way to conceptualize school climate is in terms of the dominant patterns that teachers and principals favor to control students (Hoy & Forsyth, 1986). This perspective was initiated by Willower, Eidell and Hoy in 1967 at Pennsylvania State University (Hoy & Forsyth, 1986). These researchers postulated a student-control continuum from humanistic to

custodial. Their concern is the social beliefs component of climate. Thus, student-control perspective is about “how school officials view the students” (Hoy & Forsyth, 1986:164).

The model for the humanistic orientation is the school conceived as an educational community in which students learn through cooperative interaction and experience. Learning and behavior are viewed in psychological and sociological terms. Self-discipline is substituted for strict teacher control. Thus, a humanistic orientation leads to a democratic atmosphere with open channels of two-way communication between students and teachers and increased students’ self-determination (Hoy & Forsyth, 1986).

The model for the custodial orientation is the traditional school that provides a rigid and highly controlled atmosphere in which maintenance of order is primary (Hoy & Forsyth, 1986). Here students are stereotyped in terms of their appearance, behavior, and parents’ social status. Teachers conceived their school as an autocratic organization with a rigid student-teacher status hierarchy. The flow of power and communication is unilateral and down ward; students must accept the decisions of their teachers without question. Teachers do not attempt to understand students’ behavior but instead view misbehavior as a personal affront. They perceive students as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Therefore, impersonality, cynicism, and watchful mistrust pervade the atmosphere (Hoy & Forsyth, 1986).

2.2.3.4 Managerial Systems: Exploitive to Participative

It is the last but most comprehensive perspective to analyze school climate. Likert embarked on an extensive research over a period of 30 years on the basis that good leader would improve efficiency (Oyetunji, 2006). His findings revealed four managerial systems on a

continuum from system one to four: System 1, Exploitive-Authoritative, System 2, Benevolent-Authoritative; System 3, Consultative; and System 4, Participative, (Hoy & Forsyth, 1986).

Although Likert developed the theory and did most of the initial research in business organizations, he asserts that “the perspective is applicable to other kinds of organizations such as schools” (Hoy & Forsyth, 1986).

2.2.4 Dimensions of Secondary School Climate

According to Hoy et al., (1991:39), Halpin and Crofts’ (1963) broad conception of open and closed climate remains intellectually vital. However, the original measure of climate (the OCDQ), as opposed to the conception of open and closed climates, is dated, flawed, and inappropriate for secondary schools. In this regard, revising the OCDQ started with an attempt to create a parallel, valid, and reliable climate measure for secondary schools. In due effect, Kottkamp, Mulhern and Hoy (1987) revised the original OCDQ for secondary school (OCDQ-RS) (Hoy et al., 1991).

The OCDQ-RS is a 34-item climate instrument with five dimensions describing the behavior of secondary school teachers and principals. It measures two aspects of principal leadership behaviors (supportive and directive) and three aspects of teacher behaviors (engaged, frustrated, and intimate).

A. Principals Behavior

I. Supportive Principal Behavior

It is characterized by efforts to motivate teachers by using constructive criticism and setting an example through hard work. At the same time, the principal is helpful and genuinely

concerned with the personal and professional welfare of teachers. It is directed towards with the social needs and task achievement of the staff (Hoy et al., 1991).

II. Directive Principal Behavior

It is rigid and domineering control. The principal maintains close and constant control over all teachers and school activities down to the smallest details (Hoy et al., 1991).

B. Teachers' Behavior

I. Engaged Teacher Behavior

It is reflected by high staff morale. Teachers are proud of their school, enjoy working with each other, and supportive of their colleagues. Teachers are not only concerned about each other; they are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed (Hoy et al., 1991).

II. Frustrated Teacher Behavior

It refers to a general pattern of interference from both administration and colleagues that distracts from the basic task of teaching. Routine duties, administrative paperwork, and assigned non teaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other (Hoy et al., 1991).

III. Intimate Teacher Behavior

It reflects a strong and cohesive network of social relationships among the staff. Teachers know each other well, are close personal friends, and regularly socialize together (Hoy et al., 1991).

Hoy et al., (1991) assert that four of the five aspects of school interaction also form a general dimension of school climate called openness. Open principal behavior is reflected in genuine relationships with teachers in which the principal creates a supportive environment,

encourages teacher participation and contribution, and frees teachers from routine busywork so they can concentrate on teaching. In contrast, closed principal behavior is rigid, close, and non supportive (Hoy et al., 1991).

Open teacher behavior is characterized by sincere, positive, and supportive relationships with students, administrators, and colleagues. Teachers are committed to their school and the success of their students. Moreover, they find the work environment facilitating rather than frustrating. In brief, openness refers to a school climate where both the teachers' and principal's behaviors are authentic, energetic, goal-directed, and supportive, and in which satisfaction is derived from both task accomplishment and social interaction (Hoy et al., 1991).

According to Hoy et al. (1991:148), intimacy is a facet of secondary school climate that stands alone. Unlike elementary school climate, intimacy is not part of the openness construct. Hence, intimate teacher behavior builds a strong and cohesive network of social relationships among the staff. Teachers know each other well, have close personal friends among the staff, and regularly socialize together. Thus, the OCDQ-RS provides a description of school climate in terms of five specific and two general dimensions. Each school can be described by mapping its profile along the five dimensions.

2.3. The Relationship between Leadership Style and School Climate

The previous sections of this chapter dealt with the review of leadership theories and school climate. This section, however, will present the link between leadership style and school climate in order to address the last research question.

The behavior of the principal is crucial in determining school success. Scholars believe that the leadership role of the principal is one of the main elements of school effectiveness (Ubben & Hughes, 1997; Short & Greer, 1997; Bennet & Anderson, 2003; Sergiovanni, 2006; Sergiovanni & Starratt, 2007). Principals who provide effective leadership styles help their schools reach their major goals. In this regard, leadership styles are important components in determining the school climate. Hence, the leadership style of a principal influences the school climate (Lohwithee, 2010).

Several studies (for example, Wiggins, 1972; Vice, 1976; Ubben & Hughes, 1997; Oyetunji, 2006; Lohwithee, 2010) have been conducted to find out whether a principal's leadership styles affect school climate. The following paragraphs present the findings of such studies.

Wiggins (1972) conducted a comparative study on the influence of leadership on school climate in southern California. This study found significant correlations between principal behavior and the school climate. Vice (1976), on the other hand, made a comparative study similar to that of Wiggins but this time he studied the relationship between principals and the teachers in San Bernardino Country, California. His finding indicates that those schools with high scores in management style were also those with high climate scores.

Cheong (1991) made similar research but his emphasis was on the leadership styles and the organizational process in Hong Kong secondary schools. The results of this study revealed that principal leadership styles of high relationship (people consideration) and high initiating structure were more related to a positive teacher-teacher interaction. Cheong suggested that if a principal emphasized both on task achievement and human relations in leading a school, he/she would set a hard-working example to move the organization and give the teachers

more consideration. Thus, teachers would show high working morale and enjoy social relations.

Complementing the study of Cheong, Elbert (1993) made a parallel study examining the relationship between teachers' perception of principal leadership and teachers' perception of school climate in the state of Louisiana. The findings disclosed that the teacher's perception of administrative performance was related to their perception of a school climate.

Supplementing the study of Elbert, Warner (1993) considered the effects of leadership styles as perceived by teachers on their perceptions of school climate in the Atlantic region of the United States. The data generally confirmed that leadership styles influenced a school climate.

Furthermore, Patrick (1995) investigated the relationship between principal leadership styles and school climate in Chicago State University. His finding revealed significant relationships between school climate and administrative style, gender of the principal, teacher experience, and teacher position. Patrick (1995:12) suggested that "there is no one best way for leaders to behave. But how they behave has a direct impact on the school climate and a well-run school".

Creswell and Fisher (1996) conducted a study regarding the correlation between principals' interpersonal behavior with teachers and school climate in Australia. They found a positive correlation between a principal's leadership behavior and teachers' perceptions of school environment. The study made in Bangkok, Thailand, Lohwithee (2010) found that climate is dependent on the leadership orientation of the principal but independent of gender: task-oriented principals, whether male or female, have schools with a more open, and therefore,

positive climate. In her study, Oyetunji (2006) revealed that leadership styles influenced the school climate of Botswana secondary schools. Her finding indicates that the selling style of leadership is related with the closed climate.

To sum up, most of the studies discussed in this section revealed that principals perform a major role in shaping school climate. Thus, in considering the impact of leadership style on school climate some attention needs to be given to whether the principal is task-oriented or relationship-oriented. Once the principal's primary orientation is identified, then conclusions can be drawn about his/her leadership styles.

Summary

Leadership can be defined in many ways. There have been many discussions on the definition of leadership, but they do not come to an agreement. Many leadership theories were developed and studied during the last century, but no single approach to leadership has been identified as the best method for all situations.

Leadership is an important part of management but not all of it. Manager is required to plan and organize, for example, but the primary role of a leader is to influence others to seek defined objectives enthusiastically. The fundamentals of leadership, motivating and influencing a group to achieve a common goal, have changed very little over time; but the context of leadership, the complexity of, and diversity within organizations, and societal values, have each evolved greatly over the last century. In this regard, the dominant ideas on effective leadership initially began with the great man and traits theories, followed by behavior theory, situational theory and integrative theory. No matter their difference, as Hoy and Forsyth (1986) state, the basic dimensions of leadership are concern for the task and concern for the individuals and relationships.

It is essential that principals understand the nature of teacher-principal relationships and their impact on teachers' perceptions of school climate. Effective principals also need to organize the tasks of the school. Such skills (relationship building and task management) are the foundations of healthy learning climates. Studies indicate that principals who appropriately use these two dimensions have a positive impact on school climate.

The review of the related literature in this chapter was divided into three sections. The first section reviewed the theories of leadership and leadership styles. This section attempted to relate the first two basic research questions:

RQ1. What different leadership styles are employed by the principals in government senior secondary and preparatory schools of Gambella region?

RQ2. What types of leadership style are predominantly manifested by the principals in government senior secondary and preparatory schools of Gambella region?

The second section addressed the issue of school climate. It includes the concept and meaning of school climate, its importance to learning, the perspective and dimensions of school climate. Thus, it relates to the next two basic research questions:

RQ3. What are the different dimensions of school climate in government senior secondary and preparatory schools of Gambella region?

RQ4. Which school climate dominates in government senior secondary and preparatory schools of Gambella region?

The last section of this chapter discussed the studies from different countries of the world that have examined the relationship between the principal leadership style and school climate. This relates to the last basic research question:

RQ5. To what extent does the leadership styles of principals relate with the school climate in government senior secondary and preparatory schools of Gambella region?

Chapter Three

Research Design and Methodology

This chapter deals with the research design and methodology. It includes the research design, sources of data, sample size and sampling techniques, data gathering tools, data collection procedures, techniques of data analysis, variables of the study and ethical considerations.

3.1 Research Design

The research employed both quantitative and qualitative approaches to achieve the stated objectives. The reason for the selection of this mixed approach was to get diversified ideas. The quantitative approach generates results that can be readily generalized to the target population. Central to this approach is the investigation and understanding of the relationship between variables (Gunter, 2002; Lankshear & Knobel, 2004). Since this study attempted to assess the leadership style and school climate, this approach was considered as appropriate for the realization of the research objectives. Moreover, the qualitative approach provides complete freedom for respondents to express their opinion. Therefore, the integration of these two approaches made the research more complete.

In due effect, descriptive survey design was used to assess the leadership styles and school climate in government senior secondary and preparatory schools of Gambella region. Best and Kahn (2006), state that a descriptive survey describes and interprets what is. It concerned with conditions or relationships that exist, opinion that are held, processes that are going on, effects that are evident, or trends that are developing.

3.2 Sources of Data

Both primary and secondary sources of data were used. Senior secondary and preparatory school teachers and principals were the primary sources of data, where as the data collected from policy documents, annual reports and related materials were served as secondary sources of data.

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

The target population of the study was teachers and principals in the three senior secondary and preparatory schools. In this regard, there were 166 teachers and 3 principals. Cohen et al. (2007:103) argue that one has to consider not only the population size but also the confidence level and confidence interval in order to determine the sample size for a probability sample. They suggest that a 95 percent confidence level and a 3 percent confidence interval as a conventional sampling strategy. On the basis of this as well as Krejcie and Morgan (in Hill 1998) argument, a sample of 116 (70%) of teachers and 3 (100%) of principals were selected from the sample schools.

Table 1: Population (N) and Sample Size (S) of Teachers and Principals

No	Senior Secondary & Preparatory School Names'	Teachers		Principals	
		N	S (70%)	N	S (100%)
1	Gambella	63	44	1	100
2	Tinishu Metti	56	39	1	100
3	Pignwudo	47	33	1	100
Total		166	116	3	3

3.3.2 Sampling Techniques

Both probability and non-probability sampling techniques were employed. To this effect, simple random sampling technique was used to select teachers. This technique enables to select randomly the required number of sample teachers by giving equal and independent chances from a list of a sampling frame (Cohen et al, 2007). Thus, by using this technique 116 teachers were selected randomly. Moreover, purposive sampling technique was employed to select principals. Since principals were the appropriate persons by virtue of their professional roles and powers, the technique enables to get relevant information. Therefore, 3 principals were selected purposively.

3.4 Data Gathering Tools

The researcher used standardized questionnaires, interviews, observation of the actual school settings and document analysis to gather data.

3.4.1 Questionnaires

The questionnaire is a widely used and useful instrument for collecting survey information (Cohen et al., 2007). Hence, two types of standardized questionnaires-the Organizational Climate Descriptive Questionnaire (OCDQ) and the Leader Effectiveness and Adaptability Description (LEAD) were administered to teachers in order to identify their principal's leadership styles and to assess the school climate.

A. The OCDQ Instrument

The original measure of the openness of the organizational climate of schools was Halpin and Croft (1963) Organizational Climate Description Questionnaire (OCDQ), a sixty-four Likert-type item instrument that describes basic aspects of teacher-teacher and teacher-

principal interactions (Halpin, 1966; Hoy & Forsyth, 1986; Hoy, Tarter & Kottkamp, 1991; Freiberg 1999).

The OCDQ has been subject to a number of criticisms such as questions about the validity of some of the items and subtests; the vague meanings of several dimensions; the ambiguity of the middle categories of the climate continuum; and lack of refinement of the OCDQ over time (Hoy & Forsyth, 1986:149; Hoy et al., 1991).

Therefore, Hoy et al., (1991) revised the original eight dimensions into six including three principal behaviors (supportive, directive and restrictive) and three teacher behavior factors (collegial, intimate and disengaged). As a result, the OCDQ and their later revisions, OCDQ-RE (Revision Elementary) and OCDQ-RS (Revision Secondary) were developed to measure changes in the organizational climate as perceived by teachers and establish a school climate profile that follow the continuum from an open to closed organization (Freiberg, 1999).

In this regard, the OCDQ-RS was used in this study. The questionnaire is a 34-item climate instrument with five (supportive, directive, engaged, frustrated and intimate) dimensions describing the behavior of secondary school teachers and principals. It measures two aspects of principal's leadership-supportive and directive behavior, and three aspects of teacher interactions-engaged, frustrated, and intimate behaviors. These five aspects of school interaction form two basic dimensions of school climate-openness and intimacy (Hoy et al., 1991).

The OCDQ-RS was tested to demonstrate the stability of its factor structure, to confirm the validity reliability of its subtests, and to explore its second-order factor structure. As a result,

the reliability scores for each of the five dimensions were relatively high, i.e., supportive (.94), directive (.79), engaged (.77), frustrated (.77), and intimate (.73) (Hoy et al., 1991).

B. The LEAD Instrument

The Leader Effectiveness and Adaptability Description (LEAD) developed by Hersey and Blanchard (1977) consist of two types: LEAD-Self and LEAD-Other. LEAD-Self does not measure the leader's leadership style as it only reflects how a leader perceives his/her behavior in the process of influencing others, while LEAD-Other measures the leader's leadership style because leadership style is basically the behavior pattern the leader displays while influencing the activities of others as perceived by those others. Therefore, LEAD-Self measures self-perception of an individual's behavior as a leader, where as LEAD-Other reveals the perception of a leader's followers. However, it would be useful to compare the leader and followers' perceptions of the leader's style so as to see the dissimilarity between self-perception and others' perception (Hersey & Blanchard, 1993).

Hersey, Blanchard and Johnson (2001) indicate that all leaders have a primary leadership style while most of them have a secondary leadership style. The leader uses his/her primary style most of the time to affect the activities of others, where as he/she uses his/her secondary style once in a while. Thus, all leaders use one of the four basic styles-telling, selling, participating or delegating.

The LEAD instrument consists of twelve situations which are divided into four groups; each group describes a different readiness level of followers: low readiness, low-to-moderate readiness, moderate-to-high readiness and high readiness level (Hersey et al., 2001). Since leadership style is based on the followers' perception, LEAD-Others instrument was used to

measure the leadership styles of the principals. It has sufficient reliability and validity. According to Hersey and Blanchard (1969; in Eurocontrol Guidelines, 2010: 111), the 12 items validities for the adaptability scores was between 0.11-0.52. Moreover, the test-retest reliability was moderate. That is, in two administrations across a six-week interval 75% of managers tested maintained their dominant leadership style and 71% maintained the alternative style (contingence coefficient both .71 (sig at .001)). The correlation between the adaptability scores (effectiveness) between both measures was .69 (sig at .001) showing that the measure has moderate stability (Eurocontrol Guidelines, 2010).

In general, the OCDQ and the LEAD instruments have been tested and used many times for research purposes and have proven effective for measuring organizational climate and leadership style of managers respectively. Thus, the OCDQ-RS and the LEAD-Other instruments were adapted to suit the context in which the study was undertaken so that it would be effective for data collection on school climate and leadership style at secondary school level.

3.4.2 Interview

Semi-structured interview was conducted with 3 principals so as to collect detailed information. Therefore, the interview guide questions were developed from the LEAD-Self instrument in order to compare the perceptions of the principals and their followers' on their schools leadership style.

3.4.3 Observation and Document Analysis

Questionnaires and interview methods rely on self report by respondents and sometimes information bias may be created. Thus, observation of the behavior and the environment

being studied may fill this gap of information if used properly (Gall, Borg & Gall, 1996). To this effect, observations of the actual situations were made by using check lists.

3.5 Procedures of Data Collection

First, the researcher made contact with the regional education bureau (REB) head and introduce himself by giving the letter written from the department of Educational Planning and Management, Addis Ababa University, in order to enrich mutual understanding and agreement. Based on the agreement arrive at, the REB wrote a letter of permission to those sampled secondary schools. Then, the researcher made contact with the school principals by phone so as to arrange program for the administration of the questionnaires, to hold interview, to observe the actual setting of the schools and to analyze some relevant documents. As per the program of each school, the researcher gave an orientation to the randomly selected teachers about the essence of the research and the way to respond to the questionnaires, and conducted interview with the principal. Besides, additional data were collected through observation by using check lists.

3.6 Techniques of Data Analysis

Data obtained through questionnaires, interview, observation and document analysis were analyzed based on respective statistical tools. Accordingly, data obtained through questionnaires were analyzed quantitatively, while those obtained through interview, observation and document analysis were analyzed qualitatively.

Data obtained from standardized questionnaires (OCDQ-RS and LEAD-Other) were organized and analyzed as per the instruments scoring method. In addition to the standardized instruments scoring methods, descriptive statistical measures such as frequency

count, percentages, means, and standard deviations, were used. Thus, the data collected from respondents were processed by using the Statistical Package for Social Sciences (SPSS) version 20 and Microsoft Excel spreadsheet to generate standardized scores for each tool.

On the other hand, the qualitative data were analyzed, using thematic analysis. The respondents' responses were interpreted according to the interview guide questions, giving an in-depth description and where necessary quoting the informants words.

3.6.1 The OCDQ-RS Data Analysis Method

Teachers described the extent to which specific behavior patterns occurred in their schools by responding to the statements on the questionnaire. The responses vary along a four-point Likert scale defined by the categories that represent 1 'never (N), 2 sometimes occurs (SO), 3 often occurs (O) and 4 always occurs (AO)'. The teachers responded by putting a tick in the appropriate category (see part II of Appendix A).

After the OCDQ-RS was administered to 116 teachers in three government senior secondary and preparatory schools, SPSS version 20 and Microsoft Excel spreadsheet were used to generate standardized scores for each dimension and the overall openness for each school. The items that constitute the five dimensions of the OCDQ-RS stated in appendix D.

The table below shows the standardized mean and standard deviation.

Table 2: The Standardized Mean and Standard Deviation

Dimension	Mean	Standard Deviation
Supportive behavior	18.19	2.66
Directive behavior	13.96	2.49
Engaged behavior	26.45	1.32
Frustrated behavior	12.33	1.98
Intimate behavior	8.80	0.92

Source: Hoy, W.K; Tarter, C.J; & Kottkamp, R.B. (1991). *Open Schools/Healthy Schools: Measuring Organizational Climate*. London: Sage P 152

Firstly, the school dimension scores were converted to standardized scores for each dimension per school. The following formulae were used:

$$\text{SdS for S} = 100 \times \frac{(\text{S-mean})}{\text{Sd}} + 500$$

$$\text{SdS for D} = 100 \times \frac{(\text{D-mean})}{\text{Sd}} + 500$$

$$\text{SdS for E} = 100 \times \frac{(\text{E-mean})}{\text{Sd}} + 500$$

$$\text{Sds for F} = 100 \times \frac{(\text{F-mean})}{\text{Sd}} + 500$$

$$\text{Sds for I} = 100 \times \frac{(\text{I-mean})}{\text{Sd}} + 500$$

After that the openness of climate was computed for every school. The following formula was used:

$$\text{Openness} = \frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (\text{SdS for E}) + (1000 - \text{SdS for F})}{4}$$

4

A score of 500 represents an average dimension score in the first conversion of dimension scores into standardized scores. This implies that, if the score is below 500, then the dimension is low and lower than a certain percent of schools. For instance, if a school's score is 400 on supportive behavior, it is one standard deviation below the mean on supportive behavior of all the schools that participated in the study; that is, the principal is less supportive than 84% of the other principal. Similarly, a score of 600 is high; it is one standard deviation above the average score, which means the principal is more supportive than 84% of the other principal in the sample. The same applies to openness of school climate. A score of 500 represents average openness of climate while a score of 650 on school openness indicates a highly open school.

The following numbers represent the range of the dimensions as well as openness from high to low.

Above 600	Very high
551-600	High
525-550	Above average
511-524	Slightly above average
490-510	Average
476-489	Slightly below average
450-475	Below average
400-449	Low
Below 400	Very low

3.6.2 The LEAD-Other Data Analysis Method

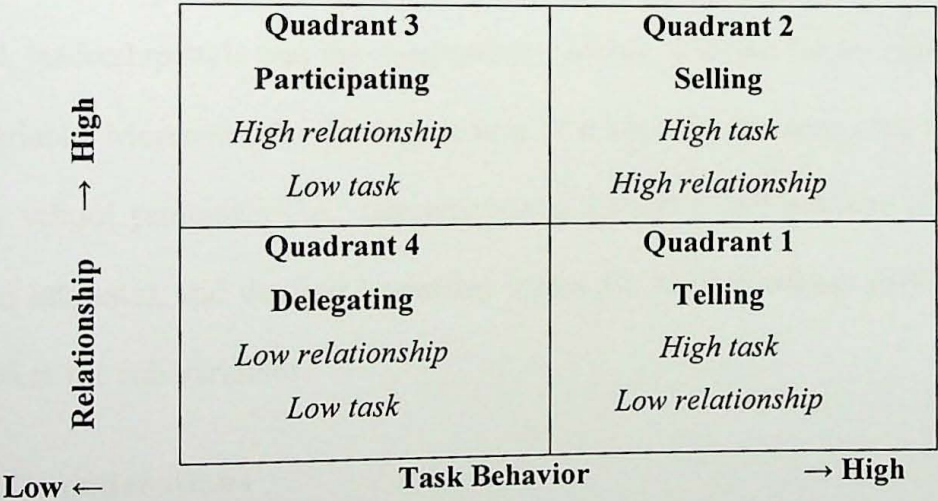
The responses from the LEAD-Other situational statements were scored by using the standardized score card to determine the leadership style. The standardized scorecard indicates 12 situations represented by numbers one to twelve. The numbers one to four in quadrant represent the alternative actions. The scores that had been plotted from the LEAD-Other situational statements were entered into the blank spaces under each quadrant. The alternatives A-D for each situational statement on the scorecard were arranged in the order of their appropriateness and not in an alphabetical order. For instance, alternative A may represent telling (1) style in situation one but may represent participating (3) style in situation six.

After the LEAD-Other was administered to 116 teachers; SPSS version 20 and Microsoft Excel spreadsheet were used to generate standardized scores for each quadrant and the overall leadership styles for each school. Therefore, the responses were transposed after they were entered into Microsoft Excel spreadsheet.

Table 3: Standardized Scorecard

Situation	Alternative Actions			
	A	C	B	D
1	D	A	C	B
2	C	A	D	B
3	B	D	A	C
4	C	B	D	A
5	B	D	A	C
6	A	C	B	D
7	C	B	D	A
8	C	B	D	A
9	B	D	A	C
10	A	C	B	D
11	A	C	B	D
12	A	C	B	D
Quadrant	1	2	3	4
Quadrant Score				

Fig. The Interpretation of the Quadrants 1-4



One standardized scorecard was used for each respondent. The alternatives each respondent had circled in the questionnaire were entered accordingly. For example, if a teacher had circled 'A' the 'A' next to 1 in the scorecard was recorded. All respondents' choices for alternatives as indicated on the questionnaire were recorded accordingly. Then, the numbers of chosen alternatives in each vertical column representing quadrants were counted and the total was then written in the blank space for quadrant scores. The total of the alternatives chosen from all the columns for each respondent was twelve (12). Scores from the scorecard were transferred to the corresponding quadrant (see Table 5).

The primary/dominant leadership style was represented by the quadrant with the highest score. The secondary or supportive management styles were represented by the next two or more scores in any of the other three quadrants (see sections 2.1.3 & 3.4.1.B). The literature reviewed (see section 2.1.3.1) indicated that there is no one best way to lead, manage or to influence people. The readiness level of the subordinates and the type of task to be done are the major determinant factors for the choice of style.

3.7 Variables of the Study

Leadership style and school climate were the two variables that were assessed in this study. In this regard, leadership style was the independent variable, whereas school climate was the dependent variable. Moreover, the five dimensions of school climate describing the behavior of secondary school principals (i.e., supportive and directive) and teachers (i.e. engaged, frustrated and intimate), and the four leadership styles (i.e. telling, selling, participating and delegating) were the sub variables.

3.8 Ethical Considerations

As researchers we are unable to conduct our projects successfully if we do not receive the help of other people. If we expect them to give up their valuable time to help us, it follows

that we should offer them something in return. We need to make sure that we treat both the participants and the information they provide with honesty and respect. In this regard, ethical issues like voluntary participation, informed consent, risk of harm, confidentiality and anonymity were taken into consideration.

Chapter Four

Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of data gathered through questionnaires, interview and check lists. It comprises two sections. The first section discusses characteristics of the respondents while the second section deals with presentation, analysis and interpretation of the OCDQ-RS and LEAD-Other data. The aim was to investigate the leadership styles and school climate of Gambella region senior secondary and preparatory schools. Hence, the findings are presented in accordance with data on two or more related questions.

Since the target population of the study was teachers and principals in the three government senior secondary and preparatory schools, 116 teachers and 3 principals were participated in the study. As a result, a total of 116 questionnaires that contained the OCDQ-RS and LEAD-Other which were adapted for data collection in this study were distributed to teachers and returned back. Besides, an interview was made with the 3 principals. Even though the three principals were willing for interview, one of the principal was most of the time away from school attending workshops. Nevertheless, after several attempts the researcher was able to interview the three principals.

4.1 Characteristics of the Respondents

The discussion below was made to show the general information of the respondents' characteristics. It analyses the respondents' characteristics in terms of sex, age, academic qualification and work experience.

Table 4: Characteristics of Respondent

No	Items	Category	Teachers (N=116)	
			Frequency	Percent
1	Sex	Male	104	89.7
		Female	12	10.3
		Total	116	100
2	Age	21-25 years	32	27.6
		26-30 years	49	42.2
		31-35 years	19	16.4
		36-40 years	12	10.3
		41-45 years	4	3.4
		Above 45 years	0	0
		Total	116	100
3	Academic Qualification	Diploma	4	3.4
		Degree	110	94.8
		Master	2	1.7
		Other	0	0
		Total	116	100
4	Work Experience	1-5 years	49	42.2
		6-10 years	37	31.9
		11-15 years	13	11.2
		16-20 years	14	12.1
		Above 20years	3	2.6
		Total	116	100

Table 4 above shows the general characteristics of respondents in terms of sex, age, academic qualification and work experience. Item 1 indicates the sex of respondents. In this

item, 104 (89.7%) of the respondents were male teachers whereas 12 (10.3%) of the respondents were female teachers. These figures depicted that the majority of Gambella region senior secondary and preparatory schools teachers were male.

Item 2 of Table 4 shows the age of respondents. It depicts that 49 (42.2 %), 32 (27.6 %), 19 (16.4 %), 12 (10.3 %) and 4 (3.4 %) of the respondents were fall in the age range of 26-30 years, 21-25 years, 31-35 years, 36-40 years, 41-45 years respectively. This implies that the majority of teachers in Gambella region senior secondary and preparatory schools were youngsters and were capable enough to contribute more for their respective schools.

Concerning the academic qualification of respondents, item 3 Table 4 indicates that 110 (94.8%), 4 (3.4%) and 2 (1.7%) of the respondents were first degree, diploma and second degree holders respectively. It implies that almost all teachers had the required qualification to teach at secondary school level.

In terms of work experience, item 4 Table 4 shows that 49 (42.2%), 37 (31.9%), 14 (12.1%), 13 (11.2%) and 3 (2.6%) of the respondents had experiences ranging from 1-5 years, 6-10 years, 16-20 years, 11-15 years, and above 20 years respectively. This indicates that a large number of teachers had experiences of teaching between 1-10 years services. Here, it is possible to relate this item with item 2. They have positive relationship, i.e. the younger the respondents' age, the lesser their experiences.

4.2. Analysis and Interpretation of the OCDQ-RS and LEAD-Other Data

This section presents the data obtained through standardized questionnaires (i.e. the OCDQ-RS and the LEAD-Other). It analysis and interpret the different types of Gambella region senior secondary and preparatory schools climate and leadership styles.

4.2.1. The OCDQ-RS Data

As it was discussed in section 2.2.4, the OCDQ-RS is a 34-item secondary school climate instrument with five dimensions describing the behavior of teachers and principals. It measures two aspects of principal leadership behavior (supportive and directive) and three aspects of teacher behaviors (engaged, frustrated and intimate).

The following is the summary of the calculations done for each senior secondary and preparatory schools as well as their categorization into very low and very high scores. The vertical column numbers represent the three schools in Gambella region.

Table 5: Behavior Dimensions and Openness of School Climate

School	Principal Behavior		Teachers Behavior			Openness
	Supportive	Directive	Engaged	Frustrated	Intimate	
1	511	1010	682	855	292	332
2	424	901	564	781	235	327
3	402	748	569	648	219	394
Average	446	886	605	761	249	351

Table 5 reflects that all (100%) of the senior secondary and preparatory schools in Gambella region had a closed organizational climate. Indeed, the climate of a school was a blend of different behaviors. The above table indicates that three (100%) of the region’s senior secondary and preparatory schools’ principals were not supportive of their staff members. School one representing 33.33% of the schools with a closed organizational climate in the region was slightly above average on supportive principal behavior where as school two and school three representing 66.67% were low on supportive principal behavior. All (100%) of the schools, had principals who were very highly

directive behaviors. All schools but one (school 1) had high engaged teacher behavior, that is, school 2 and 3. Engaged teacher behavior in school 1 was very high (682).

The table further depicts that frustrated behavior was very high in all three schools, i.e. school 1, 2, and 3 had a frustrated teachers behavior result of 855, 781, and 648, respectively. Intimate behavior was very low in all three senior secondary and preparatory schools of Gambella region. Hence, the frustrated behavior result of school 1 was 332, school 2 was 327, and school 3 was 394.

From Table 5, it can be seen that all senior secondary and preparatory schools of Gambella region had a closed organizational climate. The literature asserts that a closed climate is virtually the antithesis of the open climate. In a closed school climate, the principal and teachers simply appear to go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and the teacher responding minimally and exhibiting little commitment (high disengagement). The principal's ineffective leadership is further seen as controlling and rigid (high defectiveness) as well as unsympathetic, unconcerned, and unresponsive (low supportiveness) These misguided tactics are accompanied not only by frustration and apathy but also by a general suspicion and lack of respect of teachers for each other as either friends or professionals (low intimacy and no collegial relations). Moreover, closed climates have principals, who are non supportive, inflexible, hindering and controlling, and a staff that is disruptive, intolerant, apathetic, and uncommitted (Hoy & Forsyth, 1986; Hoy & Miskel, 2008).

When we see the behavior dimensions of each school from data presented in Table 5, the highest results among the five behavior dimensions were observed within the principal's

directive behavior (i.e. school 1 = 1010, school 2 = 901 and school 3 = 748) and teachers' frustrated behavior (i.e. school 1 = 855, school 2 = 781 and school 3 = 648). Such results have an implication to the closed climate of each school. This is because in a directive principal behavior, the principal maintains close and constant control over all teachers and school activities down to the smallest details.

Similarly, routine duties, administrative paperwork, and assigned non teaching duties are the manifestation of frustrated teachers' behavior. Moreover, teachers irritate, annoy, and interrupt each other. The very low results of each school in intimacy teachers behaviors (i.e. school 1 = 292, school 2 = 235 and school 3 = 219) further depicts that there is no cohesiveness among the staff. As a result, they neither work together nor socialize together.

Therefore, it is possible to conclude that the closed climate of the three senior secondary and preparatory schools were due to the very high results of directive principal behavior and frustrated teachers behavior. This finding is in line with Halpin's (1966:180) assertion that a closed organizational climate is characterized by low supportive behavior, high directive behavior, low engaged behavior, high frustrated behavior and low or high intimate behavior.

Halpin (1966:206) believes that interactions are not genuine in a closed climate. That is, individuals in a closed climate do not project the real self, they do not allow their personalities to bear in the relationship and this ultimately makes the individuals to be suspicious of one another. As a result, the relationship suffers tension.

Therefore, the table portrays the principals in the schools with a closed organizational climate as individuals who were not 'open' in their interactions with teachers. Both the principals and the teachers' behaviors are in line with how Hoy and Sabo (1998) describe

both principals and teachers in this situation as individuals who are 'going through the motions'.

4.2.2. The LEAD-Other Data

The LEAD-Other has 12 situational statements. There were four responses to each situational statement. Each teacher had to read each statement carefully and indicate how he/she thought his/her principal would behave in that particular circumstance by pulling a circle around the alternative response that would best describe the principal's behavior. The responses were meant to indicate the principal's reactions in those circumstances which represent his/her leadership style (see Appendix A part II of the questionnaire for the LEAD-Other situational statements).

The vertical numbers stand for the three senior secondary and preparatory schools of Gambella region and the horizontal numbers next to each number in the vertical lines indicate how each school scored in the quadrants of one to four.

Table 6: The LEAD-Other Results of Each School

School	Quadrant 1	Quadrant 2	Quadrant 3	Quadrant 4
1	123	302	65	38
2	137	233	58	40
3	112	192	61	31
Total	372	727	184	109

The above table indicates that the highest scores of all principals were located in quadrant 2. Moreover, quadrant 1 was the next highest scores of the three schools. As indicated earlier, quadrant 2 represents a high relationship and high task leadership behavior (i.e. selling style).

On the other hand, quadrant 1 represents high task and low relationship which was the characteristics of telling leadership style. This implies that all the principals that participated in the study used the selling style while influencing the behavior of teachers. Meaning, all the principals in Gambella region government senior secondary and preparatory schools used primarily the selling style of leadership in influencing teachers' behavior. Moreover, telling, participating and delegating were the supportive leadership styles of the principals.

As Hersey and Blanchard (1993) indicate, quadrant one is the telling style while quadrant 2, 3 and 4 styles are selling, participating and delegating respectively. Hence, the selling leadership style stresses a high task and high relationship orientation. In situations where task emphasis is high, it means teachers are still learning more and more about their work. This means that they have not yet reached a readiness level at which less emphasis will be placed on task.

This implies that most of the directions with regard to the task to be performed were still provided by the principals. The need for high emphasis on relationships suggests that the principals consider it necessary to build and develop staff members that did not strive to complete the given tasks. The implication of this is that the principals are not satisfied with having staff members that will perform tasks but they were interested in having achievement-motivated staff members, teachers who were mature, conscientious, approachable and devoted and who take pleasure in their job. As a result, the principals look for opportunities to reinforce appropriate behavior and encourage a two-way communication (see section 2. 1. 3. 1). This dominant style (the selling style) should have an impact on the atmosphere that prevails at these schools. Teachers who realize that their principals were not only concerned about the accomplishment of tasks but were equally concerned about their personal welfare

would endeavor to satisfy their principals by willingly working hard to meet their principals' expectations. This was, however, done with the understanding that everybody stands to gain from this kind of relationship, susceptible but a group, which is able to interact and communicate freely with others as they strive to complete the given tasks.

Principals use various styles of leadership corresponding to the teachers' readiness level. The secondary/supporting leadership style(s) is/are the styles principals use in addition to the primary or main style. For instance, the principal may use the telling style as the supporting style to the selling style. The telling style will be appropriate to use for new teachers who recently join the school for them to be well integrated in the system. It may also be useful to put on track the existing teachers whose performance is deteriorating.

In this regard, the principals of the three schools under study used the telling style of leadership as a secondary/supporting style, which depicts high task and low relationship behavior. This suggest that the principals define the role of teachers and tell them what, how and where to do which task. The principals were basically in charge of the situation; monitoring every activity and ensuring that tasks were done according to the given specifications. The principals control the relationship between them and the teachers such that sentiment was not allowed to interfere with task completion. This indicates that the teachers were no more performing at their readiness level and therefore, their performance was declining. This was probably due to the fact that teachers perceive the principals as permissive because the principals display a high degree of relationship leading to what Blake and McCanse (1991:71) describe as excessive familiarity. If the above style of leadership was appropriately used in this situation, an unproductive atmosphere is likely to change for the better.

Table 6 indicates that all of the three schools of the principal used supporting styles to supplement their primary style. Hence, these principals whose primary style of leadership was selling used telling, participating and delegating as supporting styles. In essence, all of the principals used two or more supporting styles. The above table suggests that telling was the most used supporting style, followed by participating and delegating.

The secondary leadership style of principals also contributes to the kind of atmosphere that prevails in the school. Teachers were definitely different from one another therefore; there will be differences in their level of performance and rate of development. As a result, the use of a supporting style becomes necessary and relevant especially where the principals use one dominant style for the majority of teachers. Some teachers may need supporting style(s) to encourage them to improve on their performance. This ultimately will affect the climate because those with whom the supporting style is used may be encouraged to work harder.

4.3. Interview data

The purpose of this interview, as discussed in section 3.4.2, was to track any discrepancy between the principals' perceptions of their leadership behavior and the teachers' perceptions. The principals' responses are summarized under each question as presented hereunder.

How do you go about setting goals in your school?

All the principals interviewed responded almost in the same way to this question. Their responses indicate that setting of goals was a combined exercise of the entire workforce in the school. Before setting the goals, the main problems of the school was identified by the school committee. Then, need priority will be identified from the different stakeholders in

line with the general education quality improvement packages (GEQIP) and school improvement program (SIP) indicators. Finally, the goal setting and planning process will be made in collaboration with the principal, vice principals, unit leaders, department heads, parent teacher associations (PTAs), internal as well as external supervisors. After which, the entire staff meet to integrate and finalize the goals. Based on this, it is possible to say that the views of all staff members and stakeholders are considered before school goals are set. And it is a participatory activity.

What do you do if teachers are hostile or evasive when you attempt to be friendly?

All the principals interviewed responded to this question in their own way. Their responses stated separately hereunder.

School one principal believed that

Engaging such teachers in little assignments draws them close to the authority and in that process the differences could be settled.

This principal further stated:

...calling the teachers concerned and interacting with them with the intention of finding out what is wrong and resolving it was the most appropriate.

School two principal, on the other hand, believed that the best action was to ignore and use force when need be. This principal stated:

I don't want to compromise with such teachers. Rather I would like to take corrective actions.

School three principal, in his way, assert that

I will call staff meeting so as to enrich mutual consensuses.

Therefore, it is possible to say that the principals of school one and school three would handle this situation by either selling their ideas or consulting to the staff in order to make them happy. On the other hand, school two principal can handle the situation by telling leadership style.

How do you deal with team members who are unable to handle a particular task they have been given?

All the principals interviewed responded almost in a similar way to this question. Their responses indicate that first they may call the team members and try to give advices not only by themselves but also by peer teachers, department heads, unit leaders and PTAs. If the staff members are unable to handle again, procedural actions (such as oral warning, written warning, and transfer) will be taken by the concerned bodies.

In this regard, school two principal stated that

The last options will be taken by woreda education office (WEO) in the form of transfer as a demotion to junior secondary schools or to rural schools.

Thus, it can be inferred that teachers are not left alone when they find it difficult to make progress on the assigned tasks and that first the principals consult with them and other staff members to resolve the issue. If the teacher is not willing to improve his/her problems, the last measures will be taken in the form of demotions.

How do you introduce changes?

It was reported that changes are introduced through a team composed of the senior teachers. The principals would share the ideas with this team, which is expected to sell the ideas to teachers. Hence, they consult and encourage active participation of other members for the successful implementation of any change in their respective schools. Moreover, the principals believed also in enforcing change as long as it is important for the benefit of the school and the betterment of students' performance. That is, the principals sometimes impose changes on others. Therefore, it is possible to conclude that the three principals in, one or other way, argued that they introduce changes in the form of either by enriching mutual consensuses with team members or by enforcing the staff when the situation demands.

What do you do if team members seem to have lost focus and are satisfied?

The principals reported that they can use different strategies such as staff meetings, experience sharing, and conducting action research. By doing such strategies, the school can motivate and inspires teachers to gain their attention to the learning teaching process.

One of the principals responded that:

...even though staff members complain about too many staff meetings, I still believed that in such forum some staff members may be motivated.

From these points, the deduction can be made that consultative and participative styles of leadership are primarily exercised by most principals while dealing with issues that concern the school.

The comparison of principals behavior, as indicated by their teachers in Table 6 and how the principals thought they behaved while influencing the activities of others as gathered from their responses to the interview guide questions indicate that there is a difference between the teachers' views and the principals' opinions. In that, what the teachers said did not correspond with the principals perceptions about their style of leadership. Based on the perceptions of teachers, all of the three principals used the selling style (see Table 6) whereas the principals claimed to use the consultative or participative style of leadership.

According to the situational leadership model, the selling style of leadership is characterized by high a task and high relationship orientation. The style requires the principals to give specific directions to teachers, oversee their activities and provide them with the necessary support. The participative /consultative behavior, on the other hand, is characterized by low task and high relationship orientation. Here, the principals are expected to give the teachers the autonomy to carry out their duties as they consider fit while the principals provide support to facilitate teachers' effectiveness.

Nevertheless, how the principals perceive their behavior is unimportant when the focus is to identify their leadership styles because the style is not how leaders think they behave, but how their followers perceive their behavior. In effect, how the teachers perceive their principals matters a lot for they will respond to their principals' leadership according to how they perceive their leadership behaviors.

4.4. The Relationship between Leadership Styles and School Climate

The behavior of the principal is crucial in determining school success. Researchers assert that the leadership role of the principal is one of the main elements of school effectiveness. In this

regard, several studies (Wiggins, 1972; Vice, 1976; Ubben & Hughes, 1997; Oyetunji, 2006; Lohwithee, 2010) have been conducted to find out whether a principal's leadership styles affect school climate. Their finding disclosed that leadership styles are important components in determining the school climate (see section 2.3). The table below dictates an overview of leadership styles and school climate in Gambella region government senior secondary and preparatory schools.

Table 7: Leadership Styles and School Climates of Participating Schools

School	Principals Leadership Styles (LEAD-Other)	School Climate (OCDQ-RS)
1	Selling , Telling, Participating, Delegating	Closed
2	Selling , Telling, Participating, Delegating	Closed
3	Selling , Telling, Participating, Delegating	Closed

Table 7 reflects the various leadership styles that were used by principals of the three senior secondary and preparatory schools as well as the climate that prevailed in their schools according to the responses from the questionnaires. The styles used in each school were arranged on the left with the corresponding climate in each school. The styles in bold print were the dominant styles while the others were secondary styles. The number 1-3 represent the schools that participated in the study.

A close look at the above table revealed that there was a relationship between principals leadership style and school climate. The LEAD-Other items were used to ascertain the leadership style of the principals since leadership style was based on the perceptions of the followers. Therefore, the teachers responded to the LEAD-Other items. The OCDQ-RS was

also responded by the teachers to decide their perceptions of their principals, school and even themselves.

All the principals used the selling style of leadership, which is characterized by a high task and high relationship orientation according to the situational leadership model. Moreover, this style, if used in an appropriate situation, meaning, if it is effective, it should be seen by followers as satisfying the needs of the group by maintaining a balance between goal setting and work coordination and the provision of high 'socio-emotional' support (Hersey & Blanchard 1993). Otherwise, if the followers perceive the leader's behavior as insincere and as introducing more structures than necessary, this kind of situation renders the style ineffective. For selling to be effective, it has to correspond to the readiness level of the followers, that is, unable, but willing or confident (low to moderate readiness) followers (Hersey & Blanchard 1993).

The academic qualification of teachers as it was expressed in section 4.1 of Table 4; item 3 revealed that more than 95% of teachers (94.8% degree & 1.7% master) in Gambella region senior secondary and preparatory schools were well qualified. The table further indicates that more than 70% (42.2% & 31.9%) of the teachers had work experiences within 1-10 years and their age boundary ranges from 21 up to 30 years. Hence, they have the appropriate qualification to serve their schools.

As Table 6 indicates, however, the primary leadership style of all the principals was selling. This style requires the principals to give specific directions to teachers, oversee their activities and provide them with the necessary support. However, Table 5 revealed that principals were not supportive of their staff members. As the literatures indicate the selling

style is ineffective if the subordinates do not believe that the managers is genuine in his/her interpersonal relationship and perceive him/her to be initiating more jobs than is needed. It then follows that the selling style of leadership used by all principals was not suitable since the teachers have the required qualification and the necessary skills to function effectively at that level.

Apart from that, if the selling style of leadership was going to be suitable for this group of teachers, the support required, as proposed by Hersey and Blanchard (1993) was not given by the principals as indicated in the OCDQ-RS findings (see Table 5). In effect, it can be deduced that the selling style of leadership was inappropriately used. This is probably why a substantial number of teachers perceived their principal as task masters, (as reflected in the OCDQ-RS results) who were not sincere in their relationship with them. This definitely affected the teachers' attitude; they became frustrated and disengaged. Consequently, the organizational climate in those schools was affected.

Therefore, this research replicates the previous studies of Wiggins (1972), Vice (1976), Cheong (1991), Elbert (1993), Warner (1993), Patrick (1995), Ubben & Hughes (1997) and Lohwithee (2010) in general and Oyetunji (2006) study in particular. That is, leadership styles are important components in determining the school climate. Thus, the leadership style of a principal influences the school climate of Gambella region senior secondary and preparatory schools.

4.5 Observations Made in Participating Schools

There are certain elements of every organization that influence the existing climate more than others. In some it may be the structure, in others the physical environment or high level

of technology. According to Francis and Milbourn (1980), there are five organizational components that are common to all organizations, profit and non profit, private and public.

In order to know how the five organizational components may contribute to school climate, the researcher made an average of five visits to each school under the study. The observations made and the documents analyzed during the visits were discussed hereunder.

Organizational Context

All the three senior secondary and preparatory schools of Gambella region had similar organizational context. That is, they had their own guiding policies, rules and regulations; the presence of guidance and counseling services; and the way teachers and students treated. Such management philosophies were realized during the observations.

Organizational Structure

Of course, the three schools had similar organizational structure. However, the principals would like to maintain greater degree of consistency in decision making. Such situation may enable the principals to have greater control over decisions and will probably encourage more centralized communications and information centers.

Process

In all the three schools, most of the teachers were performing their primary duty, i.e. provision of learning-teaching process. During the break time students were interacting freely with their peers by wondering here and there. Some teachers were communicating with students as well as their staff. Even in school 2, teachers together with students were

playing football and volleyball. This implies that both teachers and students had good relationships.

Physical Environment

Indeed, Gambella region is well known by its high temperature. Hence, all but school 2 were found within this high temperature. In this regard, the nature of the environment in which school 1 and school 3 found might have been an adverse effect on the level of teachers job and life satisfaction.

Regardless of the climatic difference among the three schools, all of them had relatively quiet, clean and safe environment, and good classrooms and offices. However, the observations of each school indicate that there were nominal laboratory and ICT rooms. They were not functional due to lack of science kit and other materials. The observation further revealed that there was shortage of playing grounds (for school 1 & school 3), cafeteria services (for school 2 & school 3), toilet and pipe water (for all schools).

When we see the library of each school, they were small in size having old and outdated books. Even they lack the appropriate shelves, chairs and tables. Such challenges might have an effect on students to enjoy through reading when teachers were not with them in the class.

As a result, students made noise when their teachers were absent due to different reasons.

System Values and Norms

It was observed that the vision and mission statements as well as the core values of each school were posted at the observable areas. Besides, in every morning each school had flag ceremony. The conversation held with principals, the researcher understood that at the end of

the year each school had motivational mechanism to encourage the performance of students. However, teachers can be rewarded if and only if the school have sufficient budget.

In each school the researcher was allowed to see some attendance records. From the observation, it is possible to say that there was a regular attendance recording for both teachers and students.

Chapter Five

Summary, Conclusions and Recommendations

This chapter presents summary of major findings, conclusions and makes recommendations to improve the organizational climate of Gambella region government senior secondary and preparatory schools.

The purpose of this study was to assess the leadership styles and school climate of Gambella region government senior secondary and preparatory schools and to forward suggestions so as to make a contribution for the improvement of healthy learning environment.

To this end, the study specifically intended to:

- Examine the different leadership styles of senior secondary and preparatory schools principals.
- Identify the dominant leadership style/s employed by the principals.
- Indicate the different dimensions of climate in the schools.
- Identify the commonly exhibited climate/s among schools.
- Assess the extent to which leadership styles are related with school climate.

In the course of addressing these objectives, the following basic research questions were employed.

1. What different leadership styles are employed by the principals in government senior secondary and preparatory schools of Gambella region?

2. What types of leadership style are predominantly manifested by the principals in government senior secondary and preparatory schools of Gambella region?
3. What are the different dimensions of school climate in government senior secondary and preparatory schools of Gambella region?
4. Which school climate dominates in government senior secondary and preparatory schools of Gambella region?
5. To what extent does the leadership styles of principals relate with the school climate in government senior secondary and preparatory schools of Gambella region?

In an attempt to answer these basic research questions, descriptive survey design was employed for detailed analysis of the existing leadership styles and school climate of Gambella region government senior secondary and preparatory schools. To this effect, standardized questionnaires (i.e. OCDQ-RS and LEAD-Other), interviews and observations using check lists were utilized as instruments during data collection.

Since the target population of the study was teachers and principals in the three senior secondary and preparatory schools, a sample of 116 teachers and 3 principals were selected. To this effect, teachers were selected using simple random sampling technique whereas principals were selected using purposive sampling technique.

In the course of data collection, 116 questionnaires that contained the OCDQ-RS and LEAD-Other were distributed to teachers and returned back. Besides, interviews were conducted with the 3 principals.

The quantitative data obtained from standardized questionnaires were organized and analyzed as per the instruments scoring methods, and processed using SPSS version 20 and

Microsoft Excel spreadsheet so as to generate standardized scores for each tools. Thus, frequency count, percentage, mean and standard deviation were used.

The qualitative data, on the other hand, were analyzed using thematic analysis. Hence, the analysis employed result the following major findings.

5.1 Summary of Major Findings

The following themes emerged in the analysis of data collected from teachers, principals and the observations made.

- Teachers have the required qualifications.
- Principals employ various styles while performing their duties.
- Gambella region senior secondary and preparatory schools have closed school climate.
- Principals' perception of their behavior is different from how their followers perceive them.
- The three schools lack the necessary facilities.
- There is a relationship between leadership style and school climate.

In line with such themes, the following summaries of major findings were drawn.

5.1.1 Background Characteristics of the Respondents

The finding revealed that almost all teachers (94.8%) have the required qualification (i.e. first degree) to teach at secondary school level. In terms of sex, the majority of teachers (89.7%) were male. Besides, a large number of teachers had an experience of teaching between 1-10 years services (i.e. they were within the career structure of beginner, junior and teacher).

Furthermore, they were youngsters and are capable enough to contribute more for their respective schools.

5.1.2 Principals employ various styles while performing their duties

Teacher respondents reported in the LEAD-Other questionnaires that their principals' primary/dominant leadership style was selling. That is, the principals employed the selling leadership style in running the school. The selling leadership style is characterized by high task and high relationship behavior. Teachers indicated also that their principal used telling, participating and delegating as their secondary styles.

However, the selling style of leadership was not appropriately used by the principal, probably because most of them got to that position by promotion and not by certification, therefore they may lack the necessary leadership skills; thus, the style was ineffective. The selling can only be used, at best, to achieve what a transactional leader would achieve because both styles (i.e. selling & transactional) of leadership share some major characteristics; both are characterized by directive principal behavior. The followers' commitment depends on how much of their needs are satisfied and both styles do not facilitate followers' development. The selling or transactional leadership style seemed unsuitable for creating and maintaining a positive organizational climate because directive principal behavior does not foster growth, creativity and teachers' open interpersonal relations.

5.1.3 Gambella region senior secondary and preparatory schools have closed school climate

The findings revealed all of the schools studied had a closed organizational climate. When we see the behavior dimensions of each school, the highest results among the five behavior dimensions were observed within the principal's directive behavior (i.e. school 1 = 1010, school 2 = 901 and school 3 = 748) and teachers' frustrated behavior (i.e. school 1 = 855, school 2 = 781 and school 3 = 648). Such results have an implication to the closed climate of each school. Hence, both the teachers and students' behaviors were affected one way or the other by the unhealthy, negative or closed climate.

The principals' inefficiency with regard to facilitating task accomplishment and demonstrating interest in teachers' personal welfare contributed greatly to teachers' lack of commitment to students and school. The principals' emphasis on hard work yielded no fruits because they failed to lead by example; their behaviors contradicted their words. They expected teachers to take initiative, but at the same time limited their freedom to perform necessary leadership duties and the principals themselves did not provide adequate leadership. Therefore, their inconsistency coupled with their high expectations of teachers portrayed their behavior as insincere, which contributed to the teachers' frustration and disengagement. This in turn may bring students' poor performance.

5.1.4 Principals' perceptions of their behavior are different from how their teachers perceive them

The principals' opinions of their behavior while performing their duties were quite different from how their teachers saw them behave. The principals thought that they involved teachers

and other staff members in decision-making and other activities of the school, but the teachers believed the contrary. The principals introduced their idea and tried to sell it to teachers. The discrepancy in the principals and teachers' perceptions of the behaviors of principals to a large extent, contributes to teachers' low morale, lack of motivation and commitment and the prevailing closed climate in all schools. Teachers' lack of response to what the principals believed to be a participative/consultative style underscores the notion that leadership style is determined by the followers' perceptions of their leader's behavior. An issue arising from the above is why most teachers felt left out in decision-making in spite of the fact that most principals used the participative/consultative style of leadership.

5.1.5 The three schools lack the necessary facilities

All of the three schools under the study had relatively quiet, clean and safe environment. It was observed that the vision and mission statements as well as the core values of each school were posted at the observable areas. However, the observations of each school indicate that there were nominal laboratory and ICT rooms. They were not functional due to lack of science kit and other materials. The observation further revealed that there was shortage of playing grounds, cafeteria services, pipe water and toilet.

Furthermore, the libraries of each school were small in size having old and outdated books. Even they lack the appropriate shelves, chairs and tables. Since these schools have both the general secondary (grade 9-10) and preparatory (grade 11-12) classes, students are expected more to enjoy through readings, to conduct experiments, and to familiarize themselves with the technologies. However, these activities were unthinkable. Hence, such challenges might have an effect on students to enjoy through reading and to achieve good performance.

5.1.6 There is a relationship between leadership style and school climate

The leadership role of the principal is one of the main elements of school effectiveness. Besides, the behavior of the principal is crucial in determining school success. Moreover, leadership styles are important components in determining the school climate. In this regard, the finding disclosed that there was a relationship between principals leadership style and school climate.

The finding revealed selling was the primary leadership style of all the principals. Even though, this style requires the principals to provide teachers the necessary support, principals were not supportive of their staff members (see Table 5). In effect, the selling style of leadership was inappropriately used. As a result, teachers perceived their principal as task masters, who were not sincere in their relationship with them. This definitely affected the teachers' attitude; they became frustrated and disengaged. Thus, the organizational climate in those schools was affected.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

Teaching is a stressful occupation. Teachers need support from the principal and other senior teachers to experience positive school climate and high teacher morale. It may be logical to note that favorable school climate is linked with high teacher morale and high teacher motivation. A healthy school climate tends to increase positive motivation for students to learn and for teachers to teach successfully. A number of educational researchers (like Wiggins, 1972; Vice, 1976; Ubben & Hughes, 1997; Oyetunji, 2006; Lohwithee, 2010) conclude that school climate plays a significant role in the effectiveness of schools.

The leadership style of a principal influences the school climate. In this regard, the leadership role of the principal is one of the main elements of school effectiveness. Principals who provide effective leadership styles help their schools reach their major goals. It is essential that principals understand the nature of teacher-principal relationships and their impact on teachers' perceptions of school climate. Effective principals promote more open school climates by developing better working relationships with the teachers. Besides, they organize the tasks of the school. These two principal skills – relationship building and task management – are the foundations of healthy learning climates.

On the contrary, unhealthy school climate can hinder learning and make the teaching profession less satisfying. Studies indicate that principals who appropriately use these two dimensions (relationship-oriented behaviors and task-oriented behaviors) have a positive impact on school climate.

An effective principal who supports teachers by creating respectful relationships with them and encouraging their participation in decision making and problem solving tend to provide a healthy learning atmosphere. Moreover, an effective principal creates an open school climate by building strong relationships with teachers and making sure that the tasks of the school are completed. Hence, an open school climate makes learning and teaching more successful and more rewarding.

However, based on the findings, it is possible to conclude that the principals of the three schools were not in a position of providing support and creating respectful relationships within and among teachers. Such situations create unhealthy school climate that hinder to increase positive motivation for students to learn and for teachers to teach successfully.

5.3 Recommendations

Based on the findings of the study and conclusions arrived at, the following recommendations were forward:

1. Principals use different leadership styles

The findings of this study in relation to different principals' leadership styles reveal that the principals used different leadership styles which include: the selling, telling, participating and delegating styles. The findings also imply that the principals used their dominant style of leadership (the selling style) inappropriately. Therefore, it is recommended that principals should familiarize themselves with the various leadership styles and their effectiveness in different situations. In this regard, the Gambella region education bureau (REB) should organize on the job and off the job training programmes in order to acquaint the principals in educational management with specific emphasis on leadership skills and style.

2. Gambella region senior secondary and preparatory schools have closed climate

Literature indicates that there are two types of climates in schools: the open/healthy climate and the closed/unhealthy climate. However, the findings revealed all of the three senior secondary and preparatory schools have a closed/unhealthy organizational climate. It is important that Gambella region senior secondary and preparatory school principals should be aware of various climates that exist and other aspects of school climate. In this respect, it is suggested that the REB should organize workshops where experts in the field will expose principals to all the details of school climate, for instance, the meaning and importance of school climate, its dimensions, how good climate can be created, how it can be improved and sustained.

3. Principals' leadership styles are responsible for school climate

The findings of this research in respect to whether school principals' leadership styles are responsible for school climate show that the principal leadership style is one of the major factors responsible for school climate. The principals need to know why and how their leadership behavior can bring into existence a particular type of climate. It is therefore recommended that the REB initiate and involve senior secondary and preparatory school principals in the climate improvement programme. The programme may include an action research whereby each school will carry out a study to identify the type of climate that exists in the school with the intention of improving it. The OCDQ-RS research tool will be effective in achieving this task. It is assumed that if this kind of programme is introduced it will help principals in evaluating their leadership behaviors. It will also help them to take necessary steps to improve the climate in their schools. School climate improvement should not be a onetime exercise rather it should be an ongoing exercise for the provisions of a positive climate in schools.

4. There is a relationship between leadership style and school climate

Literature reviewed as well as the findings from the empirical study with regard to the implications of principals' leadership styles for school climate clearly indicate that there is a link between the principals' leadership style and the school climate. In addition, the findings revealed the leadership style employed by the principals has implications for school climate. In essence, the principal leadership behavior, for example, his/her expectations, values, beliefs, relationships with teachers and the examples he/she sets for the whole school shape the climate in the school. In view of this, the need for leaders to be well informed to use their

leadership styles to create and improve school climate cannot be over emphasized. Thus, the REB should begin to campaign for the need to improve the existing school climate and work out plans to back up the movement. Moreover, resentment and conflict attend authoritarian style of leadership. Hence, principals should embrace the collaborative style where teachers are included and free to share ideas and concepts for the benefit of students and the school. Principals should endeavor to fully involve teachers in the decision-making and execution of plans. Teachers will most likely work with enthusiasm when they are not left out in matters concerning the progress of the school. Principals are therefore encouraged to adopt an open pattern of relationship with teachers for a happy atmosphere to prevail in schools.

5. The results of this study in relation to what the REB, school principals and teachers can do to improve their school climate

REB role in the provision of necessary facilities

The finding revealed that all the senior secondary and preparatory schools lack the necessary facilities (such as library, laboratory, ICT centre, etc). The provision of quality education is determined by the provision of the required inputs and the quality of its process. In order to provide quality education and to improve the output of the senior secondary and preparatory schools, the REB should plan for the construction of appropriate library for each school and the provision of necessary facilities to make the library as well as the laboratory and ICT centre more functional. In due effect, the regional government should allocate appropriate budget for construction and procurement. To this end, nongovernmental organizations (NGOs) found in the region (such as UNESCO, UNICEF, PACT ...) should contribute in their respect either in cash or in kind for the realization of the region's quality education.

Principals' role in the improvement of school climate

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

Teachers' role in the improvement of school climate

This research results suggest that teachers have a role to play in creating and sustaining a positive/healthy climate in schools. In this regard, it is suggested that teachers should handle their job concerns with maturity, use proper channels and exercise collegiality. Thus, teachers are encouraged to be committed, faithful and to see to the success of the students they teach. In due effect, the schools in collaboration REB should reward teachers consistently so as to keep their morale and motivation.

Recommendations for Future Research

School principals should embrace those leadership traits that encourage positive school climates. Schools with positive climates are documented as having higher student achievement gains: the schools simply are more effective. Presently, there is no information or facts on the clear-cut schemes that can be utilized to improve the principal leadership styles and school climate.

Thus, more research that analyses emerging leadership models including larger sample groups is required to examine the factors responsible for students' poor performance, increase in students' acts of indiscipline and the negative climate in some secondary schools. This analysis can provide leadership traits that promote quality results for teachers, students and parents.

In this regard, suggested research areas are:

- The impact of principal style of leadership on teachers' effectiveness, students' attitude and the general climate of school.
- The principals' level of authority with regard to disciplinary issues pertaining to teachers' behavior.
- The level of teacher commitment in secondary schools and its effect on students' performance and school climate.

Bibliography

- Ager Eshetu (2002). *Factors Affecting Participation of Females in Secondary Schools in Gambella Region* (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Bennt, N. & Anderson, L. (2003). *Rethinking Educational Leadership: Challenging the Convention*. London: Sage Pub.
- Ben-Perc, M. Schonmann, S. & Kupermintz, H.(1999). 'The Teachers' Lounge and Its Role in Improving Learning Environments in Schools', in H.J. Freiberg (ed.), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor and Francis Group.PP148-164
- Best, J. W & Kahn, J.V. (2006). *Research in Education* (10th ed). Boston: Pearson
- Blake, R. R. & McCanse, A. A. (1991). *Leadership Dilemmas-Grid Solutions*. Houston: Gulf Publishing Company.
- Bolden, R, Gosing, J., Marturano, A; & Dennison, P. (2003). *A Review of Leadership Theory and Competency Frameworks: a Report for Chase Consulting and the Management Standards Centre*. Centre for Leadership Studies: University of Exeter.
- Cheong, Y. (1991). Leadership style of principals and organizational process in secondary schools. *Journal of Educational Administration*. 29(2), 25-37.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed). London: Routledge.

Bibliography

- Ager Eshetu (2002). *Factors Affecting Participation of Females in Secondary Schools in Gambella Region* (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Bennt, N. & Anderson, L. (2003). *Rethinking Educational Leadership: Challenging the Convention*. London: Sage Pub.
- Ben-Pertc, M. Schonmann, S. & Kupermintz, H.(1999). 'The Teachers' Lounge and Its Role in Improving Learning Environments in Schools', in H.J. Freiberg (ed.), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor and Francis Group.PP148-164
- Best, J. W & Kahn, J.V. (2006). *Research in Education* (10th ed). Boston: Pearson
- Blake, R. R. & McCanse, A. A. (1991). *Leadership Dilemmas-Grid Solutions*. Houston: Gulf Publishing Company.
- Bolden, R, Gosling, J., Marturano, A; & Dennison, P. (2003). *A Review of Leadership Theory and Competency Frameworks: a Report for Chase Consulting and the Management Standards Centre*. Centre for Leadership Studies: University of Exeter.
- Cheong, Y. (1991). Leadership style of principals and organizational process in secondary schools. *Journal of Educational Administration*. 29(2), 25-37.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed). London: Routledge.

- Conley, S. & Muncey, D.E. (1999). 'Organizational Climate and Teacher Professionalism: Identifying Teacher Work Environment Dimensions' in H.J. Freiberg (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP.103-123
- Creemers, Bert P.M. & Reezigt, G.J. (1999). 'The Role of School and Classroom Climate in Elementary School Learning Environments'. in H.J. Freiberg, (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP 30-47
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd ed). California: Sage Publication Ltd
- Creswell, J., & Fisher, D. (1996). *Relationships between Principals' Interpersonal Behavior with Teachers and the School Environment*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Davis, K. & Newsroom J.W. (1989). *Human Behavior at Work: Organizational Behavior*. (8th ed.). New York: McGraw-Hill Book Comp.
- Dunklee, D.R (2000). *If You Want to Lead, Not Just Manage: A Primer for Principals*. California: Corwin Press Inc.
- Elbert, L. (1993). *The Relationship between Teacher Perception of Administrative Performance of Leadership and Teacher Perception of School Climate in Catholic Schools in Louisiana* (Unpublished Doctoral Dissertation). Hattiesburg: University of Southern Mississippi.
- Estifanos Gashu (2010). *An Assessment of Organizational Climate of Secondary Schools in Addis Ababa* (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.

- Eurocontrol Guidelines (2010). *The Change & Transition Tool Compendium: Annex A Methods & Tools*. Edition 1.0
- Farahbakhs, Saeid (2006). Leadership in Educational Administration: Concepts, Theories and Perspectives. *Academic Leadership the Online Journal*, Vol. 4, Issue 1 Winter 2006. Retrived at <http://www.academicleadership.org/article>
- Francis, G.J. & Milbourn, G. (1980). *Human Behavior in the Work Environment: a Managerial Perspective*. California: Good Year Pub. Comp.
- Freiberg, H.J (1999). 'Three Creative Ways to Measure School Climate and Next Steps' in H.J. Freiberg (ed.), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP. 208-218
- Freiberg, H.J. (1999). 'Introduction' in H.J. Freiberg (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP. 1-10.
- Freiberg, H.J. & Stein, T.A. (1999). 'Measuring Improving and Sustaining Healthy Learning Environment' in H.J Freiberg, (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP. 11-29.
- Gall, M.D., Borg, W.R & Gall, J.P. (1996). *Educational Research* (6th ed). New Jersey: Longman Pub.
- Graeff, Claude L. (1997). Evolution of Situational Leadership Theory: A Critical Review. *Leadership Quarterly*, 8 (2), PP. 153-170.

- Gumbayi I. (2007). Schools Climate and Teachers' Perceptions on Climate Factors: Research into nine urban high schools. *The Turkish Online Journal of Educational Technology*. Vol. 6, Issue 3, Article 7, PP. 70-78.
- Hall, G. E. & George, A. A. (1999). 'The Impact of Principal Change Facilitator on School and Classroom Culture' in H.J Freiberg, (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP. 171-191.
- Halpin, A. W. (1966). *Theory and Research in Administration*. New York: MacMillan Company.
- Halpin, A.W. & Croft, D.B. (1963). *The Organizational Climate of Schools*. Washington, D.C: Office of Educational Research (Contract SAE 543-639).
- Harris, O. & Hartman, S. (2002). *Organizational Behavior*. New York: Best Business Books.
- Heresy, P. & Blanchard, K.H. (1977). *Management of Organizational Behavior: Utilizing Human Resources* (3rded). New Jersey: Prentice-Hall Inc.
- Heresy, P. & Blanchard, K.H. (1993). *Management of Organizational Behavior: Utilizing Human Resources* (6thed). New Jersey: Prentice-Hall Inc.
- Heresy, P., Blanchard, K.H. & Johnson, D.E. (2001). *Management of Organizational Behavior: Utilizing Human Resources* (8thed). New Jersey: Prentice-Hall Inc.
- Heresy, P. & Blanchard, K. (2011). The LEAD Instrument.
Available at [http://learn.uci.edu/media/F07/99114/LEAD Exercise doc](http://learn.uci.edu/media/F07/99114/LEAD%20Exercise%20doc).
- Hill, R. (1998). What Sample Size is enough in Internet Survey Research? *Interpersonal Computing and Technology: An Electronic Journal*. Vol. 6 No. 3-4 pp. 1-10

- Hoy, W. & Forsyth, P. (1986). *Effective Supervision: Theory into Practice*. New York: Random House.
- Hoy, W. (2011). The OCDQ Instruments, Scoring Instructions, and Interpretations. Available at www.coe.ohio-state.edu/whoy
- Hoy, W.K & Feldman, J.A. (1999). 'Organizational Health Profiles for High Schools' in H.J Freiberg, (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP 84-102
- Hoy, W.K. & Miskel, C.J. (2008). *Educational Administration: Theory, Research and Practice* (8th ed). New York: McGraw Hill.
- Hoy, W.K; Tarter, C.J; & Kottkamp, R.B. (1991). *Open Schools/Healthy Schools: Measuring Organizational Climate*. London: Sage
- Hoy, W. K. & Sabo, D. J. (1998). *Quality Middle School: Open and Healthy*. California: Corwin Press Inc.
- Kedir Watta (2009). *A Study on the Organizational Climate of Secondary Schools in Guji Zone* (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Lankshear, C. & Knobel, M. (2004). *A Handbook for Teacher Research: From Design to Implementation*. New York: Open University Press.
- Lazardou, A. & Tsolakidis, I.G. (2011). An Exploration of Organizational Climate in Greek High Schools. *Academic Leadership the Online Journal*, Vol. 9 Issue 1 Winter 2011. Retrieved at <http://www.academicleadership.org/article>

- Lohwithee, W. (2010). *The Impact of Directors' Leadership styles and Gender on Secondary School Climate in Bangkok Metropolis* (Unpublished Doctoral Dissertation). Melbourne: Victoria University.
- Lussier, Robert N. (1997). *Management: Concepts, Applications and Skill Development*. Cincinnati, Ohio: South Western College Pub.
- Marshall, Megan L. (2011). *Examining School Climate: Defining Factors and Educational Influences*. Center for Research on School Safety, School Climate and Classroom Management: Georgia State University.
- Morphet, E.L, Johns, R.L, & Reller, T.L. (1982). *Educational Organization and Administration: Concepts, Practices, and Issues*. New Jersey: Prentice- Hall.
- Musaazi, J.C.S. (1982). *The Theory and Practice of Educational Administration*. London: Macmillan Publishers Ltd.
- Nakpodia, E.D. (2009). The Influence of Principals' Leadership Styles on Teachers and Students in Nigerian Secondary Schools. *The Academic Leadership Online Journal*. Vol.7, Issue 4, Fall 2009
- Okumbe, J.A. (1998). *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.
- Oyetunji, C.O. (2006). *The Relationship between Leadership Style and School Climate in Botswana Secondary Schools* (Unpublished Doctoral Dissertation). University of South Africa.
- Owens, Robert G. (1987). *Organizational Behavior in Education* (3rd Ed). New Jersey: Prentice-Hall.

- Patrick, J. (1995). *Correlation between Administrative Style and School Climate*. ERIC Document Reproduction Service No. ED387853.
- Sackeny, Larry (1988). *Enhancing School Learning Climate: Theory, Research and Practice*. Saskatoon: University of Saskatchewan, SSTA Research Centre Report.
- Sergiovanni, T.J. (2006). *The Principalship: A Reflective Practice Perspective* (5th ed). Boston: Allyn and Bacon.
- Sergiovanni, T.J. & Starratt, R.J. (2007). *Supervision: A Redefinition* (8th Ed). Boston: McGraw Hill.
- Social Development Direct (2010). *Social Assessment for the Education Sector, Ethiopia* (Unpublished Annexes).
- Stevens, C.J. & Sanchez, K.S. (1999). 'Perceptions of Parents and Community Members as a Measure of School Climate', in H.J Freiberg (ed), *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Philadelphia: Falmer Press, Taylor & Francis Group. PP 208-218
- Ubben, G.C. & Hughes, L.W. (1997). *The Principal: Creative Leadership for Effective Schools* (3rd Ed.). Boston: Ally and Bacon.
- Ukeje, B.O., Akabogu, G.C., & Ndu, A. (1992). *Educational Administration*. Enugu: Fourth Dimension Pub.
- Vice, T. (1976). Climate Improvement in Elementary Schools. *Thrust for Educational Leadership*. 5(4), 23-24.
- Warner, D. (1993). *Leadership Styles of Elementary School Principals and the Effect upon School Climate and Pupil Achievement* (Unpublished Doctoral Dissertation). Houston, TX: University of Houston.

Wiggins, T. (1972). A Comparative Investigation of Principal Behavior and School Climate. *Journal of Educational Research*, 66(3), 103-106.

Wright, P.M. & Noe, R.A. (1996). *Management of Organizations*. Chicago: IRWIN

Yukl, Gary (2010). *Leadership in Organizations* (7th Ed.). New Jersey: Prentice –Hall.

Appendix A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Human Resource and Organizational Development Stream

Questionnaire to be filled by teachers

Dear teachers,

The purpose of this questionnaire is to obtain information about your school, relevant to my research title: *Leadership Style and School Climate in Gambella Region Government Senior Secondary and Preparatory Schools*. The information provided will be used purely for my academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible.

General Direction:

No need to write your name

Put a tick (✓) mark in the space provided to indicate your response

Try to give only one response for each question

Thank you in advance for your cooperation!

Part I. Background Information of Respondents

1, Name of School _____

- 2, Sex A. Male ☐ B. Female ☐
- 3, Age A. 21-25 years ☐ D. 36-40 years ☐
- B. 26-30 years ☐ E. 41-45 years ☐
- C. 31-35 years ☐ F. Above 45 years ☐

4, Academic Qualification

- A, 12+2/ 10+3 Diploma ☐
- B, BA/ BSc/ BEd ☐
- C, MA/ MSc/ MEd ☐
- D, Other, please specify _____

5, Work Experience

- A, 1-5 years ☐ D, 16-20 years ☐
- B, 6-10 years ☐ E, Above 20 years ☐
- C, 11-15 years ☐

Part II. Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS)

DIRECTIONS: The following are statements about your school. Please indicate the extent to which each statement characterizes your school by putting a tick (✓) in the appropriate box.

N= Never; SO= Sometimes Occurs; O= Often Occurs; AO= Always Occurs

No	Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS)	N	SO	O	AO
1	The mannerisms of teachers at this school are annoying.				
2	Teachers have too many committee requirements.				
3	Teachers spend time after school with students who have individual problems.				
4	Teachers are proud of their school.				
5	The principal sets an example by working hard himself or herself.				
6	The principal compliments teachers.				
7	Teacher-principal conferences are dominated by the principal.				
8	Routine duties interfere with the job of teaching.				
9	Teachers interrupt other staff members who are talking in staff meetings.				
10	Student body has an influence on school policy.				
11	Teachers are friendly with students.				
12	The principal rules with an iron fist.				
13	The principal monitors everything teachers do.				
14	Teachers' closest friends are other staff members at this school.				
15	Administrative paperwork is burdensome at this school.				
16	Teachers help and support each other.				
17	Students solve their problem through logical reasoning.				
18	The principal closely checks teacher activities.				
19	The principal is autocratic.				
20	The morale of teachers is high.				
21	Teachers know the family background of other staff members.				
22	Assigned non-teaching duties are excessive.				
23	The principal goes out of his or her way to help teachers.				
24	The principal explains his or her reason for criticism to teachers.				

25	The principal is available after school to help teachers when assistance is needed.				
26	Teachers invite other staff members to visit them at home.				
27	Teachers socialize with each other on a regular basis.				
28	Teachers really enjoy working here.				
29	The principal uses constructive criticism.				
30	The principal looks out for the personal welfare of the staff.				
31	The principal supervises teachers closely.				
32	The principal talks more than listens.				
33	Students are trusted to work together without supervision.				
34	Teachers respect the personal competence of their colleagues.				

Part III. The Leader Effectiveness and Adaptability Description (LEAD-Other) Questionnaire

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

1. The staff are not responding lately to this leader's friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.

A, Emphasize the use of uniform procedures and the necessity for task accomplishment.

B, Be available for discussion but would not push for involvement.

C, Talk with the staff and then set goals.

D, Intentionally not intervene.

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

A, Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.

B, Take no definite action.

C, Do what can be done to make the staff feel important and involved.

D, Emphasize the importance of deadlines and tasks.

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

A, Work with the staff and together engage in problem solving.

B, Let the staff work it out.

C, Act quickly and firmly to correct and redirect.

D, Encourage the staff to work on the problem and be supportive of their efforts.

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

A, Allow staff involvement in developing the change, but not be too directive.

B, Announce changes and then implement with close supervision.

C, Allow the staff to formulate its own direction.

D, Incorporate staff recommendations, but direct the change.

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

A, Allow the staff to formulate its own direction.

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

C, Redefine roles and responsibilities and supervise carefully.

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

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

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

B, Emphasize the importance of deadlines and tasks.

C, Intentionally not intervene.

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

7. This leader is considering changing to a structure that will be new to the staff. Members of the staff have made suggestions about needed change. The staff has been productive and demonstrated flexibility in its operations.

A, Define the change and supervise carefully.

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

- C, Be willing to make changes as recommended, but maintain control of implementation.
- D, Avoid confrontation, leave things alone.
8. **Staff performance and interpersonal relations are good. This leader feels somewhat insecure about not providing direction to the staff.**
- A, Leave the staff alone.
- B, Discuss the situation with the staff and then initiate necessary changes.
- C, Take steps to direct followers towards working in a well defined manner.
- D, Be supportive in discussing the situation with the staff, but not too directive.
9. **This leader has been appointed to head a task force that is far overdue in making requested recommendations for a change. The staff is not clear on their goals. Attendances at sessions have been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.**
- A, Let the staff work out its problems.
- B, Incorporate staff recommendations, but see that objectives are met.
- C, Redefine goals and supervise carefully.
- D, Allow staff involvement in setting goals, but not push.
10. **Followers, who are usually able to take responsibility, are not responding to the leader's recent redefining of standards.**
- A, Allow staff involvement in redefining standard but not take control.
- B, Redefine standards and supervise carefully.
- C, Avoid confrontation by not applying pressure; leave the situation alone.
- D, Incorporate staff recommendations, but see that new standards are met.

11. This leader has been promoted to a new position. The previous principal was uninvolved in the affairs of the staff. The staff has adequately handled its tasks and direction. Staff interrelations are good.
- A, Take steps to direct followers working in a well defined manner.
 - B, Involve staff in decision making and reinforce good contributions.
 - C, Discuss past performance with the staff and then examine the need for new practices.
 - D, Continue to leave the staff alone.
12. Recent information indicates some internal difficulties amongst staff. The staff has a remarkable record of accomplishment. Members have effectively maintained long- range goals. They have worked in harmony for the past year. All are well qualified for the task.
- A, Try out solution with staff and examine the need for new practices.
 - B, Allow the staff members to work it out themselves.
 - C, Act quickly and firmly to correct and redirect.
 - D, Participate in problem discussion while providing support for the staff.

Thank you very much once again for your cooperation and sincere response!

Appendix B

Interview Guide Question

1. How do you go about setting goals in your school?
2. What do you do if teachers are hostile or evasive when you attempt to be friendly?
3. How do you deal with team members who are unable to handle a particular task they have been given?
4. How do you introduce changes?
5. What do you do if team members seem to have lost focus and are satisfied?

Appendix C

Checklists for Observation and Document Analysis

No	Organizational Components that Contribute to Climate	Yes	No	Remark
1	Organizational Context			
A	The presence of different policies, rules & regulations			
B	The way how teachers and students treated are good			
C	Does the principal gives due attention towards matching employees' goals and organizational goals?			
D	Is there a guidance and counseling services?			
2	Organizational Structure			
A	Does the principal believe in a high degree of teachers as well as students participations in decision making?			
B	Is the organizational structure similar among the schools?			
3	Process			
A	Does the communication process top-down?			
B	Does the principal consider the possible influence on climate while deciding the appropriate supervisory technique for a particular situation?			
4	Physical Environment			
A	Does the school environment is relatively quiet, clean, and safe?			
B	Does the school environment is noisy, dirty, and dangerous?			
C	Does the size and location of the school building favorable for learning & teaching?			
D	Does the school environment affect the level of teachers' job satisfaction?			
E	Is there available cafeteria & lounge service to students and teachers respectively?			
F	Is there available library room?			

G	Is there available laboratory room?			
H	Is there available ICT room?			
I	Are there available reference books in the library?			
J	Does the school have playing grounds (for football, volleyball, basketball, etc)?			
5	Systems Values and Norms			
A	Does the mission, vision & core values of each school posted the observable area?			
B	Is there flag ceremony?			
C	Is there any ground rule that govern students' as well as teachers' activities?			
D	Is there any motivational mechanism to encourage and reward both teachers and students?			
E	Is there a regular attendance records for both teachers and students?			

Appendix D

The items that constitute the five dimensions of the OCDQ-RS

Principal's Behavior

Supportive behavior items

	Questionnaire #
1. The principal sets an example by working hard himself/herself.	(5)
2. The principal compliments teachers.	(6)
3. The principal goes out of his/her way to help teachers.	(23)
4. The principal explains his/her reasons for criticism to teachers.	(24)
5. The principal is available after school when assistance is needed.	(25)
6. The principal uses constructive criticism.	(29)
7. The principal looks out for the personal welfare of staff.	(30)

Directive behavior items

1. Teacher-principal conferences are dominated by the principal.	(7)
2. The principal rules with iron fist.	(12)
3. The principal monitors everything teachers do.	(13)
4. The principal closely checks teacher activities.	(18)
5. The principal is autocratic.	(19)
6. The principal supervises teachers closely.	(31)
7. The principal talks more than listens.	(32)

Teachers' Behavior

Engaged behavior items

1. The teachers spend time after school with students who have individual problems	(3)
2. Teachers are proud of their school.	(4)

3. Student government has an influence on school policy. (10)
4. Teachers are friendly with students. (11)
5. Teachers help and support each other. (16)
6. The pupils solve their problems through logical reasoning. (17)
7. The morale of teachers is high. (20)
8. Teachers really enjoy working here. (28)
9. Pupils are trusted to work together without supervision. (33)
10. Teachers respect the personal competence of their colleagues. (34)

Frustrated behavior items

1. The mannerisms of teachers in this school are annoying. (1)
2. Teachers have too many committee requirements. (2)
3. Routine duties interfere with the job of teaching. (8)
4. Teachers interrupt other staff members who are talking in staff meetings. (9)
5. Administrative paper work is burdensome in this school. (15)
6. Assigned non-teaching duties are excessive. (22)

Intimate behavior items

1. Teachers' closest friends are other staff members at this school. (14)
2. Teachers know the family background of other staff members. (21)
3. Teachers invite other staff members to visit them at home. (26)
4. Teachers socialize with each other on a regular basis. (27)

Appendix E

Permission Letter to use OCDQ-RS

Inbox x

Behailu Fanta 12/22/11

to hoy.16

Hello Professor Dr. Wayne K. Hoy!

How do you do?

This is Behailu Fanta from Addis Ababa University, Ethiopia. Am a graduate class student & interested to conduct my thesis on Leadership Style & School Climate in General Secondary and Preparatory Schools of Gambella Region, South West of Ethiopia. Therefore, I'm requesting your help & support so as to undertake my research. Would you please, to lend your hand of the materials (i.e, OCDQ-RS) and software to be able to analysis of the data?

Best regards!

Wayne Hoy whoy@me.com 12/22/11

to me

Behailu--

All the information you need is on my web site [www.waynekhoy.com]. You will have to do your own analyses.

Good luck.

Wayne

Wayne K. Hoy
Fawcett Professor of
Education Administration

hoy.16@osu.edu
www.waynekhoy.com

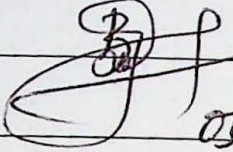
Behailu Fanta 12/23/11

to Wayne

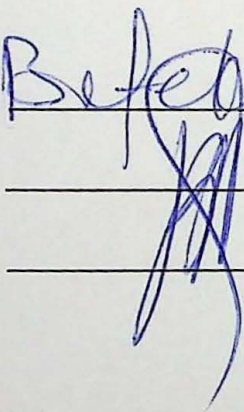
Thank you very much indeed!

Declaration

I hereby declare that this thesis is my original, and has not been presented for a degree to any university and that all relevant sources used are dully acknowledged.

Name Benjamin Fanta Abadejar
Signature 
Date 05/07/12

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

Name Benedicta Felice
Signature 
Date