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**THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND SCHOOL  
CULTURE IN PRIVATE SECONDARY SCHOOLS OF BOLE SUB-CITY**

**HANA SOLOMON**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL  
STUDIES DEPARTMENT OF EDUCATIONA PLANNING AND  
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF MASTERS OF ARTS IN EDUCATIONA LEADERSHIP AND  
MANAGEMENT**

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## **Acronyms and Abbreviations**

AUT	Autocratic Leadership
CL	Collaborative Leadership
CS	Collegial Support
DM	Democratic Leadership
LS	Laissez-faire Leadership
LP	Learning Partnership
LSQ	Leadership Style Questioner
PTA	Parent Teacher Association
SCQ	School Culture Questioner
TC	Teacher Collaboration
UP	Unity of Purpose

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#### **ABSTRACT**

*The purpose of this study was to examine the relationship between leadership style and school culture of private secondary schools of Bole sub-city. The study employed descriptive and co relational research design that includes 215 teachers respondents' and 20 parents interviewees those are the parent teacher association members. Standardized Leadership Questionnaire of Northouse based on kurt Lewin 1939 leadership model and School Culture Survey of Steve Gruenert, (1998) with some modification were used to collect data. Data were analyzed using descriptive statistics such as mean and standard deviations and inferential statistics such as Pearson correlation coefficient and regression analysis. Besides, the findings unveiled that Autocratic leadership style, had positive and moderate significant co-relationship with collaborative leadership, collegial support and professional development, but it has weak relationship with other dimensions. On top of this Democratic leadership style had moderate, but significant correlation with learning partnership, collaborative leadership, professional development, collegial support, but with teacher collaboration, and unity of purpose school culture dimensions was found strong a significant correlation as the r value signified. However, Laissez-faire leadership style relationship had a weak relationship with learning partnership whereas it had a moderate relationship with professional development, unity of purpose, collegial support dimensions of school culture furthermore, it had strong relationship with collaborative leadership, and teacher collaboration. The regression analysis further displayed that overall leadership style: democratic, autocratic and laissez-faire leaderships were good predictors of school culture and has significant correlation. Although, the overall leadership styles and the overall school culture correlation was positive as the r value indicates.*

***Key words: leadership style, leadership behaviors, school culture***

# CHAPTER ONE

## INTRODUCTION

This chapter explore background of the study, statement of the problem, conceptual framework, objectives of the study, significance of the study, delimitation of the study, limitation of the study definitions of key terms and organization of the study. Under statement of the problem, there are basic questions that guide the study to examine the relationship between leadership styles and school culture.

### 1.1 Background of the study

Leadership is as the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals Rost (1991). Whereas, Chester Barnard reported that leadership is the quality of behavior of individuals whereby they guide people or their activities in organizing efforts. According to Antonakis, et al. (2003) leadership can be defined as, " the nature of the influencing process and its resultant outcomes that occurs between a leader and followers and how this influencing process is explained by the leader's dispositional characteristics and behaviors, follower perceptions and attributions of the leader, and the context in which the influencing process occurs" (Antonakis, et al. 2003). Bennis (1959) stated that of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for top nomination. And, ironically, probably more has been written and less is known about leadership than about any other topic in the behavioral sciences (pp. 259-301) (as cited by Antonakis, et al., 2003).

Leadership is easy to identify in situ; however, it is difficult to define precisely. Given the complex nature of leadership, a specific and widely accepted definition of leadership does not exist and might never be found" (Antonakis, et al., 2003). Above mentioned definitions of leadership were typically defined by the traits, qualities, and behaviors of a leader.

To sum up, Leadership became more refined during the environment of evolutionary adaptation in response to challenges associated with the growing size and complexity of groups and the inevitability of conflict both within and between groups. The development of cognitive

capacities notably language, theory of mind, and culture facilitated large-scale leadership. Hunter-gatherer data suggested that leadership in the environment of evolutionary adaptation was consensual, democratic, and transitory. The formalized leadership structures that emerged after the agricultural revolution are novel and potentially conflict with our evolved leadership psychology.

The school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, and the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school.

The principal is the central figure in shaping school culture. The principal sets the tone of the school and gives direction and impetus toward what is most important for teaching and learning. Positive school cultures, as described by Deal and Peterson (2009).

Barth, (2002) defined culture as “a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization. It is the historically transmitted pattern of meaning that wields astonishing power in shaping what people think and how they act” .

Department of Education (1990), a statement taken from the work of Deal and Peterson (1990) posited culture as the “intangible feel of a school” that can be sensed when one enters the building. The culture “reflects the values, beliefs, and traditions of the school community, which underlie the relations among students, parents, teachers, and principals” Additionally, the principal was identified as the cultural leader who not only manages operations, but one who “acts as a symbol, a potter, a poet, an actor, and a healer in the school environment” .

School's culture can be defined as the traditions, beliefs, policies, and norms within a school that can be shaped, enhanced, and maintained through the school's principal and teacher-leaders (Short & Greer, 1997). School cultures are unique and distinctive. They are created and re-

created by people considered members of a context; i.e., teachers, students, parents, and communities, among many others. Deal and Peterson (1999) defined that school cultures as a collection of “traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments”. The culture of a school influences how people think, feel, and act (Peterson, 2002). As a result of the variations in culture, the teachers and students are affected either positively or negatively (Barth, 2002). The principal is essentially responsible for shaping school culture (Snowden & Gorton, 1998). According to Peterson (2002), School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school. These unwritten expectations build up over time as teachers, administrators, parents, and students work together, solve problems, deal with challenges and, at times, cope with failures.

Leaders must become aware of the culture of which they have become a part (Schein, 1992). Bulach (2001) asserted that “a principal who fails to identify his or her school’s existing culture before attempting to change it will meet with resistance”. Leaders must know the widely recognized leaders in a school as well as the less visible people who may make the school more successful or can be the greatest obstacle (Glickman, 2003). If a leader is to lead, then it is necessary for the leader to have a clear understanding of the existing culture. Leadership itself is an expression of culture. Leadership as cultural expression seeks to build unity and order within an organization by giving attention to purpose, historical and philosophical tradition and ideals and norms which define the way of life within the organization and which provide the bases for socializing members and obtaining their compliance. Developing and nurturing organizational value patterns and norms represent a response to felt needs of individuals and groups for order, stability, and meaning. (Sergiovanni & Corbally, 1984).

Leadership and culture are intimately linked, and a school’s culture can be developed, influenced, and managed (Trice, 1993). Many different leadership model share effective in shaping a positive culture that continuously improves a school. Sashkin and Sashkin (1993) suggest that leaders model culture and build values. They suggest that leaders reweave old traditions and stories into present realities and new vision. The actions of a building principal are central to the development of a school culture that is conducive to high levels of academic

achievement and learning (Firestone & Wilson, 1995). Principals mold and shape culture on a daily basis.

Enlightened leadership can change culture by changing the assumptions on which the culture is built. The leader who sets out to do this must have knowledge of the existing culture and be aware of the organization's key concerns. The goal will be to re-create a positive shared vision and trust (James, 1996). Enlightened leadership can change culture by changing the assumptions on which the culture is built. The leader who sets out to do this must have knowledge of the existing culture and be aware of the organization's key concerns. The goal will be to re-create a positive shared vision and trust. Deal and Peterson (1999) wrote that the principal, being in the leadership position, has great influence on a school's culture: "It is important to remember the formidable nature of school leaders' unofficial power to reshape school culture toward an 'ethos of excellence' and to make quality an authentic part of the daily routine of school life". School leaders have a profound influence on the work habits and perspectives that mark a successful school.

Principals as the school chief educational leader play a major role in shaping the culture of the school organization. In supporting this argument, ministry of education, Government of Ethiopia (2005:16) commented that 'principals as educational leader play a vital role in the success of the school. In successful school leaders; create a strong sense of vision and mission, building strong culture of collaboration, create problem solving plan to facilitate work, set appropriate curriculum implementation mechanism and possess an instructional leadership quality that take responsibility for student achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members, monitor student learning progress and closely work with parent and community members. From the above one can understand that without effective educational leader it's impossible for schools to create positive school culture.

In every school, a culture exists; however, it can differ extremely from school to school. Some schools are welcoming and enjoyable to visit. Vivid paintings and displays of student work are hanging on the walls. Students can be seen working in cooperative groups inside the classrooms and engaging in discussions about their work. Teachers plan together and discuss ways to improve student achievement. Other schools have walls that are covered with pale, white paint.

Several students are sitting in the principal's office with disciplinary referrals in their hands. In addition, the teachers' high-pitched voices are overheard saying, "Sit down and be quiet!" Once they realize that someone is observing this behavior, they immediately shut their doors and instruct the students. The values, goals, principles, procedures, and practices that each school operates by are distinctively different. These characteristics define the organizational culture of the school.

The culture of a school influences how people think, feel, and act (Peterson, 2002). As a result of the variations in culture, the teachers and students are affected either positively or negatively (Barth, 2002). The principal is essentially responsible for shaping school culture (Snowden & Gorton, 1998). Therefore, the purpose of this study was to examine the relationship between the leadership style of principals and school culture as perceived by faculty.

Bole Sub City covers 122,08 sq.km with 325,900 population. This sub city has 15 wordas, 24 private secondary schools while 486 teachers teach in those private schools

This research aims to examine the relationship between school leadership style and school culture in Bole sub city private schools. This aim stemmed from the desire to the truth about Bole sub city private school culture that makes them unique from other sub cities and the dominant leadership style practice in the sub city. In addition to this the researcher wants to see examine the relationship between leadership style and the school culture.

## **1.2 Statement of the problem**

Leaders may call their leadership style whatever they want, Democratic, Autocratic and Laissez-fair leadership but eventually, their deep-seated values and beliefs are mirrored through the school (Gold man 1998). Intern, one can discover the type of leader that the principal is by observing the school's environmental setting. So it means that the school leadership style has a direct and indirect relationship with school culture. Within the school compound apart from ethos, the value and beliefs of school leaders, teacher and children are converted force that shape the school culture (Hotstede, 2005). This is the reason why every school has its own unique culture; however, among the numerous factors it has been argued that it is the school leader attitude and aptitude which constitute the utmost important factor that strongly shapes a school culture.

Currently, (Emebet, 2011) showed that deans and administrators in Chiro public TVET college were having statically highest level of Democratic leadership styles compared to their private counterparts, but in the case of academic vice deans and departments heads such difference was statically not significant, the more democratic leadership styles of deans, academic deans, Department heads and administrators were indicative of public institution and more autocratic styles were indicative privet colleges, but (Sushanta, 2012) revealed that laissez-faire leadership styles were the most commonly used leadership style among principals of secondary schools in the North Shewa Zone.

Senait (2016), the dominant leadership style is thus transformational leadership. This leadership behavior includes developing and coaching each follower, instilling pride and building trust, emphasizing the collective sense of mission, talking about values and beliefs; stimulating followers to view the world from new perspectives; encouraging problem solving, critical thinking, creativity, expressing enthusiasm, optimism, and confidence, On the contrary, it was found out laissez-faire was more perceived leadership behavior (James, 2018).

According to (Teshale, 2007) study showed that secondary school leaders were practicing the combination of the three leadership styles (democratic, laissez-fair and authoritarian leadership styles). However, they are dominantly using authoritative leadership style over democratic

leadership the style which could neglect teachers from freely participating from the findings, it was showed the school principals use different leadership styles and it's different from school to school or place to places.

According to Mintesinot (2018), the respondent teachers, their organization is dominant culture is clan culture in which humanistic affairs are forefront. On the contrary the supervisors claimed that the private primary schools of Akaki Kalty Sub City woreda 1 are characterized by market culture in which job is the prime concern of the organization. So, findings indicate that the private schools are successful in doing their business as a market oriented culture & simultaneously keeping their employees personal (emotional) interest as clan culture. The researcher used Quinn and Cameron model to identify the most dominant school culture.

Every school has their own culture and it's different from school to school. Student characteristic, family backgrounds, owner of school's interest are the major factors to form, to distract and to shape one school culture. The formation of an organizational culture is a complex process that involves many variables, such as socialization, rituals, language, authority, economy, technology, and influence. For this reason, culture emerges as a product of the interaction of many dimensions. Some of these dimensions may be more dominant than others. However, the formation of a common culture first depends on the presence and association of a group of people interacting with each other (Şişman, 2002). In educational organizations, where humans are in the centre, every school has a culture built in the process of its formation (Marzano, Waters, & McNulty, 2005). Organizational culture holds its units together and shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends that give it a distinctive identity (Hoy & Miskel, 2010).

The main task of the principal in creating a positive atmosphere is to contribute to the creation of a strong school culture. As a result, the school's formal and informal dimensions integrate with each other. Administrators, teachers, and students take pride in the schools they belong to. This common sentiment provides cohesion and convergence among administrators, teachers, students, and parents (Özdemir, 2006). During the process of creating successful schools, effective school administrators focus on common goals and learning objectives (Leithwood&Riehl, 2003). In

order to strengthen a positive school culture, managers celebrate success in meetings and ceremonies, look for opportunities to tell stories about success and cooperation, and use a clear and shared language to strengthen the commitment of staff and students. In their daily work, school leaders also reinforce the standards and values of the school through their statements and discourse with others ( Celikten, 2003).

According to Levin (2001), the leader of the school can be a determining factor as to whether or not a school will be successful. In addition, Sergiovanni (1995) asserts that the principal is viewed as having the greatest position of power and influence in maintaining and improving the quality of the school. However, principals often do not realize that the key to influencing student achievement is by nurturing a positive school culture (Chiang, 2003; Peterson, 2002). While it is evident that the school leader has a vital part in cultivating a positive school culture. This research different from reviewed local researches by the model that used to identify the most dominant school culture, in conceptual feramework and in geographical location.

Based on the statement of the problem this research were answered the following research questions.

1. What is/are the most common leadership style practiced by private secondary school leaders of Bole Sub city as perceived by teachers?
2. Are there statistically significant relationshipbetween Democratic leadership styles and school culture?
3. Are there statistically significant relationshipbetween Autocratic leadership styles and school culture?
4. Are there statistically significant relationship between Laissez-fair leadership styles and school culture?

### 1.3 Conceptual Framework

The research a framework of this study is shown in figure 1. presents a summary diagram of the proposed causal model for prediction of leadership styles from the concept of school culture.

The framework examines the relationship between Kurt Lewin's leadership classification (autocratic, Democratic and Laissez - Faire) and the domains of school culture classification according to Gruenert: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support and learning partnership.

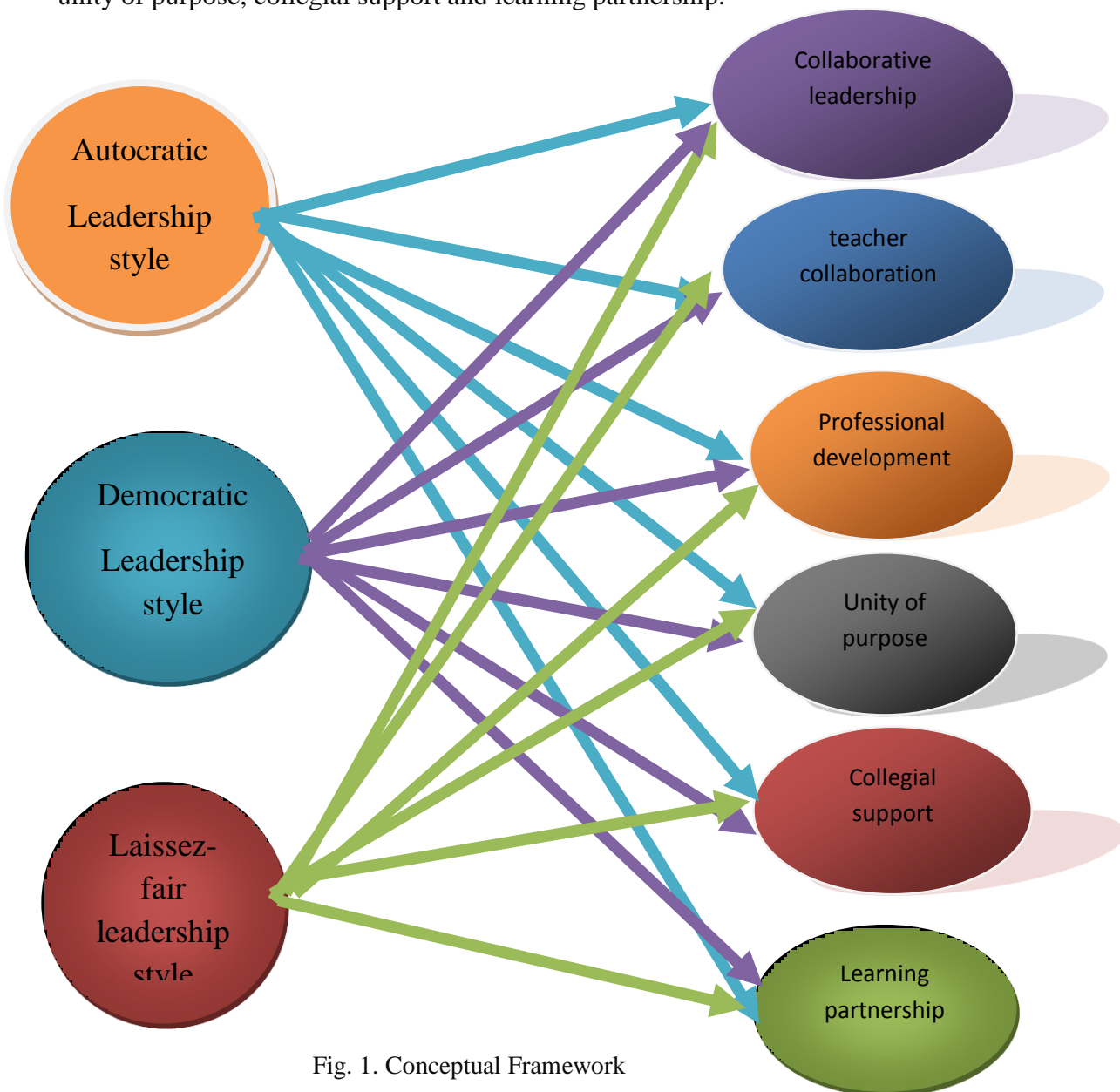


Fig. 1. Conceptual Framework

## **1.4 Objective of the study**

### **1.4.1 General Objective**

The study aimed to examine the relationship between leadership styles and school culture in Bole sub city private secondary schools.

### **1.4.2 Specific Objectives**

- 1) Identify the dominant leadership styles i.e. autocratic, democratic, bureaucratic and laissez-fair practiced by school principals in selected schools.
- 2) To examine the relationship between Democratic leadership style and school culture.
- 3) To examine the relationship between Autocratic leadership style ad school cultures.
- 4) To examine the relationship between Laissez-fair leadership style and school culture.

## **1.5 Significances of the study**

Although many researchers conducted different studies about leadership behavior and organizational culture in different parts of the country there was no such research carried out on the relationship between leadership styles and school culture at private secondary schools of Bole sub-city based on Iowa leadership study of Kurt Lewin 1939 model and Steve Grunert school culture dimensions model. This shows that there is knowledge gap about the relationship between the two variable.

*The* result of the study will serve many significances: first, the finding of this study will provide relevant information for principals and the owner of private schools. Secondly, the result may help to show significant relationship between leadership style and dimensions of school culture. Thirdly the result of the study may reveal the Bole Sub City private schools which leadership style and school culture dimension they perceived. Furthermore the upshot of the study pave the way for future researches to be carried out, especially researchers who are interested in conducting similar study.

## **1.6 Delimitation of the study**

The study was delimited to teachers and student parents of private secondary schools of Bole sub-city, because the researcher perceived from different peoples ideas Bole city highly characterized in luxury life and full of freedom so, they have quite differet culture from other Sub Cities. To make this research manageable, the study is geographically delimited to secondary schools of Bole city, Addis Ababa, Ethiopia. In addition to this, conceptually, the study was delimited on Iowa university leadership style study classification of leadership styles; Democratic leadership style, Autocratic leadership style, and Laissez-fair leadership style to examine the dominant style of the school principal leadership style and the relationship between leadership styles and school culture based on Grunert school culture dimensions classification.

## **1.7 Limitations of the study**

One of the weakness that the researcher faced is that once the questionnaire was distributed the selected sample schools, respondent teachers. There was scattered demographic the settlement makes difficult to fill the questionnaire on time. However, the researcher made the utmost close follow-up to get all filled copies back. Organization and analysis of the bulk data also demanded the researcher extra time than expected. In all cases, the researcher tried to use all possible means to bring this research to the finish line.

## 1.8. Definition of Key Terms

**Leadership style:**-is described as a relatively consistent pattern of a leader's behaviors (Barbuto, 2005).

**School culture:**-is the set of norms, values and beliefs, rituals and ceremonies, and symbols and stories that make up the persona of the school (Peterson, 2002).

**Collaborative leadership:**- is the extent to which school leaders create and maintain collaborative relationships with the faculty (Gruenert, 1998).

**Collegial support:**-is the degree to which teachers work together effectively (Gruenert, 1998).

**Professional development:**-is the degree to which teachers seek continuous personal development and value school-wide improvement (Gruenert, 1998).

**Unity of purpose:**-is the degree to which teachers work toward a common mission for the school (Gruenert, 1998).

**Learning partnership:**-is the degree to which teachers, parents, and students work together for the common good of the student (Gruenert, 1998).

**Organizational Culture:**- a pattern of shared basic assumption that the group learns as it solves its problems of external adaptation and internal integration. it is taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992).

## **1.9 Organization of the Study**

This research work is organized in five chapters. The first chapter deals with introductory elements including:- the background of the study, statement of the problem; objectives of the study; the significance of the study; basic questions, scope of the study; limitations of the study; definition of key terms and organization of the study. The second chapter covers a review of the related literature which discusses important topics pertaining to leadership styles and school culture. The third chapter consists of research design and the methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally, in the last chapter, a summary of findings, conclusions, and recommendations are presented.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This review of related literature was focused on reviewing related materials dealing with leadership styles practiced in private secondary schools. The review aims to focus on the definition, importance, evolution, and conceptualization of leadership. It was also focused on leadership styles with special reference to styles that relate to educational institutions and literature highlighting the possible gaps in the lessons learned were provided.

#### **2.1. The concepts of leadership**

Yuk (2002) adds that “the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no ‘correct’ definition.” Cuban (1988, p.190) says that ‘there are more than 350 definition of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders’.

Leader (Pierce and Newstrom, 2006) defined a leader as one who exercised intentional authority over one or more other individuals’ effort to guide actions toward the accomplishment of some mutual goal; such a goal requires mutual supporting actions among the members of the group. Leaders get things done through people. They set the direction and get other people to follow them

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent, another popular definition of leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Norhouse, 2007).

Lipmann and Vlumen as cited in Nasubuga (2003) defined leadership as the initiation of a new structure or procedure for accomplishing an organization’s goals and objectives. According to Nasubugna (2003), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jacques and element as cited in Nasubuga (2003) define leadership as a process in which an individual

provides direction for other people and carries them along in that direction with competence and full commitment. According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan and Botha (2005) define leadership as the process of motivating people to achieve specific goals.

Basing his definition on the existing context, Dubrin in Oyetunyi (2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) concludes that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003:39) define leadership as the art of transforming people and organizations with the aim of improving the organization. The following are some other definitions of leadership.

Leadership is the behavior of a individual when he/she is directing the activities of a group towards a shared goal (Hemphill and coos, 1957, P.7). Leadership is an "interpersonal influence, exercised in a situation and directed through the communication process, toward the attainment of a specific goal or goals." (Tannenbaum, Weschler and Massarik, 1961) Leadership is "the initiation and maintenance of structure in expectation and interaction." (Stogdill, 1974) leadership is "the process of influencing the activities of an organized group toward goal achievement" (Roach and Behiling, 1984P.46). Leadership is the process of influencing employees to work toward the achievement of organizational objectives" (Iussier, 1990). Leadership is the behavior of an individual when that person is directing and coordinating the activities of a group toward the accomplishment of a shared goal (Rowden, 2000 Robbins and coulter (2005) define leadership as "process of influencing a group towards the achievements of goals" and a leader as "someone who can influence others and who has managerial authority"

(Daft, 2006) defined leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals.

## **2.2. The Importance of Leadership**

Educational probationers have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). Schermerhorn, Hunt and Osborn in Oyeturnyi (2006) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetuniy (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Shining the path and dominating the field in this direction, scholars and researchers like Mulline (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. The above review of the related literature implies that effective leadership that identifies the situation and use effective leadership style to cope up with the situation is necessary to make school activities effective and results in high achievement of schools.

## **2.3 Theories of Leadership**

### **2.3.1. Early theories**

**1900's the "great man" theories**—it's an innate ability: who is born to lead. Leadership studies historically went hand- in hand with studies of elites: political, financial, military, aristocratic, or cultural elite. Leadership was considered an art, for which some fortunate people had an inbuilt genius: the rest of us could only engage in admiring post-game analyses (Huges,2001).

Great man theories or early theories assume that the capacity for leadership is inherent that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. The earliest theories on leadership identified the leaders' genetic disposition or personal trait as the key factor for determining the leadership effectiveness. Thus the title great man theories stodgily as cited in EmbetAbera (2011) early theories held that leaders and followers are fundamentally different and that the leaders are more capable, possessing a set of personality traits that are of higher quality (Huges et al as cited in EmbetAbera , 2011) , although the great man theory spawned significant amount of research, the eventual conclusion was that leaders and followers are not really fundamentally different.

### **2.3.2. Trait theories**

Similar in some ways to Great man theories, trait theories assume that people inherit certain qualities and trait that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self-confidence, and courage are all traits that could potentially be linked to great leaders(Cheng, 2000).

Trait generally found associated with leadership are, mental and physical energy, emotional stability, knowledge of human relations, objectivity, personal motivation, communication skill, teaching ability, social skill and technical competency (Mosley, 1996). If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. There

are plenty of people, who possess the personality traits associated with leadership, yet many of these people never seek out positions of leadership. It made sense to endeavor to distinguish the specific trait or characteristics that set apart leaders from their followers, since great man could be really identified. Thus trait theories could have attempted to quantify leadership based on specific qualities or characteristics of leaders such as personality, motives, values or skills that differentiated them from their followers (Yukl, 2002). Thus successful leaders could be quickly assessed and put in to position of leadership, personality physical and mental characteristics were examined. It was assumed that some people are natural leaders and are endowed with certain personality traits that are not possessed by ordinal people (Yukl, 2002).

Much of the early research addressing the relationship between personality and leadership success was based on the trait theory approach (Hughes et al as cited in Emebet, 2001). Early leadership theories attributed leadership success to abilities such as tireless energy, extra ordinary, insight, and incredible persuasive powers. (Gardner. 1990) has proposed effective leaders possesses such traits as physical , vigor, eagerness to be given responsibility, high intelligence, strong people sills , a need for achievement , self-confidence, the ability to motivate others honesty, assertiveness, courage, determination, good understanding of others, needs and desire, and the ability to be flexible. Hundreds of studies have investigated these mystifying qualities. The final attempts to identify set of traits for successful leaders' became successful and seven traits associated with effective leaders were identified. These are drive, desire to lead, Honesty and integrity, self-confidence, intelligence, job - relevant knowledge, and extraversion (Robbins and Coulter, 2005). However this immense research effort has failed to identify any traits that guarantee leadership success (Yukl, 2002). .

### **2.3.3. Behavioral theories**

**1950's – 60's: behavior theory** – what key behavioral patterns in leadership. Leaders can be made, rather than are born. Behavioral theories of leadership do no seek inborn traits or capabilities. Rather, they look at what leaders actually do. Behavioral 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 shorts those with leadership potential from those who will never have the chance (Hernes, 2000).

Behavioral theories of leadership are based up on the belief that great leaders are made, not born. Consider it the flip-side of the great man theories. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation. Studies that focus on leaders behavior attempt to determine what kind of thing successful leaders do, rather than examine how the perceptions that others hold toward leaders (Halipin and Winer, 1957). These researchers focus on identifying the exhibited by leaders that increase the effectiveness of their companies or organizations the well documented Michigan and Ohio state leadership studies took this approach. Two primary independent factors were identified as a result of these studies: consideration and initiation of structure. The primary concept driving behavioral leadership studies is the idea that leadership is not necessarily an in born trait but rather effective leadership method can be thought to employees (Saal and Knight, 1988) further broadening this research came with management's focus on people oriented activities (consideration) along with task oriented activities (initiation of structure).

#### **2.3.4. Situational theories**

Situational theories propose that leaders choose the best course of action based upon situational variables. Different style of leadership may be more appropriate for certain types of decision making. For Example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instance where group members are skilled experts, a democratic style would be more effective (Cherry, 2013); covey, 2007; Bolden, Gosling, J, Marturano, A, and Dennison, P, 2003)

#### **2.3.5. Contingency theories**

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

Contingency theories assume that the effect of one variable on leadership is contingent on other variables. In the early 1950s, leadership theory expands as new concepts and perspectives were explored. The new theorists exemplify a more thorough understanding of the complex nature of leadership and base their findings on quantitative data, rather than simply on empirical observations (Yukl, 2002). This new approach is a major innovation in that it explores the possibility that leadership can be different in each situation (Saal and Knight, 1988). Gerth and Mills (1952) extended the level of knowledge regarding leadership by identifying four key leadership factors; these are the traits and motives of the leader, the image the public holds of the leader and their motives for following the leaders, the role played by the leader and the situation in which the leader and followers are involved. These theorists identified as significant concept in leadership theory by acknowledging the importance of the interaction between leaders and followers. As cited in Emabet (2011) recommended that the two main goal of leadership are to help a group select a common goal and then to guide the group to achieve the goal furthermore, Stogdill and Shartle (1955) suggested that leadership should be researched in relation to the interaction, status, behavior and perception of the leaders in relation to the members of the group. This suggested a shift in focus from analysis of the characteristics of the individual in leadership to a study of the overall leadership situation.

Fiedler (1967) has developed the contingency model of situational leadership with the goal of incorporating situational factors in to the leadership model, His contingency model of leadership is probably the earliest and best-known contingency theory and suggests that leader effectiveness is determined by choosing the right kind of leader for particular situation or changing the situations to match a certain leader's style (Hughes et al., 1999). Fiedler created a scale of situational control based on factors he determined are extent in all situations. The three main situational factors determined by Fiedler (1967) include: 1) leader member relations, which include the level of trust and support that exist between the leader and the followers; 2) task structure, or the extent to which goals and methods for achieving the groups task are defined and 3) position power, which is the degree to which the leader the leader has the authority to reward and punish the followers.

### **2.3.6. Transactional theories**

Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance: these theories base leadership on a system of regards and punishments. Managerial theories are often used in business, when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership.

### **2.3.7. Transformational theories**

Transformational theories, also known Relationship theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards (Bass,1999) . The above mentioned leadership theories imply that views of researchers had been changing from great man theories or early theories that assume the capacity for leadership is inherent that great leaders are born not made to behavioral theories of leadership that are based upon the belief that great leaders are made, not born and then to relationship theories that focus upon the connections formed between leaders and followers to make decisions on mutual accomplishment of goal by communication depending on the situation to use effective leadership style that leads the organization to the excellence (Trottier et al,2008)

## **2.4. Leadership styles**

It should be noted however, that leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the Romanization and improvement of organizational goals. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to Oyetunyi (2006:31), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with

subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders (Newstrom and Davis, 1993).

As cited in Oyetunji (2006) Mazzarella and Smith describe leadership style as the manner a leader leads , which is in some of the things head teachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members. Based on the above definition, leadership style may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goals. Mazzarella and Smith assert that the manner a leader leads determines whether he/she will accomplish school goals or maintain positive relationship with staff members.

Owens (1991:143) speak out that leadership style is determined by what the head teacher does to motivate his/her subordinates to put in their best to accomplish the set schools goals. He observes that some leaders set a higher value on task accomplishment while some, on maintaining good interpersonal relationship. Liwin and stringer's (1968:104-105) research indicates that a leader is Spurred to embrace certain styles based on his/her underlying attributes and workplace goals. These styles, according to them, affect workplace environment and employees performance on the job. That is, the head teacher's motive and the school's aims influence the manner the head teachers run the school.

Hersey and Blanchard (1993:163) observe that a leader develops his/her style over period of time from experience, education and training. These authors claim that leadership style is more of how the subordinates perceive their leader's behavior than how the leader thinks he behaves because his/her subordinates will treat him/her base on how they perceive his/her behavior in various situations. This implies that the teachers' assessment of the head teachers' leadership styles in most likely to be the head teachers' style of leading the school.

A variety of leadership styles have been highlighted in this chapter, Kurt Lewin and his colleagues presented three fundamental leadership styles. They distinguished democratic, autocratic and laissez-faire leadership styles with their unique characteristics (Lewin, Lippitt.& White, 1939; White & Lippitt, 1960).

#### **2.4.1 Autocratic leadership**

Robbins and Coulter (2005) define autocratic style as "a leader who tended to centralize authority, dictate work methods, make unilateral decisions, and limit employee participation" the democratic style as "a leader who tended to involve in decision making, designate authority, encourage participation in deciding work methods and goals, and use feedback as an opportunity for coaching employees" and the laissez-faire style as "a leader who generally gave the group complete freedom to make decisions and complete the work in whatever way it saw fit" Dubrin (2007) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 2007)

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input /advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated. This literature sought to assess the effect of an autocratic school head on school performance. In the case of secondary schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary

measures, and termination of services. The effect has always been dissatisfaction with work on the part of the employees. Balunywa as cited in Daniel (2007) argues that autocratic leaders in schools are more concerned with dictatorial influence in order to get the job accomplished rather than with the development and growth of subordinates. As far as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led. Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement.

Autocratic leadership style appropriate in short term, in complex, technical and urgent projects, when employees are new and low skilled positions with monotonous tasks that can lead low motivation. It produces accurate solutions when a leader is knowledgeable and positively accepted in large groups (Vroom, 1960).

#### **2.4.2 Democratic leadership**

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. The primary characteristics of democratic leadership signifies that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to encouragement of creativity. Participation is a core characteristic of democratic leadership; and the ideal of democratic leadership is friendly, helpful, and encouraging participation (Luthar, 1996). However, as Oyetunyi (2006) points out, the major focus is sharing: the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative) the manager may also seek discussion and agreement with teachers over an issue before a decision is taken (Consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). A he/she coach subordinate and negotiates their demands (Dubrin, 2007). This type of leadership is viewed as an important aspect of empowerment, teamwork collaboration. It has been observed that a school is more

effective when those who are affected by the organization's decisions are fully involved in the decision making process. Good as it is, the concern expressed by Durin (2007) is that the Democratic style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006). However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions.

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process.

Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power Rowan as cited in (Sushanta, 2012).

The democratic style is useful when it is important that every member of the team contributes their own creativity and knowledge to the process. When a leader prioritizes training and team development and takes the time needed to give a chance to contribute, this style can produce a great result. It is a good way to create a new team of people who have not worked together before and need to get in gear quickly (Dessler & Starke, (2004).

### **2.4.3. Laissez-faire leadership**

The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly; he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression (Departure from the subjects) from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 2007) but could lead to failure when subordinates are deceptive,

unreliable and untrustworthy. Laissez-fire leadership represents the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use their authority. It is considered active to the extent that leader “choose” to avoid taking action. This component is generally considered the most passive and ineffective form of leadership (Antonakis, avolio, and Sivasubramaniam, 2003)

This leadership style is an effective when followers are highly skilled, experienced and educated, followers have pride in their work and drive to do it successfully in their own, and followers are trustworthy and experienced Good worth (1998).

## **2.5. Conceptual Definition School Culture**

The use of the term ‘culture’ in the school context refers to the basic assumptions, beliefs and practices that are shared by the members of a school community. These assumptions, beliefs and practices mould how a school views itself and its environment. They shape its operations and how it functions. School culture affects the way people in a school think, perform and learn. Simply put, someone might describe a school’s culture as ‘the way we do things here’ (Starrat, 1993)

School culture can be defined as the symbols and stories that communicate core values, reinforce the mission statement, instill a shared vision, and build a sense of commitment among staff, students, and parents (Peterson, 2002). Barth (2002) describes school culture as a “complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization” (p. 7). It has an effect on all aspects of the school, including instruction, student achievement, and professional development (Hamilton & Richardson, 1995).

## **2.6. Historical Overview of School Culture**

According to Wren, (1999) since the mid-1970s, the study of behavior in organizations has strongly impacted school administration. School leaders once believed in the scientific approach when establishing educational goals and setting course objectives for the school curriculum. As a result, several planning systems, including management by objectives (MBO) and planning,

programming, and budgeting systems (PPBS), were implemented. However, more recent research shows that this approach underestimated the significance of human relations within the behavior of the organization. In addition to the structured, instructional curriculum, students are also exposed to an unwritten or informal curriculum while at school (Wren, 1999).

Education is typically thought to only be received within the classroom in a formalized setting; however, it is uniquely shaped by the interaction between people, things, and ideas. Humans form social systems as they interact with one another, which in turn, alter symbolic systems that are transferred from generation to generation. Thus, the interactions that teachers and administrators have with students help shape their attitudes and beliefs. This unwritten curriculum defines the organizational culture of the school.

The formal and unwritten curricula were united in American classrooms from colonial times until the late 19th century. Both teachers and administrators established a set of expectations for academics and behavior. In addition, nearly all American schools shared the same common beliefs and values during this time period (Wren, 1999). Not only did the reading curriculum consist of materials that taught students the various components of reading, but it also integrated discipline, good conduct, punctuality, respect for authority, and other commonly held social values. However, this type of teaching ceased after the Civil War. Instead, children, who were mostly recent immigrants, were taught to be quiet and submissive, while they learned factual information (Wren, 1999).

The classrooms were teacher-centered, in which every student in the class received the same lessons, the same tests, and the same information. Students' interests, experiences, or prior knowledge were not accounted for (Polka, 2001). This kind of environment was characterized as being similar to that found in a factory. Religious teachings were removed from the public schools, and, consequently, teachers had to rely on the school environment to be the guide for developing social skills and values in students (Wren, 1999). Being conscious of the symbolic aspect of the school environment, or the school's culture, is essential for educators (Wren, 1999). Additionally, having a greater understanding of the type of culture that exists within a school will assist school leaders in leading their schools to becoming successful and effective organizations.

## **2.7 Dimension and Types of school culture**

It is important to note that there is not just one organizational culture. It is widely recognized by the academic literature that different organizations have distinctive culture.

### **2.7.1 Gruenert and Valintain Model**

The first dimension of school culture, collaborative leadership, describes the extent to which school leaders create and maintain collaborative relationships with the faculty (Gruenert, 1998). This is done by making teachers feel that their ideas are valued and by including them in the decision-making process. In addition, collaborative leaders empower teachers to make their own decisions and encourage them to be innovators, as well as risk-takers.

The second dimension of school culture, teacher collaboration, explains the degree to which teachers engage in meaningful conversations with one another in an effort to support the vision of the school (Gruenert, 1998). It includes teachers planning together, observing one another, as well as having post-observation conferences. In turn, this allows them to reflect on and build upon their current teaching practices and evaluate school programs.

The third element of school culture, professional development, indicates the extent to which teachers view continuous professional development and school improvement as being important (Gruenert, 1998). Teachers who exhibit this behavior actively participate in professional development training sessions and are members of professional organizations in an effort to stay up-to-date on current trends and practices in education.

Unity of purpose, the fourth dimension of school culture, explains the degree to which teachers work together to achieve the school's mission (Gruenert, 1998). The mission is clearly communicated to the teachers, and the teachers are supportive of its purpose. As a result, their job performance is guided by these shared values.

Collegial support is the fifth element of school culture. It describes the extent to which teachers help one another and work together in an effective manner to accomplish the daily tasks of the job (Gruenert, 1998). It is evident that the teachers in the school trust each other and value one another's opinions.

The last component of school culture is learning partnership. It refers to the extent that the teachers, parents, and students work together to ensure that students are successful (Gruenert, 1998). The expectation is for all students to achieve. In order to accomplish this, students are held accountable for their own learning, while parents and teachers communicate with each other frequently about student performance.

### **2.7.2 Geert Hofstede Model**

Culture has been the focus of many studies across a variety of discipline. substantial number of studies identify and classify the various dimensions of culture. According to Hofstede, (1998, 2001), identified five major dimensions on which culture differ: power distance uncertainty avoidance, individualism- collectivism, masculinity- femininity and long term-short term orientation. Geert Hofstede's was based on a study of IBM employees in over fifty countries. He identified five dimensions or problem areas which represent differences among national cultures (Hofstede, 1997):

Power distance defines how social inequality is perceived and accepted in different culture. Hofstede (1997) explain how power distance culture children are raised with a great emphasis on respecting elder, which is carried through to adulthood. Therefore are more centralized, employees prefer a more autocratic leadership style where subordinates are expected to be told what to do and there are wide wage gaps in the hierarchal structure. On the other hand, in low power distance culture inequality is not desired, employees prefer to be consulted with regards to decision making and thus prefer a more resourceful and democratic leader.

Individualism (versus collectivism) is preference of people to be belong to a loosely knit society where importance is placed on the self and autonomy. In opposition, collectivism structures place importance on interdependent social unit such as the family, rather than on the self. In individualist societies, employees require the freedom to work independently and desire challenging work which is more important than personal relationship that will help reach self-actualization. In collectivist culture, unquestioned management structure are responsible for organization of teams of employee and cohesion of collective Hofstede (1997).

Masculinity represents cultures with distinct gender roles where men focus on success, competition and rewards while women focus on tender values such as quality of life and modesty. Femininity represents cultures where gender roles overlap. In masculine cultures managers are defined as more assertive and decisive, whereas feminine cultures breed more intuitive managers who negotiate disputes and encourage participation in decisions Hofstede (1997).

Uncertainty avoidance is the degree to which members of a culture feel threatened or uncertain in unfamiliar situations. Thus in high uncertainty avoidance cultures, people prefer a structured environment with rules and policies in place. Hard work is embraced, and there is a greater sense of anxiety amongst the workforce. In contrast, in weak uncertainty avoidance cultures rules create discomfort, almost fear, and exist only where absolutely necessary. People tend to be more relaxed in these cultures, and work at a slower pace Hofstede (1997).

A fifth dimension referred to as long-term orientation. This describes the extent to which people have a dynamic, future-oriented perspective (long-term orientation – LTO) rather than a focus on the past and present (short-term orientation – STO). Hofstede's cultural dimensions are still valid today, supported by the recent GLOBE study. It can be concluded that cultures have different learned values and norms which can determine actions and play a significant role in influencing business outcomes.

### **2.7.3 Handy Model**

Handy (1985) has analyzed the different types of organizational culture and offers a four-fold typology:

#### **A. The power culture**

In an organization with a power culture, just a few individuals whose influence spreads throughout the organization hold power. There are few rules and regulations in a power culture. What those with power decide is what happens. Employees are generally judged by what they achieve rather than how they do things or how they act. A consequence of this can be quick decision-making, even if those decisions aren't in the best long-term interests of the organization (Handy, 1985).

A power culture is usually a strong culture, though it can swiftly turn toxic Handy(1985). In this, the organization stresses the role of individuals rather than committees. Individuals are power oriented and politically aware. Control is exercised at the center and is characterized by informal webs of influence rather than formal procedures. It is not characterized by bureaucracy Handy(1985).

### **B. The role culture**

Organizations with a role culture are based on rules. They are highly controlled, with everyone in the organization knowing what their roles and responsibilities are. Power in a role culture is determined by a person's position (role) in the organizational structure. Role cultures are built on detailed organizational structures which are typically tall (not flat) with a long chain of command. A consequence is that decision-making in role cultures can often be painfully slow and the organization is less likely to take risks. In short, organizations with role cultures tend to be very bureaucratic(Handy,1985).

Here the stress is upon formal rules and roles and authority is vested in these roles. It is characterized by formal procedures and offers the individual security, stability and predictability. It is, therefore, characteristic of bureaucracy.

### **C. The Task Culture**

Task culture forms when teams in an organization are formed to address specific problems or progress projects. The task is the important thing, so power within the team will often shift depending on the mix of the team members and the status of the problem or project. The team dynamic will largely determine whether the task culture proves effective. With the right mix of skills, personalities and leadership, working in teams can be incredibly productive and creative (Handy,185).

This is job-oriented and is concerned with getting the job done. It is concerned with utilizing resources to meet the organization's objectives and is characterized by the requirement of efficiency. The culture adapts itself to change and is driven by the need to provide goods and services for the customer (Handy,185).

## **D. The Person Culture**

In organizations with person cultures, individuals very much see themselves as unique and superior to the organization. The organization simply exists in order for people to work. An organization with a person culture is really just a collection of individuals who happen to be working for the same organization (Handy,185).

The individual is at the heart of this organization and this culture, according to Handy, is not often found. The organization serves the individual rather than the other way round. Control mechanisms or hierarchies are virtually impossible and influence the shared.

Culture types according to Harrison and Stokes Harrison and Stokes (1992) identified four culture types which are include role, power, achievement and support oriented culture

### **A. Support Culture**

Support culture is based on mutual trust between employees and the organization (Harrison & Stokes, 1992). The type of culture states that people are viewed as human beings as opposed to machine and they need to be cared for and supported to achieve their goals (Harrison & Stokes, 1992). A support culture oriented organization exhibits a caring and warm atmosphere where employees feel part of the organization thus enhancing commitment. Furthermore, employees in such organizations tend to work hard towards the accomplishment of the organizational goals hence high performance and development (Harmse, 2001; Van Stuyvesant Meijen, 2007). Support culture brings about quality service as “successful approaches to quality are based on small work teams” (Harrison & Stokes, 1993, p. 23).

### **B. Role Culture**

“Role culture gives protection to employees and stability to the company and as people are protected from losing their jobs” (Harrison, 1993,). Under role oriented organizations, employees need to spend less time focusing their energy on themselves but rather on their work. This type of culture is tailored at dependability, rationality and consistency, employees are expected to keep up to their end of the bargain to be rewarded accordingly (Harrison & Stokes, 1993).

### **C. Achievement Culture**

Achievement culture gives workers mutual vision and determination in the organization (Harrison & Stokes, 1992; Alvesson, 2013). It is sometimes called “aligned organization” as it put its employee’s behind a common vision or purpose (Martin, 2006). Achievement oriented individuals have inner organizational commitment and they tend to like their work and want to make a contribution to the society. These individuals willingly give more or go an extra mile in their organizations to meet stated objectives and they are passionate, energetic, and engaged in company’s activities (Harmse, 2001).

### **D. Power Culture**

Power culture allows people in power to be either good or bad. Thus, the resources of the organization can be used to frustrate members or to make them happy. This is believed to be the tool used to control others or behaviors of employees. Power is centered on an individual or few individuals in the organization (Martin, 2005). Most crucial decisions are made by the person in power and that particular person absolute authority in almost all matters of the business. Harrison and Stokes (1992) state that an “institution that is power cultured is based on disproportion when it comes to resource allocation or access”. Thus, the success of the company is strongly dependent on the capabilities of the leader(s) (Brown, 1995; Martin, 2005)

#### **2.7.4.Scheins three layer of culture Model**

Schein’s model of organization illustrates three cognitive levels of organizational culture. These levels offer a definition of what organizational culture really is. The first layer is Artifact, which includes all the phenomena that you would see, hear, and feel when you encounter a new group with an unfamiliar culture. Artifacts include the visible products of the group, such as the architecture of its physical environment; its language; its technology and products; its artistic creations; its style, as embodied in clothing, manners of address, and emotional displays; its myths and stories told about the organization; its published lists of values; and its observable rituals and ceremonies (Scheins, 1999).

Ivancevich and Matteso (1996) the second layer is Espoused Beliefs and Values which reflects all group learning ultimately reflects someone's original beliefs and values, his or her sense of what ought to be, as distinct from what is. When a group is first created or when it faces a new task, issue, or problem, the first solution proposed to deal with it reflects some individual's own assumptions about what is right or wrong, what will work or not work. Those individuals who prevail, who can influence the group to adopt a certain approach to the problem, will later be identified as leaders or founders, but the group does not yet have any shared knowledge as a group because it has not yet taken a common action in reference to whatever it is supposed to do.

The last layer according to Scheins is Basic Underlying which refers Assumptions. When a solution to a problem works repeatedly, it comes to be taken for granted. What was once a hypothesis, supported only by a hunch or a value, gradually comes to be treated as a reality. We come to believe that nature really works this way. Basic assumptions, in this sense, are different from what some anthropologists called "dominant value orientations" in that such dominant orientations reflect the preferred solution among several basic alternatives, but all the alternatives are still visible in the culture, and any given member of the culture could, from time to time, behave according to variant as well as dominant orientations (Kluckhohn and Strodtbeck, 1961).

### **2.7.5 Quinn and Cameron Model**

Quinn and Cameron developed the Organizational Culture Assessment Instrument (OCAI), a validated survey method to assess current and preferred organizational cultures. The OCAI is based on Quinn and Cameron's Competing Values Framework Model, which has been used by over 12,000 companies worldwide Quinn and Cameron,

The framework explains how the four organizational cultures compete with one another. The four parameters of the framework include internal focus and integration vs. external focus and differentiation, and stability and control vs. flexibility and discretion. Based on these parameters, the framework breaks organizational cultures into four distinct quadrants or cultural types:

The first one is Clan Culture, which is rooted in collaboration. Members share commonalities and see themselves are part of one big family who are active and involved. Leadership takes the

form of mentorship, and the organization is bound by commitments and traditions. The main values are rooted in teamwork, communication and consensus(Quinn and Cameron, 1999).

Secondly the Adhocracy Culture which is based on energy and creativity. Employees are encouraged to take risks, and leaders are seen as innovators or entrepreneurs. The organization is held together by experimentation, with an emphasis on individual ingenuity and freedom. The core values are based on change Quinn and Cameron (1999, 2006, and 2011).

Thirdly Market Culture which is built upon the dynamics of competition and achieving concrete results. The focus is goal-oriented, with leaders who are tough and demanding. The organization is united by a common goal to succeed and beat all rivals. The main value drivers are market share and profitability, and in the last Hierarchy Culture is founded on structure and control. The work environment is formal, with strict institutional procedures in place for guidance. Leadership is based on organized coordination and monitoring, with a culture emphasizing efficiency and predictability. The values include consistency and uniformity. Quinn and Cameron discovered that flexible organizations are more successful than rigid ones because the best organizations are able to manage the competition between cultures while activating each of the four value sets when needed(Quinn and Cameron,2011).

## **2.8. Strong and Weak School Cultures**

Culture is viewed as being one of the most stable and dominant elements of an organization. In addition, it is a critical component that contributes to organizational effectiveness. Snowden and Gorton (1998) concur and add, “The culture of the school serves as an important effectiveness variable”.

Fyans and Maehr (1990) conducted research on five dimensions of school culture: academic challenges, comparative achievement, and recognition for achievement, school community, and perception of school goals. They found that students are more motivated to learn in schools that have strong cultures. As a result, teachers are more likely to have higher expectations for students, and in turn, positively impact teaching and learning in the classroom. Deal and Peterson (1999) confirm “Teachers can succeed in a culture focused on productivity (rather than on maintenance or ease of work), performance (hard work, dedication, perseverance), and

improvement (continuous fine-tuning and refinement of teaching)”. It is evident that strong, positive cultures have compelling effects on various aspects of the school. Hoy and Miskel (2001) add, understanding culture is a prerequisite to making schools more effective. Deal and Peterson (1999) state that effective schools have strong cultures when they possess the following characteristics: a mission that focuses on learning for both students and teachers, an awareness of the school’s history and goals, values and beliefs that focus on collegiality, performance, and improvement, Rituals and ceremonies that reinforce these values, a professional community that utilizes knowledge and research to improve school practices, shared leadership that balances stability and progress, Stories that celebrate the successes of others, and a mutual sense of respect and caring for all.

As Deal and Peterson (1998) explain, strong positive cultures are places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn. Sergiovanni (1999) believes that developing a caring community within the school is the principal’s greatest challenge and responsibility. Snowden and Gorton (2002) affirm that high achieving schools have strong cultures.

According to Barth, (2002) the researchers identified different central elements that exist within a school that has an effective school culture. They include having a shared belief that all students are capable of learning, school-wide norms that communicate a clearly defined school vision, a commitment among all staff members for continuous professional development, and maintaining a safe and orderly environment. Conversely, schools with unhealthy or weak cultures tend to produce students who are considered to be at-risk because they either will more than likely quit school before graduating or will not choose to pursue a higher educational program.

Fullan and Hargreaves (1996) describe schools as having one of five types of cultures: fragmented, balkanized, contrived collegiality, comfortably collaborative, and true collaboration. In a school with a fragmented culture, the teachers isolate themselves from others within the school, as well as anyone outside the school. There is little or no evidence of collaboration or support between the staff members. Although there are several strong subcultures within the balkanized culture, they are typically in competition with each other. Therefore, each subculture has its own set of goals, objectives, and way of doing things. As a result, there is little or no

evidence of school-wide unity. Schools with cultures of contrived collegiality operate under the values and beliefs of the administrators. However, these cultures have the potential to transform into true collaborative cultures over time. The staff members in comfortably collaborative culture have begun to have a dialogue about school improvement, as well as the changes that need to take place. Yet, there is still little evidence of sharing ideas and resources. Finally, a school culture that has true collaboration is based on a set of shared beliefs and values among the staff members. In addition, the staff members support one another and work together to achieve the goals and objectives of the group. Schools and other establishments are more successful when the members of the organization work together and are bonded by a set of commonly held beliefs and values (Peterson, 2002). As opposed to the school being viewed as an organization of individuals, it is considered to be a learning community (Sergiovanni, 1995).

As said by (Langer, 2000) developing a professional learning community is a key ingredient in school improvement and reform efforts. School leaders of today face many challenges and are usually overwhelmed by the excessive number of responsibilities that are placed before them (Lashway, 2003). However, when a school is viewed as a community, the leader relies on others in the school to assist with those responsibilities. Sergiovanni believes that this is the essence of creating culture in schools.

## **2.9.Role of leader in Maintaining School Culture**

Once the school culture has been created or changed, then the principal's role changes to maintaining this culture. Crows, Matthew, and McCleary (1996) state that the principal will need to address three groups of individuals. The first, of which, are the veteran teachers. To do so, he or she should maintain some of the existing rituals, ceremonies, and other forms of celebration that were utilized to create a positive culture in order to ensure that these values and beliefs are carried on as the veteran teachers retire and new teachers are hired. The new teachers are the second group that the principal will need to address. He or she should make sure that the new teachers are familiar with the existing norms and beliefs. However, hiring new teachers with similar values and beliefs will make this process easier. The last group that the principal will need to address includes the central office administrators, community leaders, government officials, politicians, and other individuals outside the school. This ensures that they have a clear

Understanding of the mission and vision of the school, and as a result, will support it in an effort to achieve the school's goals. Shaping the culture of the school is the primary responsibility of the principal (Snowden & Gorton, 1998). According to Snowden & Gorton, principals can be successful in fulfilling this role by doing the following: Envisioning a future direction of collaboration, clearly establishing the connection between mission and practice by being an enthusiastic facilitator, meeting the needs of teachers and students, understanding the motivations of each employee, and promoting growth in all school personnel, viewing problems as opportunities and focusing on solutions, being creative in stimulating good teaching practices, thinking of others, fostering staff development, creating networks that decrease teacher isolation and promote professional sharing; and staying focused on the most important outcome, student performance.

Deal and Peterson (1998) also identified specific ways school leaders can successfully shape culture: they communicate core values in what they say and do, they honor and recognize those who have worked to serve the students and purpose of the school, they observe rituals and traditions to support the school's heart and soul, they recognize heroes and heroines and the work these exemplars accomplish, they eloquently speak of the deeper mission of the school, they celebrate the accomplishments of the staff, the students, and the community, they preserve the focus on students by recounting stories of success and achievement.

Yet still, the level of influence that a principal has on school culture heavily depends on the developmental stage of the organization. The more principals continue to deepen their understanding of their role in shaping school culture, the better equipped they will be to directing change and leading their schools to being victorious (Peterson, 2002).

## **2.10 Relationship between Leadership and organizational culture**

The behaviors of leaders shape how people respond to change and innovation in organizational cultures, Fishman and Kavanaugh (1989). Similarly, Schein (1992) and Kavanaugh and Ashkanasy (2006, p. S82) claim that organizational leaders are a key source of influence on organizational culture. It follows that different organizational cultures respond to and are the result of different leadership approaches. For instance, research by Alimo-Metcalfe and Alban-Metcalfe (2001) found that public sector leadership was more akin to Greenleaf's (1970) servant leadership

model compared with the heroic leadership of CEOs in large contemporary multinational corporations. In other words, this leadership was more about the leadership of others than about leadership *per se*.

Although the relationship between leadership and organizational culture is assumed to be bidirectional (Bass and Avolio, 1997; Schein, 1992), they propose that the top echelons of leaders are in a position to significantly influence cultural identity and change (Barlow et al., 2003; Katz and Kahn, 1978).

According to Schein, 1992; Trice and Beyer, (1993), the functionalist school claims that leaders are the architects of culture change either through substantive, visible actions or through the symbolic roles they play . On the other hand, the anthropological view questions the capacity of leaders being able to create culture (Meek, 1988; Smircich, 1983); that is, leaders are part of culture, not apart from it. Nonetheless, the body of evidence is heavily weighted in favor of the functionalist perspective, where leaders are in a strategic position better able to shape organization culture (Denison and Schein, 1992). Schneider et al. (1995, p. 751) state that organizational managers and executives “make” the environment.

## **2.11. Summary of Review Related Literature**

Leadership is not a one day activity but it is a process by which a person influence others to achieve a goal, however there is no correct definition Yuk (2002). Leadership styles are different. As White and Lippitt, classifications there are three: autocratic leadership style, democratic leadership style, and laissez- fair leadership style. Leadership is the heart of any organization because it determines the success or failure of the organization as Hunt and Osborn said school as an organization the principal as a leader play a key role to make a school activity effective that include making school culture positive.

To know more about school culture authors try to see in dimensions and type and models of culture in detail. According to Valintine and Gruenert,1998 there are six school culture dimensions exist those are: collaborative leadership, teachers collaboration, professional development, unity of purpose, collegial support, and learning partnership. Geert Hofstede’s

model was based on a study of IBM employees in over fifty countries. He identified five dimensions or 'problem areas' which represent differences among national cultures: power distance, individualism, masculinity, uncertainty avoidance and long term orientation. It's important to note that there is no just one organizational culture.

Handy, 1998 has analyzed the different type of organizational culture and offer four typology: those power culture, role culture, task culture and person culture. Harrison and Stokes, 1992 classify organizational culture in to four the first one is support culture which is based on mutual trust between the organization and employees. Secondly, role culture is a culture that the organization gives protection to employees and stability to the company. Third Achievement culture which gives workers mutual vision and determination in organization. The last one is power culture, most crucial decision are made by the person in power. Thee Layer of organizational culture: Artifacts, Espoused Beliefs and values and Basic underline Assumption are another classification of Scheins. To recap understanding school culture is a prerequisite to making school more effective. Once the school culture has been created or changed, then the school principal's role change to maintain this culture, so the role of the principal's to shape the school culture is great

## CHAPTER THREE

### RESEARCH DESIGN AND METHODS

#### 3.1. Research Design

The purpose of this study was to examine the relationship between leadership style and school culture before this the researcher identified the dominant leadership style practiced and dominant school culture in private secondary school of Bole sub-city. Thus, the researcher used a descriptive and co relational research design which includes both qualitative and quantitative research methodology to identify the dominant leadership style and to examine the relationship between leadership style and school culture.

#### 3.2. Sources of Data

The data collected from both primary and secondary source. The primary data sources were teachers and student parents who selected from the secondary schools of some selected Bole sub city private schools. The secondary sources were gathered from relevant documents and reports used to make the study valid.

#### 3.3. Sample Size and Sampling Technique

##### 3.3.1 Sample size

To obtain the necessary sampling unit, multiple sampling techniques is used when a single appropriate sampling techniques do not exist or can't be obtained (Abiyiet, al, 2009). Accordingly, first from the total 24 secondary schools in Bole Sub-City 17 (70.8%) schools were taken as a sample. Those schools are from fifty wordas of the sub-city. Totally 215 teachers were taken as the sample from 486 teachers by Daniel (1999), formula. 
$$S = \frac{X^2 NP(1-P)}{d^2(N-1)+X^2 P(1-P)}$$

The numbers of teachers in each school vary due to the different number of students. Thus making the proportional allocation of teachers in each school, equalize the representativeness of the schools having larger as well as the smaller number of teachers. Therefore, to determine the

sample size of teachers be drawn from each select schools', the researcher used the stratified formula of William (1977;75).  $P_s = \frac{n}{N} \times t$

By using the above-stratified formula 9 teachers from School of Tomorrow, 11 teachers from Macmillan, 11 teachers from Vision schools, 12 teachers from Glory school, 15 teachers from Super Holiviar school, 9 teachers from Deliverance, 24 teachers from Ethio papers, 21 teachers from Safari, 12 were from Debora school, 10 teachers were from Gibe sum school, 10 teachers were from Y or S school, 10 teachers were from Prestigious School, 11 teachers were from Kidanmhrit school, 10 teachers from Fountain of Knowledge, 4 teachers from Bright Future, 8 teachers from KB, and 10 teacher from Addis Global.

### 3.3.2 Sampling technique

After determining the proportional allocation of teachers to each school, the researcher was employed a simple random sampling technique to give equally the chance for every sample elements select from each school. The researcher was used Random sampling method done by using lottery techniques for this study because there are twenty-four private schools and 486 teachers exist in the sub-city so the researcher wants to be free from subjectivity and from personal error.

In order to collect data through the interviews, availability sampling was employed to select students' parents in parent-teacher association (PTA) or parents those who live around the school. Availability sampling was used because of some involuntary interview respondents exist.

**Table.1.Sample Distribution of Respondents**

Name of the sub city	Respondents	Population	Sample
Bole sub city	Teachers	486	215
	Parents		20
	Total		235

**Source:- Bole Sub City Education Office,2011**

### **3.4 Data collection instruments**

Instruments used to collect data are questionnaire and interview. The researcher has used two standardized questionnaires the first one will be used to gather data to identify the dominant leadership style in the private secondary school of Bole sub-city. The questions derived from North House leader's behavior description model. They were modified to directly adjust to the study. To make the data manageable, the close-ended the questionnaire would be prepared to collect data from teachers. In this study, the revised LSQ consisting of 18 items and it was used to assess leadership behaviors of principals. The response of each item was based on Likert (1932), 5 points scale showing 1=strongly disagree, 2= disagree, 3=neutral, 4= agree and 5=strongly agree. Three leadership style namely autocratic leadership style, democratic leadership style, and laissez-fair leadership style was measured using the questionnaire. There were six questions investigating the behavior of the style under each of the three leadership styles. The second questionnaire used the School Culture Survey (SCS) develop by Steve Gruenert, a professor of educational leadership at Indian state of the university. According to Gruener (1998), SCS is used assess the school toward six culture dimensions of the school, the revised SCS is about collaborative leadership, teacher collaboration, unity of purpose, collegial support, learning partnership, and professional development. The total number of items used to assess school culture was 12. The response of each item was based on Likert (1932), 5 points scale showing 1=strongly disagree, 2= disagree, 3=neutral, 4= agree and 5=strongly agree.

Interview guides are data collection instruments used through direct and verbal interaction between interviewer and interviewees. The purpose of the interview is to collect more supplementary opinions about the relationship between school leadership styles. The interview was applied to parents those are parent teacher association members (PTA). During the interview, the researcher used audio tapes or video to record the responses of the respondents and would record to ensure the accuracy of the data. Validity and Reliability of Data Gathering instruments in order to ascertain face validity.

### **3.4.1 Validity of the Instrument**

### **3.4.2 Reliability of the Instrument**

Mugenda (2003:42) state that, validity is the degree to which result obtained from the analysis of the data actually represents the phenomenon. According to Lankshear and Knobel (2004:101) validity involves how accurately the data obtained represent the variables of the study. This study based on content and construct validate as a measure to determine whether data obtained from the instruments correctly and accurately represent what they purport(Borg and Gall,1996:62).The researcher has used teachers questionnaires, and the advisor was consulted to give their judgments and advice. Besides, before distributing questionnaires to the participants, a pilot study was carried out to provide information for improvement. A random sample of 20 respondents five principals and fifteen teachers; the population selected from the Yeka sub-city Ergiband Sunshine given the questionnaire to fill in the presence of the in clearing any ambiguities and in ensuring that the questions posed measure what is intended to measure.

To ensure reliability, the questionnaires were pre-tested on selected respondents outside the study area. A pilot test was carried out from a random sample of 5 principals and 15 teachers. The purpose of the pilot test was to examine the quality or appropriateness of the prepared instruments.

The intention will be to check out the clarity of the items to the respondents, the adequacy of time to complete instruments in the field, to assess the real characteristic of the school. After the tryout, each instrument was carefully examined and if the researcher fined any difficulty on the questionnaires necessary modification was made. Cronbach's alpha was computed to establish there was internal consistency on the Likert scale questions. Cronbach alpha was computed with the SPSS software. Where the Cronbach alpha will be higher than 0.7, the instrument was considered as reliable,(Cronbach, 1990;62). There Cronbach's alphas greater than 0.7 indicates a good instrument,(Cohen, Manion&Morison,2005;79). However, it is commonly agreed among researchers that an alpha greater or equal to 0.7 shows that an instrument is reliable in measuring what it was intended to measure. From the results, the necessary amendments were made on the questionnaire to ensure that it collects the intended information.

### 3.5 Reliability and validation of data gathering tool (LSQ and SCS)

Two important concepts a researcher should consider in selecting or designing data collecting tools are reliability (internal consistency) and validity (construct validity), Santos, 1999. Reliability refers to the consistency of score or answers from one administration of an instrument to another and from one set of items to another if an instrument is reliable it provides consistent results, it gives the same outcome each time it is used (Fraenkel et al, 2008). On the other hand, validity tries to assess whether a measure of a concept really measures that concept, that is, the extent to which the concept measures what it was designed to measure (Singh, 2007)

**Table 2 : Cronbach's Alpha Reliability Coefficient for LSQ and SCQ**

<b>Dimensions</b>	<b>Cron.Alpha</b>
<b>Overall leadership styles</b>	<b>.854</b>
<b>Overall school culture</b>	<b>.869</b>

The reliability of overall leadership styles was mentioned by Spector to be a Cronbach alpha( $r$ ) ranging from 0.776 to 0.813 for all the eighteen items of leadership behavior while 0.869 is the overall school culture. This shows the reliability of the questionnaire used for the study.

### 3.6. Methods of Data Analysis

After the collection of data through the questionnaire, the Raw data was classified tabulated depending on kinds of question to make it easily manageable and understandable. After is tabulated, the issue was analyzed and interpreted. To analyze the demographic characteristics of the respondents', frequency distribution was computed. It helps to identify the personal characteristics of the respondents', such as sex, age, educational level and position of work, work experience. Then, using descriptive statistical tools such as mean and standard deviation were also computed to explore the dominant leadership style and the school culture survey. According to Northouse (2012) suggested that by comparing the score can determine which styles are most dominant and least dominant, ranging from 6-30 and recorded into five average scores when an average score ranging from 6 to 10 analyzed as very low range, an average score ranging from

11 to 15 as low range, 16 to 20 as moderate range, 21 to 25 as high range and 26 to 30 as a very high range of leadership style. To investigate the relationship or association between leadership styles and school culture, correlation analysis was used.

In this study, simple linear regression was used to examine how much was school culture predicted by leadership style. Thus, a two-tailed Pearson correlation coefficient was used to identify the existence, strength, and direction of the relationship between leadership styles and school culture dimensions. A correlation coefficient ( $r$ ) between 0.00 and 0.18 is very weak, if the correlation coefficient range from 0.20 and 0.39 it is weak the correlation coefficient between 0.4 and 0.59 shows moderate relationship if a correlation coefficient is 0.6 to 0.79 it is strong. A very strong is the correlation coefficient between 0.80 and 1.00 Dunn (2001). The analysis of quantitative data will be done by using Statistical Packages for Social Science (SPSS) version 20.0. To analyze the Qualitative data analysis: the data that is gathered through the interview from the pupils' parents those are the member of PTA of Bole sub-city private secondary schools were analyzed by interpretation and using narration.

### **3.7. Ethical considerations**

In social science research, ethical considerations are critical when researching people or animals. The ethical issues include: known benefits and risk of participant involvement in the research, exact description of the information to be delivered to the subjects of the study, when appropriate, indicate any special incentives of treatment that human subjects were received through their participation in the study, indicate how the data collected in the study was kept secure and confidential, discuss the procedure for informing consent by the study participants where applicable. Also, respect for the subjects, kindness, and justice, whether the studies are ethically achievable, and the ethical soundness of the methods was considered by the researcher.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRATION OF DATA

#### 4.1. Demographic Characteristics of the respondent

This chapter deals with the presentation and analysis of the gathered data from the respondents through questionnaires. As it was stated in research designed and methodology a total of 215 questionnaires here prepared in two part. The first part was to examine the dominant leadership style of private schools and the second part focused on the relationship between leadership styles and school culture.

The first part, therefore, presents the general characteristics of the respondent and described the study population background by their types of school, age, sex, educational background, academic status and year of service of teachers and school principals. The second part deal with the analysis of the response extracted from the rating of teachers, and school principals, student representatives, and student parents.

The following was a description of the target population which gives some basic information about the sample population of the study.

**Table 3: Demographic Characteristics of Respondents**

Items	Teachers	
	No	%
Types of school		
Private	215	100
Government	-	
Sex		
Male	186	86.51
Female	29	13.49
Age		
20-25	101	47
26-30	51	23.7
31 and above	63	29.3

As shown in the table above out of 215 (100%) of teachers where from private secondary schools. Concerning sex out of 215 (86.51%) were male and 3.48% female. This shows there is gender disparity between male and female except, so female teacher participation in Bole sub city secondary schools is low.

From number the of the respondent of teachers age out of 215, 101 (47 %), were fall in the age between 20-25 age group, 51 (24%), were in between 26-30 age group and 63 (29 %), were in group of 31 and above. This shows that most teachers were in the appropriate to the young stage.

**Table 4: Academic background and occupation service**

Items	Teachers	
	No	%
Academic status		
Diploma	-	-
BED/BA/BSC	210	97.67
MA/MSC	5	2.33
Others		
Service year		
1-5	137	63.7
6-10	29	13.5
11-15	49	22.8
16-20		
21 and above		

Regarding academic status from teachers out of 215 (97.67 % ) where BED/BA BSC holders and 2.33% was MA/MCC this indicates that secondary school teachers meet the standard that set by MOE.

Concerning to the occupation service year of teachers respondents out of 215 respondent (63.7%) had 1-5 years services, 13.5 had 6-10 and 22.8 % had 11-15 years' experience. this indicates that most of the teachers of the private schools were beginners and young.

## **4.2. Presentation, Analysis and Interpretation of the Data**

Teachers respondents were present with a group of items that tried to probe their perception about leadership styles of the school principal. The items were presented in Likert scale, "SD, Stronger disagree", "N, neither agree, nor disagree or neutral", "A, agree" and "SD, stronger agree", from that indicates their response about what leadership style is dominantly practiced or used in Bole sub city secondary schools with range from very low range when the score falls between 6-10, low range 11-15, moderate range between 16-20, high range between 21-25, very high range fall between 26-30. The items mean range value were presented in Moidunny scale "Very Low, 1.00-1.80", "Low, 1.81-2.60", "Medium, 2.61-3.20", "High, 3.21-4.20", "Very High, 4.21- 5.00", Moidunny, (2009).

#### 4.2.1. Dominant Leadership Style

**Table 5. Mean score on the leadership style**

Dimension	Code	N	score	Min.	Max.	M	SD
<b>Autocratic leadership</b>	<b>Auto</b>	<b>215</b>	<b>16.4</b>	<b>1.1</b>	<b>3.85</b>	<b>1.7</b>	<b>0.65</b>
Teachers supervised closely by school principal		215		1	5	2.2	1.33
Principal say that the most teachers in the general population are lazy		215		1	5	2.26	1.3
School principal give reward or punishment in order to motivate teachers to achieve school objective		215		1	5	2.03	1.15
Teachers feel insecure about their work and need direction		215		1	5	3.5	1.23
Principal is the chief judge of achievement of teachers		215		1	5	2.01	1.34..
The school principal give order and clarify procedure		215		1	5	3.93	1.19
<b>Democratic leadership</b>	<b>DEMO</b>	<b>215</b>	<b>22.4</b>	<b>1.5</b>	<b>2.83</b>	<b>2.02</b>	<b>0.27</b>
Teachers are part of decision making process		215		1	5	2.81	1.16
School principal provide guidance without pressure		215		1	5	3.59	1.32
Teachers has frequent and supportive communication with school principal		215		1	5	4.13	0.94
School principal need to help teachers for completing their work		215		1	5	3.74	1.22
The principal help teachers to find their "passion"		215		2	5	4.34	0.67
Principal take teachers as competent		215		2	5	4.23	0.48
<b>Laissez-faire Leadership</b>	<b>LZ</b>	<b>215</b>	<b>14.49</b>		<b>3.5</b>	<b>2.32</b>	<b>0.76</b>
In complex situation school principal let teachers to work problems on their own		215		1	4	1.6	1.16
School principal staying out the way of teachers as they do their work		215		1	5	2.34	1.4
As rule, principal allow teachers to a apprise their own wok		215		1	5	3.54	1.33
School principal give teachers complete freedom		215		1	5	2.64	1.58
In most situation teachers prefer little input from principal		215		1	5	2.04	1.67
The principal leave subordinates alone		215		1	5	2.08	0.98

The above table presents the first six items Autocratic leadership style statements to examine the school principal leadership style is whether autocratic or not and to compare the score, and finally to determine which style is the most dominant and least dominant based on teachers perception. According to the first item states that teachers supervised closely by the principal was rated as low with the mean value of ( $M = 2.44, SD=1.33$ ). This shows as the school's principal of Bole sub city secondary school principals do not use close supervision & comprehensive control system. That means they trust teachers.

Regarding school, principal thought that most teachers in general population are lazy, as the mean value is ( $M = 2.6, SD=1.30$ ) and it rated as low. This leadership style characteristic bases on Douglas MC Gregor's theory X that consider employees as inherently lazy but here the data show Bole sub city secondary school principals do not show such characteristic.

Concerning school principal give reward or punishment in order to motivate teachers to achieve school objective, the mean value ( $M = 2.28, SD=1.15$ ) and it was rated low. As we know autocratic leader assumes that employee motivation comes not through employment, but by creating a structured set of reward or punishments. Here the researcher can observe low mean that shows Bole Sub-City private school principals do not create a structured set of rewards and punishment in order to motivate teachers.

With respect to teachers feel insecure about their work and need direction, the mean value is ( $M = 3.94, SD=1.23$ ) and it rates as high. As the data shows majority respondents agree on the point that means private schools teachers of Bole sub-city needed direction to accomplish their task, this increased stress and insecure feeling of teachers. Regarding principal is the chief judge of the achievement of teachers, the mean value is ( $M = 2.29, SD=1.34$ ) and rated as low. As the data shows Bole sub-city private schools principals do not retain decisions making power to judge teachers achievement.

The last item of Autocratic leadership style behavior, focusing on the principal give order and clarify procedures item. The mean value ( $M = 3.95$ ,  $SD=.19$ ) and value rates as high. As the mean value show the respondents agree on the point that means the school's principal give order and clarify the procedures what teachers do an don't.

In case of Democratic leadership behavior, teachers' response as mean value shows ( $M = 2.8$ ,  $SD= 1.16$ ) which it means medium on the point teachers are part of the decision making process. This shows teachers involve in the decision-making process in medium extent that means in some case teachers has participation in decision-making process otherwise the decision making power is in the hands of the private school principals or the owner.

Regarding school, principal provide guidance without pressure behavior, the mean value ( $M=3.59$ ,  $SD=1.32$ ) and it was rated as high, that means school of Bole sub city private secondary school principals provide guidance voluntary by their own. Concerning with teachers frequent and supportive communication with school principal mean score ( $M=4.13$ ,  $SD=0.94$ ) value and it was rated as high. This means the secondary school principals of Bole Sub City were allowed, teachers time and space to talk, encourage to speak freely, accept the feeling of teachers may emerge unexpectedly and they check teachers understanding by summarizing or by giving feedback or by providing further clarification more information.

The response from fourth item that school principal need to help teachers for completing their work the mean score is ( $M = 3.74$ ,  $SD=1.22$ ) and it rated as high means that as a Democrat leader of school principal the data shows those Bole Sub City private school principal need to offer the assistance that maybe through advice, direction or help this is especially advice for beginning teachers but it is true for teachers throughout all level of experience.

Regarding as democratic leader school principal help teachers to find their passion by giving the opportunity to show their creativity, talent the mean value is equal to ( $M = 4.34$ ,  $SD=0.67$ ) and it rated as very high. This indicates that respondents perception Bole Sub City school principals assist teachers to find their passion. This means not only on interest of teaching disciplines, but includes attributable characteristics who have surpassed for achieved excellence in specific field or subject or other doing creativity things.

The last item, principals take teachers as competent and if giving a task will do a given job, point teachers response mean score is ( $M=4.23$ ,  $SD= 0.48$ ) and rated as very high which means respondents perception show as the school principal doesn't undermine teachers he or she believes that teachers have the competency to perform complex duties so the school principal doesn't centralize the power at top instead he/she delegate different tasks for the teachers to perform because he/she believe on them.

Regarding laissez-faire leadership style behavior, in complex situation school, principal let teachers to work problems on their own items the mean value is equal to ( $M=1.61$ ),  $SD=1.16$ ) and rated as very low. This implies that Bole sub city private secondary school principal did not let teachers to work on problems alone. Maybe letting teachers to work on problems encourage them to become creative but hear the data shows the most respondents disagreed on the point.

Concerning school principal staying out the way of teachers as they do their work item mean value is ( $M=2.34$ ,  $SD=1.40$ ) rated as low. This shows the bole sub city private school principals involve his/her self instead of staying out by saying this not my job or it's not my responsibility. Regarding as rule, leader allow teachers to apprise their own work item ( $M=3.57$ ,  $SD=1.30$ ) and rated as high which means that teachers give own judgment about the quality of their work by doing self-appraisal that means those Bole sub-city secondary schools principals aren't the chief judge of achievement of teachers. The response from school principal gives teachers complete freedom item mean value is ( $M=2.64$ ,  $SD=1.58$ ) and rated as medium. As the data shows bole sub city private school principals has limit on teachers freedom. In most situations teachers prefer little input from principal item teachers mean value is equal to ( $M=2.04$ ,  $SD= 1.67$ ) and rated as low. So, Bole sub city private school principals expected to exert much input by work hard, as saw before the majority teachers are a beginner so here as the data shows teachers prefer much input from the principal. The last point is that the school principal leave subordinates alone item. Teachers response mean value is ( $M= 2.08$ ,  $SD=.984$ ), and rated as low that means school principals and subordinates work coordinately.

Generally, the most dominant leadership style, was democratic leadership style, and 22.4 is the total score for the current study and 3.73 is the mean value which is the highest mean score followed by Autocratic leadership style 16.4 is the range score and the mean value is (M=2.7), this shows Bole Sub-city private secondary school principal exhibit moderate mean and range of Autocratic leadership style behavior. For Laissez- faire leadership style 14.49 is the total score and it ranges at low and 2.4 is mean value, both inter- predated as low and rated as least perceived leadership style in bole sub-city private secondary school. In case School of tomorrow, Macmillan, Vision, Safari, Debora, Gibe sum, Deliverance, Supper, K..B, Fountain, Kidhanmhiret and Y or S private secondary schools principals at Bole sub city behave dominantly democratic leadership style behavior. In corresponding to this Glory, Ethio - Papers, Addis Global and Bright private secondary schools show dominantly autocratic leadership style. Only in Prestigious private secondary school Laissez-faire leadership style dominantly practiced.

In case of majority the parents interview respondents; those are member of parent teacher association interviewees responses said that democratic leadership style behavior has the dominant leadership style in their private school. In contrary according to Teshale, (2007) study showed that secondary school leaders were practicing the combination of the three leadership styles (democratic, laissez-fair and authoritarian leadership styles). However, they are dominantly using authoritative leadership style over democratic leadership style.

## 4.2.2 School Culture

Gruneret and Valintine 1998, school culture was presented on six dimensions (collaborative leadership, teacher collaboration, unity of purpose, collegial support, learning partnership, and professional development). The following frequency distribution analyzed using SPSS version 20.

**Table 6: Teacher's perception on their School Culture**

	Code	N	Min.	Max.	M	SD
<b>collaborative leadership</b>		<b>215</b>	<b>3</b>	<b>9</b>	<b>3.1</b>	<b>0.92</b>
Principals value teachers idea		215	2	5	3.73	1.06
Teachers are involved in decision making process		215	1	4	2.47	1.16
<b>teachers collaboration</b>		<b>215</b>	<b>3</b>	<b>9</b>	<b>3.15</b>	<b>0.83</b>
Teachers work together to develop and evaluate programs		215	1	5	2.28	1.15
Teachers take time to observe each other teaching		215	1	5	4.03	1.03.
		215	4	10	4.04	0.72
<b>unity of purpose</b>						
Teachers support the mission of the school		215	2	5	4.16	.852
The school mission provides a clear direction		215	1	5	3.93	.962
<b>collegial support</b>		<b>215</b>	<b>5</b>	<b>10</b>	<b>4.19</b>	<b>0.74</b>
Teachers work cooperatively		<b>215</b>	<b>2</b>	<b>5</b>	<b>3.93</b>	<b>1.20</b>
Teachers are willing to help out whenever there is a problem		<b>215</b>	<b>3</b>	<b>5</b>	<b>4.46</b>	<b>.508</b>
<b>learning partnership</b>		<b>215</b>	<b>2</b>	<b>8</b>	<b>2.7</b>	<b>0.73</b>
Teachers, principals and parents communicate frequently about student performance		<b>215</b>	<b>1</b>	<b>4</b>	<b>1.84</b>	<b>1.01</b>
Students are held responsibility for their learning		<b>215</b>	<b>2</b>	<b>5</b>	<b>3.57</b>	<b>.861</b>
<b>professional development</b>		<b>215</b>	<b>2</b>	<b>9</b>	<b>2.7</b>	<b>0.73</b>
The school give value for school improvement program		215	1	5	3.84	1.23
Teachers regularly participate in formal education programs		215	1	4	1.58	.573

As data in table 2 indicated six dimensions of school culture were rated by teachers' respondents' perception. They were collaborative leadership, teacher collaboration, unity of purpose, collegial support, learning partnership and professional development. A critical examination of the data in the table showed that lowest scale for school culture dimension was 2 and the maximum scale was 10. The mean score for collegial support was 4.19 (SD= 0.74) was the highest mean score among all the other dimensions of school culture. This shows that sub city private schools teachers work coordinately in group to achieve unit of purpose the school mission and teachers are volunteers to help out whenever there is a problem.

The next highest mean score from the dimension was that of unity of purpose with a mean score of 4.04 (SD= 0.72). This means that as respondents perception indicates the mission of the schools gives an unambiguous sense of direction and teachers work to achieve the mission of the school. The third highest mean score was that of teacher collaboration (M=3.15 , SD= 0.83) while the fourth highest mean score belonged to collaborative leadership (M= 3.1, SD= 0.92) and with the lowest mean score for that of learning partnership (M= 2.7,SD= 0.73), students held accountability and responsibility for their own learning, but parents and teachers don't frequently communicate about student performance, whereas the second least perceived school culture dimension belonged to professional development (M=2.71, SD=0.73). According to the above average mean scores, four of the school culture dimensions such as teachers collaboration, collaborative leadership, learning partnership and professional development fell within a medium mean category. This means the private secondary schools were hesitant to with these school culture dimensions. All the other dimensions had mean score between 3 and 5 which showed that the private secondary schools were practiced in highly Grunert school culture dimensions.

Specifically, collaborative leadership school culture dimension is the least perceived culture in Glory, Etio- Papers Addis global and Bright future private secondary schools. With respect to parents response indicate school principal respect every one idea but in decision making process case preponderance decisions like school fee, teachers monthly payment, etc. made by the school owner .

As the interviewees' response side that teachers are willing to help each other, they want to work cooperatively in work time but in some case we observe that they are involuntary to do any

activity without payment. Only in Prestigious private secondary school teacher collaboration school culture dominantly perceived. Developing different programs and evaluating them by teachers is highly observed in this school.

Concerning unity of purpose culture dimension in response to the question that does the school, mission statement reflects the value of the community? As the interviewees said that yes it does, it represents us because of this we want to teach our children's in this school. Generally in Gibe sum, Deliverance, Supper Holiver, and KIdhanmhiret private secondary school unity of purpose is the second dominantly perceived school culture.

With respect to interview question Regarding collegial support school culture dimension, what they observe as a parent and PTA membership about teachers collaboration, as parents said teachers help each other as they can and teaching practice disagreements are expressed openly and discussed to solve. In general collegial support school culture dominantly perceived at School of tomorrow, Macmillan, Vision, Safari, Debora, KB, Fountain of knowledge, and Y or S schools.

As interviewees response concerning learning partnership school culture dimension, when the express the extent of parent and teachers discussion, as they said in low extent teachers, parents and school principal communicate about the student performance. In one school year student parent may attend for the school fee purpose or other ceremonies or in serious cases of the discipline of the student, otherwise they are not voluntary to attend frequently to communicate about student performance. Learning partnership school culture dimension is the least perceived culture in School of tomorrow, Macmillan, Vision, Safari, Debora, Supper Holiver, and in Y or S schools.

Regarding to the last school culture dimension professional development interviewees response in case of school improvement program parents interviewees said that the school provide three-year plan and we discuss on it and then PTA chairman reflects parents at the beginning of the school year without this nothing is done by us and the number of MA (master of arts) graduated teachers are rare.

### **4.2.3 The relationship between leadership style and school culture**

This section deals with the third research questions regarding the relationship between three leadership style and six investigated using two-tailed person correlation analysis.

Correlation is one of the most widely used measures of the relationship between two or more variable the correlation coefficient describes the direction of the correlation, that is whether it is positive or negative and the strength of the correlation ,that is whether an existing correlation is strong or weak (Singh,2007)

A correlation coefficient( $r$ ) between 0.00 and 0.18 is very weak ,if the correlation coefficient range from 0.20 and 0.39 it is weak the correlation coefficient between 0.4 and 0.59 shows moderate relationship if a correlation coefficient is 0.6to 0.79 it is strong. Avery strong is the correlation coefficient between 0.80 and 1.00 Dunn (2001). Based on this, the relationship between three leadership style and six dimensions of school culture is presented below based on three sub questions their school doesn't work together .

**Table 7: The relationship between leadership style and school culture**

		AUTO	DEMO	LZ	CL	TC	UP	CS	LP	PD
<b>AUTO</b>	PC	1								
	Sig.(2tailed)									
	N	215								
<b>DEMO</b>	PC	.432	1							
	Sig.(2tailed)	.000								
	N	.488	215							
<b>LZ</b>	PC	.488	0.316	1						
	Sig.(2tailed)	.000	.000							
	N	215	215	215						
<b>CL</b>	PC	.403**	.547**	.660**	1					
	Sig.(2tailed)	.000	.000	.000						
	N	215	215	200	215					
<b>TC</b>	PC	.230**	.892**	.687**	.699**	1				
	Sig.(2tailed)	0.000	.000	.000	.000					
	N	215	215	200	215	215				
<b>UP</b>	PC	.398**	.891**	.472**	.708**	.612**	1			
	Sig.(2tailed)	.000	.000	.000	.000	.000				
	N	215	215	200	215	215	215			
<b>CS</b>	PC	.405**	.567**	.522**	.624**	.566**	.718**	1		
	Sig.(2tailed)	.000	.000	.000	.000	.000	.000			
	N	215	215	200	215	215	215	215		
<b>LP</b>	PC	.364**	.443**	.303**	.517**	.469**	.600**	.449**	1	
	Sig.(2tailed)	.000	.000	.000	.000	.000	.000	.000		
	N	215	215	200	215	215	215	215	215	
<b>PD</b>	PC	.546**	.598**	.462**	.632**	.466**	.653**	.628**	.531**	1
	Sig.(2tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	215	215	200	215	215	215	215	215	215

**Table 8: Correlation between overall Leadership Style and School Culture Dimensions**

			Leadership Style	Overall School Culture Dimensions
Overall Leadership Style	PC	(2-tailed)	1	<b>.727**</b>
	Sig.			<b>.000</b>
	N		<b>215</b>	<b>215</b>
Overall School culture Dimensions	PC	(2-tailed)	<b>.727**</b>	1
	Sig.		<b>.000</b>	
	N		<b>215</b>	<b>215</b>

The above table presents the correlation between three leadership styles and six dimensions of school culture. The overall leadership styles and the overall school culture correlation was positive as the r value indicates.

Autocratic leadership style, had positive and weak relationship with teacher collaboration (.230\*), unity of purpose (.398\*), and learning partnership (.364\*), whereas with collaborative leadership (.403\*), collegial support (.405\*), professional development (.546\*), it had moderate and positive relationship. Three of six factors were significant at 0.01 levels. This implies that the school principals establish and maintain collaborative relationship with school staff culture, teachers work together culture and teachers value continuous personal development and school-wide improvement culture had moderate relationship with autocratic leadership style in Bole Sub City private secondary schools.

Democratic leadership style has positive relationship with six dimensions of school culture at 0.01 significant levels. Regarding learning partnership (.443\*), collaborative leadership (.547\*), professional development (.598\*), collegial support (.599\*), Democratic leadership style has moderate correlation but with teacher collaboration (.892\*), and unity of purpose (.891\*), school culture dimensions was found strong a significant correlation with democratic leadership style as the r value signified. Teachers work toward a common mission for the school and engage in

constructive dialogue that furthers the education vision of the school culture had strong relationship with democratic leadership style.

Laissez-faire leadership style relationship with school culture the r value revealed that it had weak relationship with learning partnership (.303\*) whereas it had moderate relationship with professional development (.462\*), unity of purpose (.472\*), collegial support (.522\*), and it had strong relationship with collaborative leadership (.660\*), and teacher collaboration(.687\*). This implies that the degree to which teachers engage in constructive dialogue that furthers the educational vision othe school culture had strong relationship with Laissez-faire leadership style.

**Table 9: Linear Regression Analysis on the three Leadership Styles**

No.	Leadership Style	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Sig	Beta	F
1	AUTO	.477**	0.228	0.224	.000	.107	62.7
2	DEMO	.632*	0.399	0.396	.000	.469	141.4
3	LZ	.583**x	0.34	0.337	.000	.043	109.6

a. Predictor Variable: Leadership style (autocratic, transactional and laissez-faire)

b. Dependent Variable: Overall school culture

\*\* p< 0.01, \* p< 0.05

ANOVA					
Model	Sum of squares	df.	Mean square	F	sig
Regression	15996.93	1	15996.93	238.536	.000
Residual	14284.42	213	67.063		
Total	30281.31	214			

As data in the above table indicated, 22.8% of change in school culture was due to autocratic leadership style while the remaining 77.2% was due to other variables not included in the model. The results showed that there was moderate and significant relationship between the two variables (Beta= .107,  $F(1, 213) = 62.7, p < .01$ ). The regression analysis of democratic leadership style and overall school culture dimensions, on the other hand, showed that 39.9% of change in the overall school culture dimension was due to democratic leadership style while 60.1% change was due to other variables. The results showed that there was strong and statistically significant relationship between the variables (Beta= .469,  $F(1, 213) = 141.4, p < .05$ ).

According to data on the regression analysis of laissez-faire leadership and the overall school culture, 34% of change in the school culture results from laissez-faire leadership while the remaining 66% was due to inexplicable variables. The results indicated that the relationship between the two variables was moderate and statistically significant (Beta= .043,  $F(1, 213) = 109.6, p < .01$ ).

**Table 10. Model Summary of Multiple Regressions**

Model	R	R Squared	Adjusted Squared	R	Std. Error of the Estimate
1	0.763	0.583	0.577		4.9713

a. Predictors: (constant), autocratic, democratic, laissez-faire

Multiple regressions were conducted to examine the best combination of autocratic, democratic and laissez-faire leadership styles for predicting school culture. The table showed that the combination of the three leadership styles significantly predicted school culture,  $F(3, 211) = 98.1, p < 0.05$ . Of the three leadership styles, autocratic leadership ( $t = 2.042, p < 0.05$ ) contribute significant prediction, democratic leadership ( $t = 9.43, p < 0.05$ ) significantly contributed to the prediction and laissez-faire leadership ( $t = 8.173, p < 0.05$ ). The R squared value for combination of the three styles was found to be 0.583. This denotes that 58.3% of change in overall school culture was predicted by combination of the three leadership styles.

ANOVA					
Model	Sum of squares	df.	Mean square	F	sig
Regression	7277.110	32425.703	98.148.000		
Residual	5214.816	211	24.715		
Total	12491.926	214			

a.predictors: LS

b. dependent Variable :SC

Coefficients						
		B	Std. error	Beta	T	Sig.
1	(constant)	10.63	0.82		5.299	.000
	Autocratic	.150	0.23	.107	2.042	.000
	Democratic	.857	0.18	.469	9.434	.000
	Laissez-faire	.528	0.22	.043	8.173	.000

a. predictor variable : LS

b. dependent variable :SC

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION & RECOMMENDATION**

#### **5.1 Summary of major findings**

This thesis was entitled with "The relationship between leadership style(s) and school culture at private secondary schools of Bole sub-city" purposed to investigate the existing dominant leadership style and its relationship with which school culture. In order to achieve the purpose of the study basic questions were raised and to answer those questioners distributed and backed regarding the general perception of leadership styles behavior based on North house standardized leadership style identification questionnaire and school culture dimensions according to Gruenert.

In review related literature part, the concept of leadership and school culture, leadership styles, and school culture dimensions and the relationship between leadership style and school, culture was the major topic that has been reviewed from relevant books and journals.

Descriptive and co relational research design was chosen and used for its appropriateness to the research topic. To accomplish this, out of 24 secondary private schools of the Bole sub-city 17 were selected as a sample by using a lottery simple random sampling technique. The researcher selected 215 teachers as a sample from 486 total populations' as a sample by using a random sampling technique. Besides, 17 parents, those are parent-teacher association members were selected by using the available sampling technique. Questionnaire and interview were employed to gather data. Following this, the collected data were analyzed using frequency, percentage and mean by using SPSS 20 versions.

#### **5.1.1 The Major Findings of the Study**

The most dominant leadership style, that is the democratic leadership style, and 24.4 is the total score and ranges at high. Teachers in bole sub city private secondary school perceived that their principal tended to provide guidance without any pressure, have frequent and supportive communication with teachers, help teachers for completing their work and to find their passion

by participation in different clubs and by creating the chance to show their creativity or passion in addition to this teachers perceived that principals take teachers as competent and given a task to do properly, but in decision-making process teachers perceived that there are not part of the decision making process.

Collaborative leadership school culture dimension is the least perceived culture. Principal accepts teachers ideas, feelings or opinions accept teacher's ideas, feelings or opinions because of the majority agree on the point, but the majority of teachers perception indicates that involvements of teachers in the decision making process are low.

Only in Prestigious private secondary school teacher collaboration school culture dominantly perceived that means teachers take time for peer observation and they work together to develop and evaluate programs.

Collegial support is dominantly perceived school culture in private secondary schools of Bole sub-city, 4.18 is the mean value and is rated as high. Unity of purpose is the second dominantly perceived school culture in private secondary schools of Bole sub-city and 4.15 is the mean value and is rated as high. Learning partnership school culture dimension is the least perceived culture, 2.64 is the mean value and is rated as low while, Professional development school culture dimension is the second least school culture and 2.7 is the mean value and is rated as low.

Autocratic leadership style had a positive and weak relationship with teacher collaboration, unity of purpose, and learning partnership, whereas with collaborative leadership, collegial support, professional development, it has moderate and positive relationship. Three of the six factors were significant at 0.01 levels.

The findings on the relationship between the leadership styles and dimensions school culture revealed a statistically significant and positive relationship between democratic leadership style and all the six dimensions of school culture at 0.00  $P < 0.05$  significant levels. Regarding learning partnership, collaborative leadership, professional development, collegial support, and Democratic leadership style has moderate correlation but with teacher collaboration, and unity of

purpose, school culture dimensions were found strong significant correlation with democratic leadership style as the R-value signified.

Laissez-faire leadership style relationship with school culture the R-value revealed that it has a weak relationship with learning partnership, whereas it has a moderate relationship with professional development, unity of purpose, collegial support, and it has a strong relationship with collaborative leadership, and teacher collaboration.

## **5.2 Conclusion**

The purposes of this study was to assess the most dominant leadership style and school culture, then to examine the relationship between leadership styles and school culture at the private school of Bole sub-city. In light of major findings' of the study, the following conclusion was drawn.

Generally, it is possible to conclude that, Democratic leadership style is the most dominant leadership style means that as teachers perceived in bole sub-city private secondary school principals tended to provide guidance without any pressure, have frequent and supportive communication with teachers, help teachers for completing their work and to find their passion by participation in different clubs and by creating the chance to show their creativity or passion and addition to this teachers perceived that principals take teachers as competent and given a task win do properly, but in decision making process teachers are not part of decision making process., while the Laissez-faire leadership style is the least perceived leadership style of private secondary schools of Bole sub-city. This shows principals tended not leaving teaching in complicated situation to work on problems by the own, staying out the way of teachers as they do their work given complete freedom, exert little input to the subordinates and learning subordinates alone but principals tended to allow teachers to apprise their work.

As teachers perceived the questionnaire results revealed the most dominant school culture is collegial support school culture dimension means that teachers work coordinately in group to achieve unit of purpose that is school mission and they are voluntary to help out whenever there is a problem in their school while, learning partnership school culture dimension is the least

perceived culture. The school principal, student parents and teachers doesn't frequently communicate about student performance.

In the case of the relationship, the whole leadership styles have a positive relationship with all school culture dimensions. Autocratic leadership the style had a positive and moderate relationship with collaborative leadership, collegial support, and professional development, but with other dimensions it had a weak relationship. Democratic leadership style had a moderate correlation with learning partnership, collaborative leadership, professional development, collegial support, but with teacher collaboration, and unity of purpose school culture dimensions were found strong a significant correlation as the R-value signified. Laissez-faire leadership style relationship with school culture the R-value revealed that it has a weak relationship with learning partnership whereas it had a moderate relationship with professional development, unity of purpose, collegial support, and it has a strong relationship with collaborative leadership, and teacher collaboration. This shows there was significant relationship between leadership styles and schools culture means that practicing erroneous leadership style affects the school culture. The regression analysis further displayed that overall leadership style: democratic, autocratic and laissez-faire leaderships were good predictors of school culture and has significant correlation. Meaning practicing wrong leadership style would affect the whole school culture.

### **5.3 Recommendation**

After examining the existing dominant leadership styles of private secondary schools of Bole sub city and examining the relationship between leadership styles and school culture dimensions the researcher proposed the following recommendations for authorized and to all concern.

Encourage female teachers to become a staff in the school. In most cases students see their women teachers as their advisors a role models, So the school owners attracting, recruiting and retaining female teachers in their school. While, principals should continuously offer their teachers assistance, advice and help or giving direction is necessary because majority teachers are beginner.

As the finding indicates Democratic leadership style is the most dominant leadership style but this style had a moderate relationship style even score low mean in participating teachers in the decision making process, so it is better to participate teachers as a core member for the decision relating on teachers performance in class room such as; choice of teaching material, teaching schedule, functioning of co-curricular activity and participate in the whole school level matter like: setting school goals, school discipline cases, setting school rules and regulation and in school planning activities as Democratic leader.

Learning partnership school culture dimensions are the least perceived school cultures but for one school mission achievement and for student success frequent participation of parents, discussion with teachers and creating a close-up relationship with the parents' is necessary through empowering parents by crating parent teacher association (PTA) and by programming serious occasional discussion.

Teachers conducting in formal education, attending and preparing different educational workshops are recommended for updating themselves with new technologies, new methodologies of teaching and learning process and personally for professional growth. The private school owners encourage and assist teachers to seek researches or investigations in addition to this they can provide scholarship for outstanding or role model teachers as reward.

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## **APPENDICES**

### **APPENDIX-1: THESIS QUESTIONNAIRES AND INTERVIEW QUESTIONS**

#### **ADDIS ABEBA UNIVERSITY**

#### **SCHOOL OF GRADUATE STUDIES**

#### **COLLEGE OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **Dear Respondents**

The Purpose of this questionnaire is to collect information regarding Secondary Schools principals' leadership styles in Bole sub city of secondary schools. The researcher pursuing a research on the topic: *The Relationship Between Leadership Style(s) and School Culture in private secondary schools of Bole sub city*. The researcher kindly requests you to provide with genuine information. This questionnaire consists of two parts. The first part is prepared to be filled by all respondents whereas the second part is to be filled by school teachers'. It will be treated as confidential and used for academic purpose only.

You are kindly requested to share your experiences and suggestions. Thank you for your kindly cooperation in advance!

## Part I. background information

**Instruction:** please indicate your answer by choosing from the given alternatives, marking an "X" or writing where necessary in space provided.

1.1. Name of your school -----

1.2 Sex: male ----- Female -----

1.3. Age: a) (20-25)    b) (26-30)    c) 36 and above

1.4. Your higher education attainment level: a) Diploma b) BED/BA. /Bsc  
c) M.A/M.sc d) others

1.5. Total years of service

- a) 1-5 years    b) 6-10 years)    c) 11-15 years)    d) 16-20 years)  
e) 21 and above years

## **Part two: school principal leadership style survey questionnaire.**

### **Instructions**

Leadership style survey to identify school leaders' practice of leadership style. This questionnaire contains statements about leadership style. Next to each statement, circle the number that represents the degree how strongly you agree or disagree about the statement by using the following scoring system:

Strongly disagree **1**

Disagree **2**

Neutral **3**

Agree **4**

Strongly agree **5**

Be honest about your choices as there is no right or wrong answers--- it is only for your own self-assessment.

Purpose: to identify school leader's practice of leadership style.

- ✓ Direction: for each of the statements below, mark (x) the number that indicates the degree to which you agree or disagree

Key 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

Statements	1	2	3	4	5
1. Teachers supervised closely					
2. Teachers are part of decision- making process					
3. In complex situation school principal let teachers to work problems on their own					
4. School principal say that most teachers in general population are lazy					
5. School principal provide guidance without pressure					
6. School principal staying out the way of teachers as they do their work					
7. School principal give reward or punishment in order to motivate teachers to achieve school objective					
8. Teachers has frequent and supportive communication with school principal					
9. As a rule, leaders allow teachers to apprise their own work					
10. Teachers feel insecure about their work and need direction					
11. School principals need to help teachers for completing their work					
12. School principal give teachers complete freedom					
13. Principal is the chief judge of the achievement of teachers					
14. The principal help teachers find their "passion".					
15. In most situation principal prefer little input to the subordinates					
16. The principal give order and clarify procedures					
17. Principals take Teachers as competent and if given a task will do a given job					
18. The principal leave teachers alone					

## **APPENDICES**

### **APPENDIX-1: THESIS QUESTIONNAIRES AND INTERVIEW QUESTIONS**

#### **ADDIS ABEBA UNIVERSITY**

#### **SCHOOL OF GRADUATE STUDIES**

#### **COLLEGE OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **Dear Respondents**

The Purpose of this questionnaire is to collect information regarding Secondary Schools principals school culture Bole sub city of secondary schools. The researcher pursuing a research on the topic: *The Relationship Between Leadership Style(s) and School Culture in private secondary schools of Bole sub city*. The researcher kindly requests you to provide with genuine information. This questionnaire consists of two parts. The first part is prepared to be filled by student representatives whereas the second part is to be filled by school teachers', and student representatives'. It will be treated as confidential and used for academic purpose only.

You are kindly requested to share your experiences and suggestions. Thank you for your kindly cooperation in advance!

## Part I. background information

**Instruction:** please indicate your answer by choosing from the given alternatives, marking an "X" or writing where necessary in space provided.

1.1. Name of your school -----

1.2 Sex: male ----- Female -----

1.3. Age: a) (15-18)    b) (19-21)    c) 22 and above

1.4. Your grade level: a) 9 b) 10

c) 11 d) 12

## **Part two: school culture survey questionnaire.**

### **Instructions**

school culture survey to identify school principal practice as culture. This questionnaire contains statements about school culture type. Next to each statement, circle the number that represents the degree how strongly you agree or disagree about the statement by using the following scoring system:

Strongly disagree **1**

Disagree **2**

Neutral **3**

Agree **4**

Strongly agree **5**

Be honest about your choices as there is no right or wrong answers--- it is only for your own self-assessment.

Purpose: to identify school leader's practice of leadership style.

Direction: for each of the statements below, mark (x) the number that indicates the degree to which you agree or disagree

Key 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

	Statements	1	2	3	4	5
1	Principals value teachers idea					
2	Teachers are involved in decision making process					
3	Teachers work together to develop and evaluate programs					
4	Teachers take time to observe each other teaching					
5	Teachers support the mission of the school					
6	The school mission provides a clear direction					
7	Teachers work cooperatively					
8	Teachers are willing to help out whenever there is a problem					
9	Teachers, principals and parents communicate frequently about student performance					
10	Students are held responsibility for their learning					
11	The school give value for school improvement program					
12	Teachers regularly participate in formal education programs					

## **Interview Questions for parents**

### **Dear Interviewees**

This interview is designed to solicit relevant information for the research carried out on the topic “The relationship between leadership style and school culture in private secondary schools of Bole sub-city”.

The study is conducted for academic purposes for partial fulfillment of the requirements of a Master of Art Degree in Educational Leadership and Management. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to respond to the questions carefully.

Thank you in advance

1. What type of leadership style dominantly perceived in their school? Is it Autocratic, Democratic or Laissez-faire? Why?
2. Do you participate in the school decision-making process? If your answer is yes in what cases?
3. Do you observe your children's school teacher's collaborative activity? If your answer is yes list what you observe?
4. Do you participate in school improvement (SIP) program?
5. Do you believe your school mission statements reflect the value of the community?
6. What is the extent of collegial support in the school that you observe?
7. To what extent that parents', teachers and the school principal communicate about student performance?

## **DECLARATION**

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

Name: Hana Solomon

Signature: \_\_\_\_\_

place and date of submission : Addis Ababa University, Ethiopia, June, 2019

Dr. BefekaduZelege \_\_\_\_\_

\_\_\_\_\_

Advisor

Signature

Date