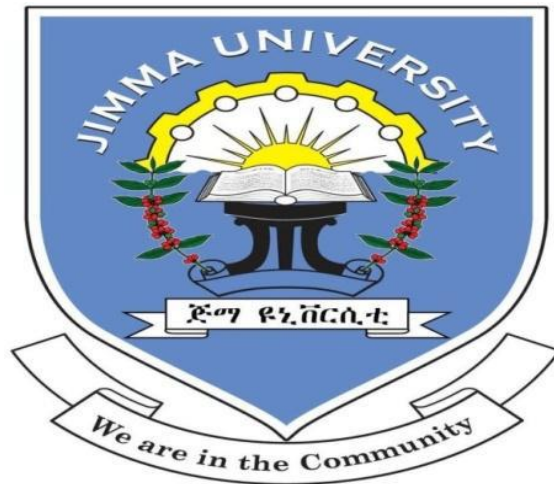


**THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND PRINCIPALS’
LEADERSHIP STYLE IN SECONDARY SCHOOLS OF BISHOFTU TOWN
ADMINISTRATION**

BY

MELAKU ESHETE



**JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**FEBRUARY, 2021
JIMMA, ETHIOPIA**

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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCES JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIRMENT FOR MASTERS DEGREE IN SCHOOL LEADER SHIP IN
EDUCATION**

ADVISOR DEREJE DAKSA (PhD)

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FEBRAURY, 2021

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DECLARATION

I, hereby, declare that this master's thesis is my own work and all the sources used or quoted have been indicated and acknowledged by means of complete reference and that I did not previously submit this thesis for the award of any degree, diploma or certificate at another university.

Name: Melaku Eshete

Signature _____

Date: _____

I, the undersigned declare that this master's thesis has been submitted for examination with my approval as university advisor.

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Date _____

STATEMENT OF CERTIFICATION

This is to certify that Melaku Eshete has carried out a thesis on the topic entitled “*The Relationship between School Culture and Principals’ Leadership Style in Secondary Schools of Bishoftu Town Administration:*” under my supervision. In my opinion, this thesis is suitable for submission in partial fulfillment of the requirement for the award of the MA Degree in School Leadership in Education.

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ABBREVIATIONS AND ACRONYMS

ESDP-V	Educational Sector Development Program Five
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
ICT	Information Communication Technology
MoE	Ministry of Education
OCAI	Organizational Culture Assessment Instrument
PTA	Parent-Teacher Association
REB	Regional Education Bureau
SIP	School Improvement Program
SPSS	Statistical Package for Social Science

ABSTRACT

The purpose of this study was to investigate the relationship between School Culture and Principals' Leadership style in Secondary Schools of Bishoftu Town Administration. In that regard, it employed a mixed research method involving both qualitative and quantitative data. A sample of 197 participants inclusive of school heads, teachers, and supervisors were selected through stratified simple random and purposive sampling techniques with probability proportion to size. Both primary and secondary data was collected. The major sources of data include secondary schools Principals, supervisors, department heads, and teachers. Primary data was gathered through survey questionnaire, and key informant interviews. Secondary data sources such as government reports, books and educational journals were also consulted for related information. Descriptive statistics such as frequency, percentage, mean and standard deviations as well as inferential statistics like t-test and correlation were used for data analyses through SPSS-Version 20 software. Key findings from the study showed that most of the secondary schools were lacks strong work culture and committed leadership to improve the overall performance the school system. Weak enforcement of school norms, values and rules by the respective leaders were constituted the major reasons poor culture which can be insignificantly influenced the achievement of the stated goals and objectives. The study also found that laissez-faire leadership style was the most common practiced leadership style followed by democratic and autocratic leadership style in the study area. Though inadequately practiced by the school heads, a democratic leadership style had has a strong association with school culture and can be explained by the school culture taken into consideration. This implied that any improvement in school culture would positively affect the practices of democratic leadership style in secondary schools of the study area. The study concluded that unless a well-established school cultures with proper leaderships style, of which democratic leadership style is adopted, school performance will continue to decline and the surrounding community lacks faith on the capacity of the respective leaders to bring significant changes in school performance. The researcher recommended that the Bishoftu Education Office school leaders in collaboration with training institutes have to provide training for current principals on the concepts and practices of leadership styles and organizational culture; encourage the adoption of leadership strategies by school leaders as democratic or participative style, facilitating annual forums and experience sharing programs among school leaders; and conducting further studies on issues related to school culture and leadership styles.

Keywords: School Culture, Principals, Leadership Style, Bishoftu Town Administration

CHAPTER ONE

INTRODUCTION

The study is about an assessment to the relationship between secondary school cultures with the principal leadership style in achieving school objectives and goals. The study shows the effects of school principal leadership styles to the level of school culture and performance mainly in secondary school. Thus, this chapter deals with the introduction of the study. It starts with a brief background of the study and continues with statements of the problem, objective of the study, significance of the study, scope of the study, definition of key terms, and organization of the study.

1.1. Background of the Study

Educational institutions are critical places where the next generation is educated and school cultures with strong leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organization and inevitably face the challenges of maintaining the goals of the institutions (Northouse, 2007). In addition to school, work culture and leadership style are another critical factor affecting school effectiveness. The kind of work culture and leadership style that goes with school principals influence for achieving stated performance in educational setting has remains a problematic in many developing countries including Ethiopia. The concern for this study is the link between school culture and principals leadership style in achieving the stated objectives and goals of the school system which can be noted in this section.

According to social Anthropology, the concept of culture was coined and represent, in a very broad and holistic sense, the quality of any specific group that are passed from one generation to the next. They have also produced a literature rich in descriptions of alternatives cultural system containing profound implication for managers working out sides their natives countries (Heskett., 1992). The contemporary understanding of culture in society has evolved since the definition proposed by Taylor in primitive culture first published in 1871. It explains that, culture is complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by man as members of society. Although there are many definitions of culture in the literature, Taylor definition is compatible with other definition and has found some acceptance (Brinkman.A., 1999). Organizational theorist now acknowledge culture by recognizing its important role that plays in the lives of organizational members, besides, they began to understand what makes up an

organizational culture, and how it is create, sustain and learned will enhance ability to explain and predict the behavior of people at work.

There are several ways to identify how culture influences leadership. Primarily, culture shapes the image of the ideal of a particular nation or organization(Hosftede, 2001). Nevertheless cultural groups vary in their conceptions of what is important for effective leadership. It is noted that culture influences the personality traits and work values of leaders and followers in a country or organization .Personality appears as the outcome of a lifelong process of interaction between individuals and their environment, resulting in systematic differences in the person typical behavior of people who grow up in different culture.To a significant extent, culture determines the actual pattern of leadership behaviors in an institution or organization. Cultural values and norms likely influence the attitudes and behaviors of leaders in ways unconscious to them. In addition cultural values reflect social norms in the relationships between individuals. These norms specify acceptable forms of leadership behaviors. For instance, the norms appear as societal laws, limiting the use of power to influence the decisions and actions of others. Intercultural leaders must balance commercial and cultural concerns.

However, commercial imperatives focus on the silent leadership capabilities that corporations must possess to respond successfully to customer needs and competitive threats (Schein E. H., 2002). This implies that effective leadership has the capacity building to increase customer satisfaction. In fact, the history of leadership in education began as top down hierarchical management. The boundaries for these leaders were tightly controlled. Administrators strived to be distant proper, serious, and impersonal. The communication was formal, controlled and from the top. The leadership style was management, and focused on coordinating and monitoring activities. Educational managers in the 1980s transformed into instructional leaders (Schein E. , 1992). In their study Steinbach *et al.*, (1999) supposed that student achievement began directing all activities. They offered a broad view of instructional leadership, noting that all leadership activities, including routine managerial tasks, affect student learning. All tasks are considered to contribute as much to improve learning as to direct instructional behaviors. (McEwan, 1998)described instructional leadership as both traditional management and a human component. Nevertheless traditional management roles include planning, time management, leadership theory and organizational development. The human component consists of the communicating, motivating, and facilitating roles of the principal.

(Leithwood, 1999) describes instructional leaders as ones who provide constant support to the instructional staff. Instructional leaders were concerned with curriculum and the academic direction of the programs within a school. The 1990s brought the transformational leader. The transformational leader has the ability to encourage change in others (Leithwood, 1999). This change was accomplished by using a collaborative shared decision-making approach that empowers teachers. Principals must show strong leadership no matter what this style. Strong principal leadership is defined as having knowledge of teaching and learning processes and the power to motivate other members of the organization to achieve and work toward the common good of the school. (Leithwood, 1999) see strong administrators as having the ability to know the leadership behaviors that match the needs of the schools stakeholders. The suggestion is consistent on the position that strong leadership by the principal is need with regard to an important aspect the school, its culture (Bandura, 1993).

In that regard, it is evident that school leadership has become a key component of organization, management and administration of educational organizations systems and this development is reflected in both academic and educational policy statements throughout the world (Lam & Pang, 2003). Considering this fact, the Government of Ethiopia since 1990s has reviewed its educational system comprehensively with the belief that human beings are the best resources for achieving comprehensive economic and social development. Since then, a succession of new Educational and Training Policy and Strategy was designed by Ministry of Education (MoE) being the first major frame work for systems reform and transformation. Besides, the recent policy document of the government, including Educational Strategy during 2017 – 2020 as an intervention with new structure aiming to retain and deliver a top ten learning experience through delivering of educational quality and relevance supplemented with outstanding experience and career enhancing out comes. Thus, the role of school leadership is to deliver a top ten learner experience through the quality and relevance of education, maintaining of an inspiring school culture with outstanding learner experience that enhance the overall performance of the organization they work for.

In this regard, the main objective of school principal is to inspire the school community through establishment and maintenance of strong school cultured with better leadership style. However, the research studies in Secondary School of Bishoftu Town Admiration regarding the relationship of school culture and principal leadership style in achieving the stated objectives and goals are limited. In fact, with a culture, that has the right values, norms and practices; it is still not easy to be a leader for a give organization. There are many

challenges that would be leaders face you have to understand how to deal with people define goals that were uniting and foster energy and education toward a brighter and better future. Hence, even the most talented leader was achieved little if the culture does not allow the same to influence people to work toward a common goal. Thus, the study was investigated the effect of school culture and principal leadership styles in achieving the school performance in Secondary School of Bishoftu Town Administration. The study was further assessed the leadership style practiced by school leaders/principals, and the relationship between school culture and leadership style in the study area.

1.2. Statement of the Problem

Globally there is a debate on the delivering of quality education to the demanding citizens' visa-vice to the school cultures and leadership style to implement these becoming a hot issue. In that regard, school cultural and leadership style are the two most important ingredients that affect the extent of principals' effort towards attaining stated goals. Hence, not only it is important to recognize the enduring impact of school culture and leadership style but also harnessing school principals that are influential in creating and maintaining strong as well as inspiring work culture. It is noted that school leaders alone cannot make a strong culture but also school community inclusive of teachers and students are able to help to shape the school culture as well (Sapphires & King, 1985). In Ethiopia, though the government has clear policy to ensure delivery of quality education in secondary schools, the performance of schools has remained poor and needs reform the education sector in accordance with the national vision national development goal (MoE, 2016). Needless to say that the school culture and leadership style used by principals are among the other influenced the behavior, values, beliefs, assumption and norms to be followed by followers thereby to achieve the stated goals in effective manner.

As other study also indicates effective leadership style adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes in the school system. Awareness of the school principals' role and style in maintaining inspiring culture practices that impact student achievement is critical, but without effective leadership there is less of a possibility that schools and counties will address these variables in a coherent and meaningful way (Waters *et al.*, 2003). It is also argued that without effective leadership style, school culture will not be transformed or sustain the realities of school improvement or change. In the domain of culture, a study by Sapphire & King (1985) suggested around twelve norms of school culture, namely: collegiality; experimentation; high expectations; trust

and confidence; tangible support; reaching out to the knowledge bases; appreciation and confidence; caring celebration and humor involvement in decision making protection of what's important traditions and honest open communication. It is important to sustain or transform the school culture and leadership style so as to improve school performance. For instance, leader's competence such as knowledge, skills, behavior and attitude are mandatory in that regards. Nevertheless the leaders cannot choose school culture and their style at will. They are constrained by a number of factors both from internal and external environments which needs to be improved.

The obligation therefore, lies with the school principals' approach, being at the helm of the creating inspiring culture through appropriate leadership style to navigate the schools towards noble performance accomplishments. However, as the Bishoftu Educational Office report for the year 2019/20 indicated that most of the government secondary schools in Bishoftu Town were not achieved their stated objectives. On the other hand, a little effort was made to see the relationship between school culture and leadership style visa-vise to the level of school performance. Bediruet *al.*, (2011) in their studies showed that organizational cultures determine the commitment of employees and leadership styles to be followed in their institution. It is further noted that some aspects within the school system such as job satisfaction, motivation and commitment, and remuneration can be determined the extent of school culture and its performance (Odubaker, 2007). It is therefore, this poses some important questions to investigate concerning the relationship between school culture and leadership style, and its implication on the secondary school of Bishoftu Town Administration.

In this regard, strengthening the role school principals' through understanding the school culture and leadership style they are used in leading school the system to achieve the stated performances needs to be validated. Yet also, the current performances of secondary schools in the Bishoftu Town Administration suggests that there is a need to assess the effects of school culture and leadership styles in determining the school performances to achieve desired goals. Nevertheless some researches were conducted on the role of leadership style and its implication on school performance, still there exist problems in maintaining school culture, attaining stated school performance, and leadership style adopted for particular situations, which needs to be addressed scientifically. It is therefore, this study is designed to fill this gap in the secondary school of Bishoftu Town.

1.3. Basic Research Questions

The research was attempted to answer the following basic research questions:

1. What is the dominant school culture being practiced school principals' in the secondary schools of Bishoftu Town Administration?
2. What leadership styles are practiced by school principals in the secondary schools of Bishoftu Town Administration?
3. What is the relationship between the dominant school culture and the dominant leadership styles in the secondary school of Bishoftu Town Administration?

1.4. Objectives of the Study

1.4.1. General Objective

The overall objective of the study was to investigate the relationship between school culture and principals' leadership style in Secondary Schools of Bishoftu Town Administration.

1.4.2. Specific Objectives

1. To identify the dominant school culture being practiced by school principals' in secondary schools of Bishoftu Town Administration,
2. To examine the leadership style being practiced by school principals in secondary schools of Bishoftu Town Administration,
3. To determine the existence of relationship between the dominant school culture and the leadership style in secondary schools of Bishoftu Town Administration.

1.5. Significance of the Study

The study may provide possible strategies to develop organizational culture that improves leadership effectiveness in secondary schools. The study is also expected to have valuable contributions to educational administrators and managers such as Bishoftu Town Educational Officers, Education coordinators, and educators such as secondary school teachers and supervisors in creating awareness regarding the dominant cultures and leadership styles being practiced in the area. It will also enable educational officers at town level to appoint heads of schools basing on leadership ability, skills and knowledge. The study further is expected to help stakeholders such as school boards, town educational offices to closely monitor heads of schools to create and maintain better work culture with inspiring leadership style to the school system. It may serve as a basis for detail and further study for those who have the target to make research on the effects of school culture on educational leadership styles.

1.6. Scope of the Study

The researcher assumes that, the relationship between leadership style and school culture may not only affect the performance of secondary schools but also those found at primary and higher education affected too. In that regard, it is more useful to investigate the issue under investigation at national or regional level than what this study was conducted at Bishoftu Town Administration. Nevertheless it can be beyond the capacity of the researcher due to various resource related constraints and the purpose of conducting this study. So, to make the study specific and manageable; geographically, the scope of the study was delimited to three government secondary school in Bishoftu Town Administration. In this context, Bishoftu Town was chosen as study area, because of the researcher's personal experience and working as school vice principal in the Town enabled him to obtain the necessary data. Further, the study was limited to government secondary schools of Bishoftu Town as a subject of the study in order to properly manage the study using the limited resources within the scheduled timeframe.

1.7. Limitation of the Study

Recognizing the presence of research limitations helps one to reflect upon the choices made during the preparation phase and the actual fieldwork and helps to identify possible unanswered or unaddressed questions that could be considered in the future research (Johnson, 2012). Some of the most important limitations encountered during the whole processes of this study include difficulties to obtain information that is considered as sensitive by the officials, for instance, obtaining accurate, up-to-date, and complete data on the school academic performance, are the major challenges faced in the study. The other challenge was the spread of the pandemic disease of Corona Virus (COVID 19) in creates delay for data collection. Besides, the researcher was confronted with challenges of getting the required number of interviewees to obtain as much information as expected during the interview. In order to overcome those limitations the researcher attempted to create smooth relationship with the respondents. Nevertheless, the limitations possibly would not have significant impact on the results of the study.

1.8. Definitions of Key Terms

- **School culture:** defined as tradition norms, beliefs, policies, within school that can be shape enhanced and limited through the school's principal and teacher leaders.
- **Organizational culture:** is the values and behavior that contribute to the unique social and psychological environment of an organization. It includes an organization expectation, experiences, philosophy, and values that hold together and it expressed in its self-image inner working and interaction with outside the school organization and future expectation.
- **Organizational Leadership:** Defined as the ability of an individual to influence, motivate and enable other to contribute toward the effectiveness and success of the organizations of which they are members and the management of the staff that typically provides inspiration, objective, operational sight and other administrative services.
- **Leadership Behaviors:** The types of behavior of leaders' displayed on a regular basis to solve problem. These behaviors may include supportive, participative, analytical organized, powerful, adroit, inspirational, and charismatic (Bolman, 1997).
- **General Secondary school:** a school system following the primary schooling established to offer general education consists to students from grade 9-10 (MoE, 2002) and grade 11-12 preparatory school.

1.9. Organization of the Study

The research report has five chapters. The first chapter presents the introductory part of the study which includes background of the study; statement of the problem; basic research questions; objectives, significances, and scopes of the study; definition of key terms and organization of the study. The second chapter presents review of the related literature. The third chapter deals with research methodology of the study; which presents the research design, sources of data, sample and sampling procedure, data collection tools, methods of data analysis and ethical consideration. The fourth chapter deals with data analysis and interpretations. Finally, the fifth chapter was presents the summary of key findings, conclusion, and recommendation of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The review of related literature as part of this study was dealt with the theoretical as well as empirical evidence of the organizational culture. The review of literature begins with the definition and concepts of organization culture, sources, subcultures, classification and levels of culture for a person who led an organization. It continues with the importance of culture for organizations. Culture and leadership is the coin of two faces, due to this the link between organizational culture and leadership effectiveness. Finally the positive and negative effects of organizational culture on the role style and behavior of leaders' effectiveness in the general secondary school were reviewed.

2.1. Meanings of Organizational Culture

The term "Culture" originally comes from social anthropology. According to Social Anthropologists, concept of culture was coined to represent in a very broad and holistic sense, the quality of any specific group that is passing from one generation to the next. They have also produced a literature rich in descriptions of alternatives cultural system containing, profound implication of managers working outside their native countries (Heskett., 1992). The contemporary understanding of culture in society has evolved since the definition proposed by Taylor in primitive culture first published in '1871' "culture is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other habits acquired by man as members of society (Brinkman.A., 1999).

The idea of viewing organization as a culture where there is a system of shared meaning among members is a relatively recent phenomenon. Until the mid-1980s organizations were for the most part, simply of thought of rational means by which to coordinate and control a group of people (Robbins, 2005). What is the most visible for people about organization had vertical levels, departments, authorities, relationships, and so on. However, organizations are more than this. They possess personalities too, just like individuals; they can be rigid for flexible, unfriendly or supportive, innovative or conservative (Robbins, 2005). Most of that organizational theorists now acknowledge culture by recognizing it is important roles that plays in the lives of organizational members, besides, they began to understand what makes up an organizational culture, and how it is created, sustained, and learned will enhance ability to explain and predict the behavior of people at work.

(Schein E. H., 2002) Calls culture as an abstraction “an empirically `abstraction”, culture has been used by different individuals or groups in different ways. In the several decades, it has been used by some organizational researchers and managers to indicate the climate and practice that organization developed around their managing of people, or supporting (espoused) values and believes of organizations. In this context, managers for example, speak developing “the right kinds of culture “suggesting that culture has to do with certain values that managers are trying to introduce in their organization. However, the relationship of the culture of the environments in which it exists (Schein E. , 1992). According to American Heritage in(Heskett., 1992)“culture” is defining as more formally as “the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thoughts characteristics of community or population”. Based on other author like (Deal, 1999)certain phases have been using to describe organizational culture.

- **Espoused culture:** the articulated publicly announce principles and values that a group or organizational members claim to be trying to achieve, such as “product quality or a price leadership”
- **Formal rituals and celebrations:** the way in which a group or organization activities key events that reflect important projects and milestone.

(Tossi, 1995) defines organizational culture, as the pattern of thinking, feeling and reacting that exist in an organization or sub sectors. It is the unique “mental programming” of the organization, in which a reflection of its model organization personality. Other like (Robbins, 2005)as a system of shared meaning held by members that distinguish the organization from other organizations. Organizational culture also defined as a pattern way of thinking feeling an reacting, acquired and transmitted mainly by symbols’, constitution the distinctive achievement of human groups including their embodiments in artifacts the essential core of culture consist of traditions ideas and especially their attached value (Kluckhon and Strodtbeck as cited in (Tossi, 1995).

Eventually a clear and more comprehensive definition of culture have given by (Schein E. , 1992)which is states a patterns of basic assumptions invented or discovered or developed by a given groups. As its learns to cope with its problem of external adoptions and internal integration-that has worked well enough to be considered valid and therefore to be thought to new members as the correct way to perceive think and level in relation to those problems.In general, they are pointing out that all have a common sense notion of organizational culture and agree that it exists and it is important in its effects besides when we try to describe it. We

may have completely different ideas of what organizational culture is similarly for whatever reason it is many of those authorities who have studied organizational culture often came up with rather directly definitions. The variety of elements that people perceive to be culture was reviewed learning experiences that lead, in turn to share taken-for-granted basic assumption held members of the organization. The basic assumption of an organization shows how members of groups such as teachers, administrative staff, and other stakeholders in the general secondary school areas (Schein E. H., 2002).

2.2. Formation of Organizational Culture

2.2.1. Factors influencing organizational culture

According to (Tossi, 1995), three factors has suggested as dominants of organizational culture. These are:-

- **The broad external influence:** factors that over which the organization has little or no control such as the natural environments and historical events that have shaped the society.
- **The societal value and national culture:** the dominant beliefs and values of the broader society values such as individual freedom, beliefs, about goodness of humanity orientation towards actions, power distance, norms and so forth. For example, societies differ in time orientation within the society will be reflecting in the cultures of organizations.
- **Organizational specific elements:** are the third sets of factors affecting the organization culture. Volatility of the technological environment will affect the, organization's culture. In more volatile context it is likely that there will be more educated employees who come with strong professional values developed through occupational socialization. This could create fragmented occupational sub cultures, such as group with different ideologies and values, which may make it quite difficult to develop a strong single culture.

Environmental volatility affects the organizations power structure. Those groups which interact with the more volatile environment will have more power and therefore, become the dominate coalition, whose values will be drive the culture. Another organizational specific source of culture in the significant people and events in the organization's own history are also important. Boeker cited in (Tossi, 1995) showed that the durability of the influence of the dominant coalition which builds up around the founder in the organization's every years.

The durability of power of the dominant coalition was directly related to the length of time the founder remained with the firm. Critical events may form member's values and beliefs.

2.2.2. Sub-cultures in organization

People in an organization vary because of the occupation or profession hierarchical level, work groups or teams they belong, which possess a specific characteristic that identifies them. Those individual common feelings, values, beliefs, thoughts may come together to form subunits in an organization and reflect their own unique culture. In line with this idea, (Hesket., 1992) wrote that within organizations there are multiple cultures usually associated with different functional departments, product groups and hierarchical levels. (Hesket., 1992) Further that even within relatively small subunit, there may be multiple and even conflicting subcultures. (Trice H. and Byer, 1993) support above idea by stating the fact that most large organizations do not have a homogeneous culture, instead they are usually a cluster of organizational subcultures or ideologies, cultural forms, and other practices those identifiable groups of people in an organization exhibit.

As (Hesket., 1992) indicated above, difficulties in coordinating and in treating process or organization activities can be the result of organizational clashes among different subunits. One reason is that each different unit often has developed its own perspectives, sets of values, and cultures. A number of investigators have reported on the dysfunctions of subcultures clashes (Van and Bartley, 1985 cited in (Cameron, 1999). The existence of such different subcultures that identify an organization's subgroups. (Tossi, 1995) Identify three subcultures in an organization. These are:-

- **Hierarchical Sub- Cultures**

That exists at different level and is visible in differences in symbols, status, authority, and power between manager and worker. In this case the general secondary schools there could be subculture that exists between teachers or academic staff, supportive staff, student's stakeholders (OECD, 2002).

- **Occupational or Task Sub cultures**

Members have strong identification with the other who has similar skills. These skills are very important to an organizational success and have been developing through intensive training during which there is strong occupational socialization. Then, other who shares the same occupation or task, inside or outside the organization will be an important reference group (Schein E. H., 2002)

- **Culturally Diverse Sub Culture**

Cultural diversity can provide the potential for higher organizational effectiveness because wider ranges of human talents contribute to creativity and there is less chance of group think (Alder, 1991 cited in (Tossi, 1995). On the other hand, it can lead to conflict and make it difficult to develop cohesion. Generally, such identification of sub culture in an organization arises for several reasons. (Cameron, 1999) summarize as, people's similarity in attitude values, beliefs, have having common goals, frequents and interactions and trial their needs satisfied from others who share the same sub cultural values come together to form sub units in an organizations and show their own unique cultural characteristics that identify them from other sub units.

From this discussion, it is easy to see how these cultural difference can fragmented an organization and make high level of effectiveness impossible to achieve. Emphasizing sub units cultural difference, in other words, can foster alienation and conflict. On other hand it is impossible to keep in mind that each sub unit an organization also contains common elements typical to the entire image. In addition to its own identifying characteristics; sub units cultures also contain core elements of the culture organization culture in addition to their own unique elements (example: Alper and whelter cited in (Cameron, 1999). There is always underlying glue that bind the organization together (O'Reilly, 1989) and (Caldwell, 1992) as cited in (Cameron, 1999). Finally, it is better to put in mind that in assessing organizations culture, therefore one can focus on the effect of cultures on organizations employee or leader and analyzing their extent, identify the major effect on leader effectiveness. This gives the general picture of effectiveness of organization or leadership.

2.3. Classification and Level of Organizational Culture

2.3.1. Classification of culture

There are a number of ways in which organizational experts used to classify organizational culture. They use a variety of dimension and attributes for classifications or organizational culture that suited to a specific organizational context. To this end, of some of the categorizing approaches of some writer are viewed as follows. (Trowier, 2008) has attempted to develop culture that is more easily operational zed. He developed two approaches. The first one is homothetic that implies that universal, general laws four cultures could be establishing under this category. Thrower put the Handy's four cultures (power culture, role culture, task

culture and person culture). Bequest four culture (collegial culture, managerial culture, developmental culture and negotiating culture) and McNealy's four cultures are (collegial, bureaucracy, cooperation and enterprise) which take similar views of four cultures to Bequest's four cultures. The second approach is inductive approach. This approach sees each culture has having unique characteristics which cannot be categorized in to universal scheme and consider it impossible to establish universal laws in the area being considered (Tierney, 1998 as cited in (Trowier, 2008) offers six heading for framework he consider useful for analyzing the culture of higher education institution (i.e. environment, mission, socialization, information, strategy and leadership).

(Heskett., 1992)used cultural strength and congruence as a means cultural dimension for classification. (Hofstede, 1980) Identify five dimension of national culture which includes power distance, uncertainty avoidance, masculinity versus individual, feminist, collectivism, and long versus short term pattern of thought. In the work of Handy (1993) though not original but popularizes the work of Harrison (1972); Handy's classification based on the many different aspects of organizational cultures which most people might inquire. This classification looks at how people treat one another, what values they live by, how people are motivated to produce and how a person uses power .These things are at the core of what most people mean when they speak organization's culture.

- **The Power Culture**

The power culture was best picture as a web. It depends on a central power sources and with the ray of power and influence spreading out form that central figure. There are fewer rule and procedures, titles bureaucracy. Control is exercise by the center largely through the selection of key individual. These cultures and organizations based on them are proud and strong they have the ability to more quickly and can react well to treat or danger. Success or failure however, depends on the person or person on the center. Individual in them will prosper and be satisfied to the extent that they are power oriented politically mined, risk taking. Resource power is the major power base in this culture with some elements of personal power in the center (Schein E. H., 2002).

- **The Role Culture**

The role culture is often stereotype a bureaucracy. The role of organization rests it's strengthen its pillars, its function, or specialties. They are coordinated at the top by a narrow band of senior management. It is assume that this should be the only personal coordination

needed, for if the separate pillars do their job description, it often more important than the individual who fills it.

Position power is the major power source in this culture personal power is frowned upon and expert power tolerated only in its proper place. Rules and procedures are the major methods of influence (OECD, 2002).

- **The Task/Achievement Culture**

This type of culture is job oriented. The culture seeks to bring together the appropriate resources, the right people at the right level of the organization. Influence is based more on expert power than on position or personal power. Influence is also widely dispersed than in on the cultures. The individual is in line with the objective of the organizations. It is not organization works quickly since each group ideally contains within the decision making powers required. Individuals find in this culture a high degree of control over their work judgment by results and easy working relationship within the group with mutual respect based up on a team rather than age or status. This type of culture is popular in today's business organization offers benefits to individuals by motivating and empowering to make decision, giving responsibilities to accomplish a task successfully (Schein E. H., 2002).

- **The Person/Support Culture**

In this culture the individual is the central point. If there is a structure or an organization, it exists only for the people in it without any super-ordinate objective. Barriers, chambers of architects partnerships, hippy communes, social groups, families and some small consultancy Organizations often have this person orientation. Clearly not many organizations can exist with this sort of culture. Since organizations tend to have objective over and above the collective objectives of those purpose who comprise them. To summarize, (Cameron, 1999) suggest that the reason why so many dimensions have been proposed is that organizational culture is extremely broad and inclusive in scope. It comprises a complex, interrelated, comprehensive, and ambiguous sets of factors. As a result, it's impossible to ever include relevant factors in diagnosing and assessing organization culture. One more element can always be argued to be relevant, to determine the most important dimension on which to focus, therefore it is important to use an underlying framework, a theoretical foundation that can narrow and focus the research for key cultural dimension. No one framework is argued to be right while others are wrong. Rather, the most important frameworks should be based on empirical evidence should capture accurately.

2.3.2. Elements of school culture

According to (Schein E. , 1992)and (Yuki, 2006), school culture gives a sense of formal identity and draws a way for organizational processes through legends, rituals, meanings, values and norms.

- **Values:** The values and actions of individuals in the organization are measured and evaluated. Values are wider and tighter when compared to norms. To legitimize norms, they must originate from cultural values.
- **Beliefs:** According to Schein, beliefs direct the behaviors of members of an organization by telling them how they should think and feel. The more beliefs are similar and shared by people, the more they become settled and distinct in the culture. Reaching the goals will be easier when beliefs are internalized in an organization.
- **Norms:** Norms are invisible elements. If organizations want to improve the performance and increase the profitability of their employees, the first element they need to focus on is norms.
- **Heroes:** Heroes are important people who make organization culture or adopt organization culture. At the same time, the heroes are symbolic of the organization culture. In many organizations, heroes are role models.
- **Stories and tales:** In relation to the organization, they are important events that members live or listen.
- **Language:** One of the key elements of communication is the language and, at the same time, cultivation.
- **Symbols:** Symbols are symbols and words in organizational culture. These include special meanings. Essential values forming the basis of the organization are expressed by symbols.

2.4. Importance of Organizational Culture

(Mullins, 1999)stated that culture helps to account for variations among organizations and managers, both nationally and internationally. “Culture helps to explain why different groups of people perceive things in their own way and performs things differently from other group. It can help reduce complexity and uncertainty, and provides consistency in outlook and values, and makes possible the process of decision making, coordination and control, there is nothing accidentals about cultural strength, there is a relationship between and organization

culture and its performance". As noted by Harrison (1972), culture performs the following functions.

First, culture supplement rational management; creation of work culture is a time consuming process. Culture communicates to people through symbols, values, physical setting and language, and there by supplements the rational management tools such as technology and structure. Secondly, culture facilitates indication and socialization: induction is a process through which new entrants to an organization; are socializes and indoctrinated in the expectation of the organization its cultural norms and undefined conduct. The new comer's imbibes the cultures of organization its cultural norms and undefined conduct. The new comers imbibe the cultures of organization, which may involve changing his or her attitude and belief to achieving an internalized commitment to the organization.

Thirdly, culture promotes a code of conduct: as strong culture is an organization explicitly communicates mode of behavior. So that people are conscious that certain behavior are expected and others would never be visible. The presence of strong culture would be evident where members share a set of beliefs, values, and assumptions that would influence their behavior in an invisible way. Where culture fully assimilated by people, they persistently indulged in a typical behavior in a spontaneously way. Promotion of the culture of equality can help achieve good business results; and finally, sub cultures contributes to organizational diversity; sub cultures and sub systems of values and assumptions ,which may be based on departmentalization activity centers or geographical locations, provide meaning to the interest of localized, specific group of people within the macro organization. Sub cultures can affect the organization in many ways:

- they may perpetuate and strengthen the existing culture;
- they may be promoting something very differently from those existing;
- they may be promote an opposite sub-culture (beliefs and values) or counter culture which in difficult situation.

2.5. Culture and Leadership

School culture is the definitive aspect of how people operate within the school setting .Not only is it important to recognize the enduring influencing of culture, but also it is critical to examine what other factors may appear to influence culture. Leaders are influential in creating school culture. However, leaders alone cannot make a culture strong. Teachers are able to help shape the school culture as well (Sapphire & King, 1985). Nonetheless, without

effective leadership culture will not be transformed or sustain the realities of school improvement or change. Sapphire and King (1985), in their study suggested twelve (12) norms of school culture: collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching out to the knowledge bases; appreciation and recognition; caring, celebration' and humor, involvement in decision making; protection of what are important, traditions: and honest, open communication. They continued to state that there would be significant, continuous, and widespread improvements in instruction if certain school norms were strong.

In examining culture from a leadership perspective, (Schein E. , 1992)believed that cultural changes begin when leaders impose their own values assumptions on a group. Continuing this discussion Schein felt if the group accepts these taken-for-granted assumptions, then they define for future members what are acceptable characteristics of a leader. By adopting this practice, the culture has now emerged as a defining factor for leadership. School leaders have the unique ability to understand and work with culture, because it is difficult to understand either culture or leadership in isolation. In fact, (Schein E. , 1992)put it in a few words when he stated that leaders create and change cultures, while managers and administrators live in them. He felt that there is a conceptual intertwining of leadership and culture, as they are two sides of the same coin.

A strong culture provides cohesiveness of individual and group effective performance, and helps to reinforce the organizations strategies (Yuki, 2006).A strong culture means that there is agreement with internalized values of the school or organization; however, it is difficult to change strong Cultures. To be effective, school leaders need to nurture and build on the cultural norm that contribute to growth. A strong culture is essential for the impetus of school improvement or change efforts (Sapphire and King, 1985; (Yuki, 2006).Culture is the distinctive identity of schools (Selznick, 1957)and it is definitely a critical component of school improvement. In this area accountability, school improvement is a focus for school leaders and often a measure of the effectiveness and success of schools and school leaders.As instructional leaders, it is so vital for leaders to monitor, assess, and implement changes, curricular and programs on the bases of assessments. Culture is definitely a variable that requires monitoring, assessment, and the implement on of changes on the bases of the assessment and re-assessment. The skills, traits, and leadership perspectives embraced by leaders will influence the “how” monitoring and assessment occurs; however, these practices are essential for school improvement to occur and to be maintained (Schein E. H., 2002).

2.6. The Link between Culture and Leadership Styles

Leadership is the ability to influence others to pursue common goals. Evidence suggests that leadership is present in all cultures. However, what does appear to differ from school to school is the type of leadership that is most effective. Again, these differences can be partially explained by differences in assumptions and values across cultures (Yuki, 2006). According to (Yuki, 2006), an effective educational leader requires a complex set of knowledge, skills (technical, interpersonal, conceptual), and personal qualities (self-confidence, stress, resistant, emotional, maturity, integrity and extroversion). There is a temptation to think that the principal must know it all be able to do it all and be everything to everyone. While this is not possible, the effective education leader must never stop acquiring knowledge; the principal must use knowledge with variety of skills to create a conditions for learning; and the effective education leader must embody a diverse set of qualities so that his/her vision is inclusive and attainable. Effective educational leadership starts with a wide ranging knowledge.

Organizational culture is reflection the way people perform tasks, set objectives and administer the necessary resource to achieve objectives. Culture affects the way individuals make decisions, feel, and acts, in response to a number of negative consequences including lower job satisfaction, higher job strain, general stress and turn over intent. Leaders must adapt their style to different national culture. National culture affects leadership style by way of the follower. Leader cannot choices their style at will. They are constrained by the cultural conditions that their followers have come to expect. To be healthy for the long term a corporation must have strong leadership and a strong organizational culture. Even though some of the strongest organizations may be able to tread water for a long period, or even do well, if the culture starts to erode, it is only a matter of time until the larger structure collapses. Great leadership is need for an organization to have strong culture, but the reversal is also true. Even great organizational culture will eventually dull, and then erode completely without strong leadership to help keep everything running smoothly.

Theorists and practicing business or organizational executives see leadership and organizational culture alike as tightly intertwined. Leaders must have a deep understanding of the identity and impact of the organizational culture in order to understand what kind of management and adjustment is need within the organization, as well as knowing how to

communicate their vision to the rest of the employee. The link to culture in the varying models of instructional leadership obviously validates the importance of culture in school particularly the link of culture to school improvement. The multiple perspectives of the skills and traits required for effective school leadership also validates the importance of leaders to develop and maintain relationships with staff members. The developing and maintain of the positive relationships with staff is a critical component of developing and nurturing positivisms in cultures in schools. When there are cultures that are more positive, teachers performances will be better which will ultimately lead to improved student performances.

The main effects of organizational culture are that it helps in the internalization process. According to Kilman, all employees once hired by organization must be taking through the orientation process where they are taking around the organization performance (Robbins, 2005). In the same vein (Johnson, 2012) described the aspects of organizational culture (i.e. the paradigm, control system, organizational structure, power structure, symbols, rituals and routine, stories and myths). In this case organizational culture influences the leader by the following; the philosophy (paradigm) what is the mission and values; by control system; by structure system-hierarchy, report line, work follows, etc; decision making processor power structure the design or symbols of organization and by rituals and routine like meeting board report.

The research will be reveals that school effectiveness is characterizes by variety of factors. (Wildy, 1991) Found that strong leadership, high expectation of academic achievement shared sense of mission and clear goals, performance monitoring, quality technique and staff development, parental involvement and strong support, are common characteristics of effective schools (Wildy, 1991). In line with this, (Barton, 2012) identified nine factors associated with effectiveness of leaders. They were professional leadership, shared vision and goals, a learning environment, high quality of teaching and learning, high expectation, positive reinforcement, monitoring pupil progress, pupil's rights and responsibilities and purposeful teaching. Finally, the impact of cultural assumptions and values on leadership is twofold. First culture affects what philosophies leaders prefer to use, and second, culture affects the leader behaviors and the style their subordinates are willing to accept.

Similarly, there are same leadership styles which have negative impacts on organizational culture and employee performance as positive or negative effects on outcome. Autocratic and bureaucratic are perfect examples of such leadership styles. One of the characteristics of the

autocratic and bureaucratic leadership style is that most of the decisions are made by one person; manager has total control over the organization.

In these leadership styles, the manager does not consult with his/her juniors when it comes to decision making process, this means that any word uttered by the manager becomes a law and no one has the authority to question (OECD, 2002). Organizational culture is the concept used in the study of the organizations cultural values, beliefs, employee's experiences, attitude and psychology status of the organization and its employees. This means that the organizational culture is greatly influence by the leadership style will used where the manager is the sole decision maker he/she has crafted an organizational culture that must be adhered to at all time by all employees and this in most cases demoralizes the employees since they cannot fully participate in the decision making process. For instance the manager might decide that any employee who reports late to work will have part of his/her remuneration deducted or more worse for the female employees where the manager might decide that if a female employee get pregnant she loses her position in the organization.

On other hand, leadership's style can negatively contribute to the employee's performance in an organization is when it comes to implementation of new ideas. An organization that has an autocratic or bureaucratic organizational culture has little or no room for junior employees to come up with unique ideas. That they might behaving, this is due to the manager and other senior personnel might feel challenged, an intimidated hence they rarely allow junior employees to come up with suggestions that might be useful to the growth and expansion of the company. According to (Pandey, 2009), the communication process in most organizations is one that has five different stages; there is the source (sender); message encoding; channels of communication; message decoding; and finally the receiver. One limitation of this process is that there is a great chance that the message can be distorts as it is being passed from one person to the other especially during the channel of communication stage. The communication process has to do with the organizational culture and the negative performance of employees. This brings us back to the impact that the leadership style has on the organizational culture and employee performance.

In the democratic leadership style all the employees irrespective of their position can have direct access to the manager if they have a point they wish to share. This means the message is less likely to be distorted or misinterpreted; however, the case is not the same in an organization where its organizational culture has taken on the autocratic or bureaucratic

approach. In this setting the message has to be passes from one secretary to the other and by the time it reaches its designate source there is a possibility it might be misinterpreted; therefore, if the messages distorts then the response that will be received will definitely be negative and it will most likely demoralize the employee (Schein E. H., 2002).In general, the negative and /or positive effect of organizational culture on the performance of the employee's /leaders/ come from the leader style, communication channel, decision making process and organizational structure. This implies that organizational culture determine whether leadership style is democratic or autocratic, hierarchy power, communication channel between superior and subordinate leader and follower between followers.

2.7. Effect of Organizational Culture on Behavior

Although there may be no one best culture, strong cultures promote cohesiveness, loyalty and commitment, which in turn reduce the propensity for members to have the organization (Porter, 1982).There are two effects of the organizational culture has on the effectiveness of the leader; negative and positive effects. It is however important to understand the main function of the organization culture before we can understand its negative and positive effects.Robbins summarized organizational culture as follows.These are it helps in behavioral control of the organization employees both senior and junior; it encourages internal organization identity and finally it acts as a source of organization identity, it facilitates the development of commitment to the group(Robbins, 2005). It is vital to note that the internal organizational stability will play a great role in determine the organizational performance.

2.8. Organizational Culture and Leadership Style

In education system, there are different of types of organizational cultures that are practices by schools however; these cultures depend on the organizational structure laid down by management or leadership. Effective principal is in general, a function adopting the appropriate leadership behavior contingent on the school condition. Failure to engage in appropriate leadership behavior may lead to subordinate action to be dysfunctional rather than become productive and satisfied .Thus, the maximum “as the principal goes the school” (Yuki, 2006).

Leadership is one multifaceted experience that is growing and has been address from different outlooks. A review of the literature (Yuki, 2006)on leadership divulged that there are innumerable leadership models that have been developing to define leadership behavior. Leaders have been explains in terms of character, mannerism, influence and persuasion,

relationship patterns, role relationships and as administrative figures. As (Hoy and Muzaazi, 1991) identify carefully clearly distinguishes between the terms' leadership behavior and leadership style. Leadership behavior donates the specific acts of leader in directing and coordinating the work of the group member. For instance the leader can direct, command, make helpful suggestion and show consideration low the wellbeing of group members. In contrast leadership style refers to underlying need structure of leader that motivates behavior in various interpersonal situation. In essence leadership style refers personality characteristics. Leadership style as behavioral category has drawn attention to the importance of leadership style. In the work of situation, it has clear that leaders can no longer rely on the use of their position in the hierarchal structures as a means of their exercising the function of leadership. In order to get the best result from subordinate the leader must also have regard to encourage high a spirit of involvement and cooperation and willingness to work (Yuki, 2006). Most writers in the field deals with three style of leadership such as:

- **Authoritarian Leadership Style**

Autocratic leadership style is characterized by centralized and one person or work force with the little or no participation of followers. According to (Bolden, 2003), in autocratic leadership followers are generally expected to obey the orders without any explanation. Leaders are very directive and allow no participant in decisions. They structured the complete work situation for their subordinates. Leaders take full authority, and assume full responsibility from institution to task completion. An authoritarian leader does not consult employee, nor are they allowed to give any input. Thus is a one-way communication. Everything must fall according to procedure and policy. The authoritarian leaders create resistance between themselves and their followers as a means of emphasizing role distinctions. Many authoritarians leader believe that followers would not function effectively without direct supervision.

- **Democratic Leadership Style**

Democratic leaders encourage group discussion and decision-making; followers were informs about conditions affecting their job and are encourage expression their ideas and making suggestions. According to (Bolden, 2003), using this style the leader would characteristically lay the problem before his/her followers and invite discussion. The role of leader is lead the conference, or chair, rather than decision taker. Democratic leadership style encourage growth in followers by encouraging them to work freely with each other's and leave division of tasks to the group members, Merton as cited in (Martin, 2001) noted leadership does not, indeed,

Cannot, result merely from the individual traits of leaders, it must also involve attributes of the transactions between those who lead and those who follow. Indeed, when educational leader engaged in organizations they are supposed to lead many human in transaction. That, when they ignore the participation style of leading at work within school, they serve; their relationship function will be greatly hampered.

- **Lassies-faire Leadership Style**

Lassies-faire leaders are given complete freedom to the group left it up to followers make individual decision on their own. Monahan and Hengest (1982) call such leader figure head who does not give and direction but acting likes a liaison between a school and community. The authority of power was given to the employee and the most determine goals make decisions and resolve problems on their own. Generally, even if different situation require different style that effectiveness of a style deepened on the situation which it is used. According to (Shebeshi, 2000)of the three style of leadership, followers choose the democratic style the best. In education, it has been maintained that schools are effective are those which use group work, consolation and participation. (Liethwood, 2004)further noted that different form of leaders are described using different objectives but those forms mainly capture different methodological approaches to accomplishing the same two essential objectives critical to any organization effectiveness. Thus, each of leadership is used according to the situation in the organization.

School leaders have the unique ability to understand and work with culture, because it is difficult to understand either culture or leadership in isolation. In fact, (Schein E. , 1992)put succinctly when he stated that leaders create and change cultures, while managers and administrators live in them. A strong culture provides cohesiveness for individual and group effective performance, and helps to reinforce the organization's strategies (Yuki, 2006). A strong culture means that there is agreement with internalized values of the school or organizations; however, it is difficult to change strong cultures. To be effective, school leaders need to nurture and build on the cultural norms that contribute to growth. A strong culture is essential for the input of school improvement or change efforts (Saphier and King, 1985; Mitchell and Yates, 2002).

A review of the literature on some of the leadership styles that breed success within educational organizations discovered that transformational leadership was more effective than transactional leadership. (Robbins, 2005)defines transformational leadership as the multidimensional construct that involves three clusters: Charisma (identifying and sustaining

a vision of the organization), intellectual stimulation of members and individual consideration. Transformational leadership enhances and organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and reading their needs to align with organizational preferences.

In comparison, transactional leaders often try to accomplish organizational goals without attempting to elevate the motives of followers or the human resources within the organization. Transactional leadership does not constitute a change in the culture of the organization, in order to be effective. In looking at the effects of transformational leadership on students achievement (Robbins, 2005) discovered principals are often perceived as accountable for student achievement, but most researchers found that principals have very little direct impact on achievement. The researchers hypothesized that principals indirectly contributed to student achievement through school leadership and Academic Achievement teacher commitment and beliefs about their collective capacity building. It is evident today there exists the problem in the effectiveness of leader in school system in Ethiopia (Melaku., 1998) the parts of the problem may be attribute to the poor leadership of those charged within the task. In this case effectiveness is an expression given quality of the performance. It is the concepts that refers to a complex sets of success records or improved performance out comes the effective leaders is characterized as one who is capable of contributing to higher worker morale and productivity. On the other hand how much of the planned targets and programmers are meets indicating the degree of effectiveness the leader and his/her group have attained under a given conditions measures of effectiveness usually contain the following criteria:

- **Group satisfaction:** that is the output or outcome of the organization will be the result.
- **Group production:** that is output or outcome of the organization will be the result
- **Group performance:** rating by superiors and subordinate. This effectiveness depends of satisfaction of employee the outcome of organization and group performance.

In general leadership effectiveness in any context had depended on a mix of these factors the link between having a strategy or means and achieving business or organizational objectives is the practice of effective leadership behavior. Objective knowledge of how your leaders rank against others is a good starting point for improving skills; the essential purpose of leadership assessment is to provide insight and information to improve leadership

effectiveness. The leadership effectiveness analysis will design to increase the effectiveness of team member by providing an individualized feedback. Leader effectiveness is a function of the interaction between leader attributes and behaviors and organizational contingencies. Leaders who effectively address organizational contingencies will be more effective than leaders who do not. Leader philosophies reflect the implicit beliefs of a leader, which influences the way she/he leads others.

2.9. Effect of Organizational Culture on Leaders Behavior

Successful leaders engage in behaviors to influence their subordinates. Studies conducted at the University of Michigan and Ohio State (Bass B. B., 1990) indicated that these leader behaviors falls into two categories task (initiating structure) and people (consideration) behaviors. Task behaviors involve providing direction to the employees on the job such as goals procedures, resources, allocating work etc. People behaviors involve demonstration concern for subordinates as people by developing trust empowering them, doing favors, representing their interests to higher levels explaining decisions etc.

Leaders can range from high to low in using these behaviors as part of their influence process. In line with this organizational cultures is important in developing and sustain employee or leader commitment in organization (O'Reilly, 1989) or culture influence employee or leader commitment by; Firstly, organization culture is considered to influence employees or leaders attitudes concerning their commitment to their organization. Secondly, they believe that commitment is the elements of the organizational culture and is similar to organizational give that binds to one another and being part of that organization creates a sense of pride among employee and leaders. (Rashid, 2004) Believe that there is an appropriate match between the types of organizational culture and the types of leader or employee commitment. If correctly matches it will be beneficial and the performance of an organization. It has own impact on an organization performance.

2.10. The Effects of Organizational Culture on Leaders Style

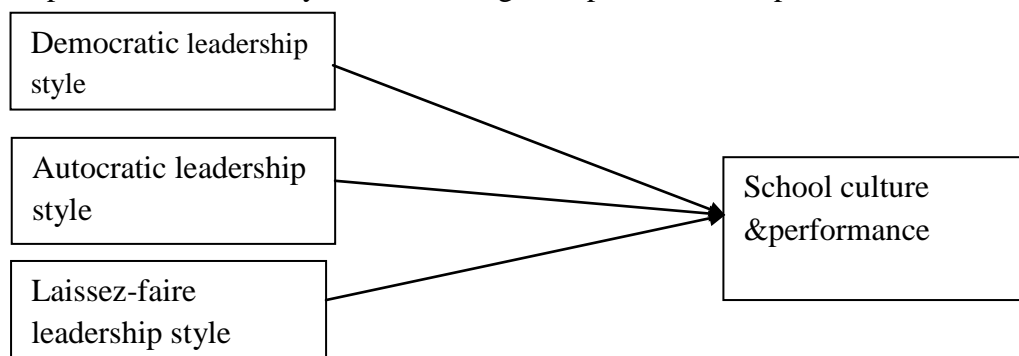
In leadership, research has tried to demonstrate the overall way a manager exercise leadership by examining leadership styles. Perhaps the best known of these liker's are "System 4". According to this view, leadership styles can be depicting in to one of four styles, which reflect varying degrees of trust leaders have in their subordinates:

- Autocratic: relies on centralized decisions by the manager;

- Paternalistic: most decisions are centralized but the leader demonstrates a concern for the subordinates welfare;
- Consultative: leaders consult subordinates prior to making decisions themselves; and
- Participative: many decisions are delegated to subordinates who have the best knowledge.

There is considerable interaction between subordinates and leader concerning the appropriate task and people behaviors to be used. The impact of culture on leadership philosophy, behaviors and styles was examined (Burns, 1978). A culture that has a bureaucratic nature often has negative relationship with the commitment of an organization's employee (leader). It also found that there is a positive relationship when the culture is supportive, which results in greater commitment and employee involvement. (Martin, 2001) believes that an organization that has strong culture, which was actively supported by the organization leaders' also results in employees being more committed to the organization's aims and objectives.

Effective leadership according to (Burns, 1978) involved the leader's ability to make group members become less interested in themselves and more interested in the group. To develop and build group member's commitment to common goals and purpose transformation leaders through interpersonal relations maintain employees' moral and psychological needs. In general, effective school leaders are strong educators anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and school advocates for the people they serve. They make strong connections with other people valuing and caring for others as a member of educational communities. Therefore, an encouragement of innovation services and activities and an emphasis on the cohesiveness and the consolidation of staff in turn improve leader style and the work efficiency. Democratic leadership style can stimulate followers (teachers, students, and supervisors and principals) to change their current working culture; communication relationship in terms of followers will perform in efficiency. The below figure 1 presents conceptual framework of the study.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology; that includes research design, source of data, sample and sampling techniques, data gathering tools, method of data analysis, ethical consideration and validity and reliability of questionnaire will be presented.

3.1. Research design

A research design is the conceptual structure or arrangement within which research is conducted (Kothari, 2004), and it constitutes the blue print for the collection, measurement and analysis of data. (Creswell, 2003) Defined research designs as the types of inquiry within the qualitative, quantitative and mixed research approaches that provide specific directions for procedures in the collection and analysis of data. It is a plan of inquiry within each research approaches that provides a guiding framework for collecting and analyzing research data. The research design is viewed as an overall strategy which enables the researcher in collecting analysis of data (Flick, 2009). It serves as a blue print or roadmap to make decision regarding the strategies, specific methods, sampling techniques and statistical procedures to be used for data collection, analysis and interpretation of the research findings. Thus, research design guides the researcher when gathering, analyzing and interpreting observed facts of the research projects.

For this study a descriptive survey design was employed to collect data. A survey design is allows the researcher to collect both quantitative and qualitative data using structured interview questions, key informant interviews focused group discussion in single data collection phase (Creswell, 2003). It also helps the researcher to collect data quickly and economically, and to assess the opinions, perceptions, and attitudes of individual or groups who are geographically dispersed. It is noted that survey research design helps the researcher in acquiring information about one or more groups of people by asking them questions and recording their answers (Zikmund, 2003; Welman *et al.*, 2010; Leedy and Ormrod, 2010).

3.2. Research Approaches

Research approaches, according to (Creswell, 2003) are plans and procedures used for conducting a research which includes the steps, rationale behind each, and methods adopted for collection, analysis and interpretation of data. It is noted that the researchers can use either qualitative, quantitative or mixed research approaches for research considering their personal experiences, nature of the participants and research problems to be addressed (Kothari, 2004); Creswell and Plano, 2007; Greene, 2008; (Creswell, 2003); Neuman, 2014).

In qualitative research approach, the researchers can be expected to document real events by recording what people says, observing specific behaviors, examining written documents and studying visual images (Neuman, 2014). According to (Kothari, 2004), qualitative research approach is mainly concerned with subjective assessment of attitudes, opinions and behaviors. This approach is more 'holistic' and 'emergent' with the specific focus in design, measurement and interpretation of evolving data, and being modified during the process which needs the researchers to have better understanding of complex situation (Leedy and Ormrod, 2010). It is aimed for exploring and understanding the meaning that individuals ascribe to a social reality, and often used in academic research to collect data in various forms such as word, pictures, and objects through interviews, questionnaire, observations, and focused group discussions ((Creswell, 2003); Neuman, 2014).

Thus, a mixed research approach involving both qualitative and quantitative data was employed in this study, because sticking on one approach alone does not provide complete understanding of the topic under investigation. As stated by (Kothari, 2004), the design of a study using mixed approach involves the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. It is more than simply collecting and analyzing both kinds of data; it involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. This enabled the researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem. Thus, in this study the researcher was merged both quantitative and qualitative data in order to provide a comprehensive analysis of the issues under study in the study schools using the data collected for the study.

3.3. Data Sources

In this study both primary and secondary data was collected. The primary sources of data were collected from secondary school principals, supervisors, department heads, and teachers through self-administered questionnaires and key in format interviews. The secondary data was collected from different books, official government reports, and journals.

3.4. Population, Sampling and Sampling Techniques

3.4.1. Study Population

The target population of the study were included all the teachers', supervisors and school principals' found in three government secondary schools of Bishoftu Town based selected purposively on their year of establishment and the experiences they had. It is only one secondary school that was excluded from the study, because it has been started its operation in 2019, which lacks necessary information for the study.

The selected three secondary schools includes:Ada’a Model School, Bishoftu secondary school, and Bishoftu preparatory schools. According to district education office report, about 267teachers and 39 principalsinclusive of supervisors and unit heads were found in the sampled three secondary schools. Thus, the required sample size was determined from the total number of teaching staff found in three government secondary schools of the Bishoftu Town.

3.4.2. Samplesize

Sampling is very important in any research undertaking, and hence a sample according to (Creswell, 2003), is considered as a subgroup of the target population that the researcher plans to study for gaining general information about the larger population. It is a segment of the target population that is selected for the research under investigation (Bryman, 2004). The purpose of drawing a sample from target population is to obtain information concerning that population. However, during sampling design the researcher needs to consider issues relating the relevancy of population, sampling procedure, sample size, budget constraint, and the sampling frame from which sample is to be drawn (Kothari, 2004); (Creswell, 2003). To determine the number of sample respondents, a formula developed by (Kothari, 2004)and recommended by (Cohen, Manion, & and Morrison, 2007)in educational research wasconsidered by the researcher. This helps the researcher to correctly determine appropriate sample size for the study.

$$n = \frac{Z^2 * p * q * N}{(e^2(N - 1)) + (Z^2 * p * q)}$$

Where:

n= the required sample size

Z^2 = is the abscissa of the normal curve that cuts off an area α at the tails (1- α equals the desired confidence level. The value for Z is found in statistical tables which contain the area under the normal curve. e.g., Z=1.96 at 95% confidence level; and $Z^2=3.841$).

N= the population size

P= the population proportion (assumed to be 0.5 since this would provide the maximum sample size)

q= 1-p

e = is the desired level of precision or margin of error (5% error or 0.05)

$$n = \underline{3.841 * 0.5 * (1-0.5) * 267 = 157.752}$$

$$(0.05^2(267-1)) + (3.841 * 0.5 (1- 0.5))$$

According to the above formula among 267 teachers 158 of them were identified as a sample size. Then the identified sample size was distributed to each secondary school included in this study proportionally as follows.

Table 1: Sample size of the study of population

No.	Secondary Schools	Population	Sample		Remarks
			Number	%	
1	Ada'a Model	94	56	59.57	
2	Bishoftu Secondary	90	53	58.88	
3	Bishoftu Preparatory	83	49	59.03	
Total		267	158	59.17	

Sources: Bishoftu Town Education Office, 2020

3.4.3. Sampling Techniques

Among the total number of academic staffs (teachers) of the three secondary schools, the determined sample size for this study was selected through simple random involving probability proportion to size techniques. Because, this sampling technique gives equal chance for each member of the population the likelihood of probability of being chosen for the study as a sample. Thus, using name list of teachers from work attendance sheet, the sample respondents were selected randomly from each secondary school proportionately to be included in the study.

Table 2: Summary of Study Population and Sample Size

No.	Types of Population	Population	Sample		Sampling Techniques
			Number	%	
1	Teachers	267	158	59.17	Simple Random Sampling
2	Principals and Supervisors	39	39	100.00	Purposive
Total		306	197	64.37	

Source: Respective Education Office Own survey results, 2020

A purposive sampling technique was used to select school principals', supervisors and unit leaders of those selected schools because their numbers are very few and manageable in size. Thus, supervisors and unit leaders were directly engaged on school leadership activities in collaboration with the principals; they had detained information about the relationship between school culture and principals' leadership styles in the study schools. This helped the researcher to get significant information for the study.

3.5. Data Collection Instruments

A data collection tool allows the researcher to systematically obtain the necessary information regarding the study phenomena within in the given setting. It includes but not limited to, questionnaires, interviews, and observations (Kothari, 2004); Pickard, 2013; Neuman, 2014). In mixed research design, the collection of both qualitative and quantitative data in a single study were undertaken through survey questionnaire involving open-ended and closed-ended questions supplemented with interviews, focus group discussions and observation (Creswell, 2003) and Plano, 2007; Neuman, 2014). A survey questionnaire is one of the common data collection tool consisting of a set of questions (i.e. either structure or unstructured) that can be used to obtain the desired information from respondents in a standardized manner (Kothari, 2004); (Creswell, 2003); Pickard, 2013). This method of data collection enabled not only to gather primary data but also for improvement in data quality, and for triangulation purpose (Creswell and Plano, 2007). In this study, a survey design through structured questionnaire involving both open and closed-ended questions were used to collect both qualitative and quantitative data, and further supplemented by key informant interviews for collecting the qualitative data.

In that regard, the researcher was used structured survey questionnaires consisting of open-ended and closed –ended items in the study because it enables to explain the purpose of the investigation more explicitly and makes necessary adjustment to collect the required information accordingly. Besides, a key in formant interview which permits greater depth of response from the respondents was also used as a supplementary opinion to stabilize the data collected through the questionnaire. During the interview session, considering the advantages of its flexibility in which new questions are forwarded; a semi-structured interview item was prepared and administered for the respondents. The interview session was administered with the sample respondents on face-to-face interview scheduled. This enable the researcher to focus on some specific issues to be raised for different interviewee's separately during the interview session.

3.6. Methods of Data Analysis

Data analysis is the process of analyzing all the information gathered and evaluating the relevant one that can be helpful for better decision (Creswell, 2003). As to Donald *et al.*, (2006), data analysis is the process by which the researcher can systematically search and arrange their data in order to understand and present collected data. It involves employing of various methods such as coding systems, sorting, arranging and presenting of analyzed data.

After accomplishing the field-based data collection activities, the raw data obtained through structured survey questionnaires involving both open-ended and closed-ended items, and key informant interviews were checked, cleaned, classified, arranged and organized in table to make it amenable for analysis and interpretation. Thus, the data was presented and analyzed based on the research objectives that were outlined in the survey structured survey questionnaire using Statistical Package for Social Sciences (SPSS V-20). Descriptive statistics like frequency, percentage, mean, standard deviations and ranges was used to analyze the quantitative data. To test the presences of significant differences between teachers and other group of respondents' responses of items of the questionnaire; t-test and Pearson's correlation coefficients were used to determine the relationships between school culture and leadership styles.

On the other hand, content analysis was used to analyze the qualitative data generated through open ended questions and interviews. According to Neuman (2006) content analysis defined as words, meanings, pictures, symbols, ideas, themes or any message that can be communicated through logical grouping of similar messages. In this regard, all the open-ended questions were organized into themes to determine words or phrases that are frequently used by the respondents. Further, regression analysis was used to examine the relationship between school culture and principals 'leadership styles practiced in the schools understudy. The equation of the regressions was generally built around independent variables (school culture) and the dependent variables (leadership style; particularly democratic leadership style). The basic objective of using regression equation on this study was to make the study more effective in describing, understanding, predicting, and controlling the stated variables.

3.7. Ethical Consideration

Ethical issues are crucial in any scientific research undertaking, because researchers need to protect their research participants; develop trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their institutions; and cope with new and challenging problems (Israel and Hay, 2006; Creswell, 2008). It is argued that the researcher needs to be aware of the general agreements in conducting research such as what is proper and improper; how to report findings in a complete and honest way and respect code of ethical standards that governs collection of the research (Leedy and Ormrod, 2010). In this regard, the researcher was explained the nature and objective of the research to the respondents in order to clarify and reassure confidentiality and develop their trust.

Further, the participant's consent to participate in the research would be voluntary, free of coercion or promises of benefits unlikely to result from participation and no group shall be disadvantaged by being excluded from the consideration. In doing so, first the researcher was got with official letter written from Jimma University department of Educational Planning and Management to Bishoftu Administrative Town Education Office. Then the researcher was explained the purpose of the study to Bishoftu Administrative Town Education Office and school principals to get to accomplish the task. Finally information's gain from respondents, data obtain from the document and others were kept confidential.

3.8. Pilot Test and Data Quality

In order to assure data quality, the questionnaire prepared for this study were validated and tested at pilot level for its reliability before distributed for sample respondents and used as data collection instrument. The validity of the instruments was tested by instructors from the department including the research advisor to judge the items on their appropriateness and clarity of its contents. Then, amendments were made using the comments forwarded on appropriateness and clarity of few items of the questionnaire. Subsequently, the reliability of the questionnaire was tested through pilot study. A pilot study was carried out at Oda Nabe secondary school; which was found in Dukam town which are not included in this study. In that regard, 24 questionnaires were distributed for teachers, supervisors, department heads and principals. To measure the reliability of the questionnaire, Cronbach's alpha coefficient was calculated for all parts of the questionnaire.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1.Introduction

The major purpose of this study was to investigate the relationship between School Culture and Principals' Leadership style in Secondary Schools of Bishoftu Town Administration. More specifically, the study deals with the school culture being dominated by teachers and supervisors; describe the leaderships' style frequently practiced by principals in the schools; and describe the extent of relationship of schools' culture and the dominant leadership style in the study schools. In order to attain these objectives attempt was made to answer basic research questions of the study by collecting the data from primary and secondary sources.

The primary data were collected through questionnaire and interview from secondary school teachers, supervisors, unit leaders and Principals. The questionnaires were initially distributed to 197 respondents (158 Teachers and 39 principals, supervisors and unit leaders). Among the distributed questionnaires, 145 (91.77%) teachers; 36 (92.30%) principals, supervisors and unit leaders; a total of 181 (91.87%) were filled and returned. The remaining 16 (8.12%) respondents were not correctly filled and returned the questionnaires. Therefore, the analysis and interpretation of the data in this study was made using the responses of these teachers, principals, supervisors and unit leaders who correctly filled and returned the questionnaires. In addition, data obtained from interview responses of Heads of Town Education Office were also used in the analysis and interpretation of the data made in this chapter.

Accordingly, the analysis and interpretation of the data were presented hereunder dividing four parts; based upon specific objectives of the study. The first part presents about background information of the respondents. In the second part issues related to school culture were presented and analyzed. In the third part, issues related to the leadership style used by principals of the schools understudy were discussed. In the last part of the chapter, the extent of relationship that exists between school culture and principals leadership style were presented and analyzed using the data collected from the respondents.

4.1. Background Information of the Respondents

Under this part demographic characteristics of the respondents, which includes gender, age, educational status, and work experience of them were presented and discussed. Accordingly, the data in table 3 illustrates demographic characteristics of the respondents who responded the questionnaire. The category of principals and supervisors group includes secondary

school principals, inbuilt supervisors and unit leaders currently working in the schools understudy. Whereas, the categories of teachers constitutes, sample respondents from teaching staffs of the schools understudy.

Table 3: Demographic Characteristics of the Respondents

Items		Teacher		Principals and		Total	
		#	%	#	%	#	%
Gender	Male	109	75.17	30	83.33	139	76.80
	Female	36	24.83	6	16.67	42	23.20
	Total	145	100	36	100	181	100
Age	Up to 25 Years	12	8.27	3	8.33	15	8.29
	26-30 Years	58	40.00	5	13.89	63	34.80
	31-35 years	31	21.39	11	30.56	42	23.20
	36-40 years	28	19.31	10	27.78	38	21.00
	Above 40 year	16	11.03	7	19.44	23	12.71
	Total	145	100	36	100	181	100
Educational Backgrounds	Diploma	0	0.00	0	0.00	0	0.00
	First Degree	123	84.83	28	77.78	151	83.43
	Master's Degree	22	15.17	8	22.22	30	16.57
	Total	145	100	36	100	181	100
Work Experiences	Up to 5years	9	6.20	1	2.78	10	5.52
	6-10 years	19	13.10	5	13.87	24	13.26
	11-15 years	34	23.44	7	19.44	41	22.67
	16-20 years	20	13.70	3	8.33	23	12.70
	21-25 years	33	22.75	11	30.56	44	24.30
	Above 25 year	30	20.79	9	25.00	39	21.54
	Total	145	100	36	100	181	100

Source: Primary Data Collected by the researcher from field survey (January 2020)

According to the data illustrated in Table 3 (item number 1), majority of teachers (75.17%) and principals and supervisors (83.33%) are male. Only 24.83% of teachers and 16.67% of principals and supervisors group of the respondents are female. This indicates the social factors that only men are selected for school administrative, hence it needs equal gender representation in school leadership. Regarding age of the respondents, the data in the Table showed that, the age of 40.00% of teachers were found between 26-30 years. Next to this, the age of 21.39% of teachers were found between 31-35 years old. Similarly, 19.31% of teachers' age was found between 36-40 years. With regards to the age of principals and supervisors, majority of them (30.56%) was found between 31-35 years. Moreover, 22.78% of them were found between 36- 40 years. This is in line with what the study's findings revealed that a head teacher's administrative style partly depends on his/her work experiences and age, further affecting the school's principals leadership style in guiding school culture and performance

Concerning educational background of the respondents, the data illustrated in Table 4.1 showed that most of teachers (84.83%) principals and supervisors (77.78%) had a bachelor's degree level of education. Moreover few teachers (15.17%) principals and supervisors (22.22) had master's degree. In relation to this, MoE standard for secondary school education (MoE, 2009) stated that, a minimum requirement for teachers to work in secondary school is first degree. Accordingly, majority of the respondents participated in this study had the required level of qualification to work in secondary schools of the Town. Regarding work experience of the respondents; the data of the Table showed that, 23.44% and 22.75% of teachers had worked for 11-15 years and between 21-25 years respectively. Next to this 20.79% of teachers had worked above 25 years. On the other hand, 30.56% and 25.00% of principals and supervisors had worked for 21-25 years and above 25 years respectively. The data illustrated in table 3 shows that the majority of the respondents are adult male who had bachelor degree level of education, and worked for more than six years. This implies the respondents were matured, educated, and relatively experienced in their respective job position. Hence, it is possible to assume that, these respondents could able to provide genuine and truthful responses for the issues raised in the study.

4.2.School Culture

In this section respondent response regarding the school culture were presented and analyzed with respect to the four dimension of school culture (result variables of organizational culture, school leadership culture on stories and symbols,school principal role in maintaining good relationship and criteria of success) and three leadership styles(democratic, Autocratic and laissez fare). Under each dimension of school culture respondents responses regarding of school culture were presented and analyzed. The results illustrated in each table showed the extents of each culture reflected with respects to the sevendimensions in the schools understudy.

Table 4: Result of variables of organizational culture (value and beliefs)

No	Items	Teachers		Principals and Supervisor		Total		T-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	The school is very pleasant place. It is like an extended family ; people seen as their shares	2.61	0.95	2.70	1.21	2.63	1.00	0.506	0.613
2	The school have strong value System	2.26	1.03	2.53	0.83	2.32	0.99	1.623	0.106
3	The school is a very result oriented. A major concern is with getting the job done. People are very competitive andachievement-oriented	2.49	1.26	2.42	1.35	2.48	1.27	-0.327	0.744
4	The school have strong belief system on school culture	2.40	1.28	2.42	1.24	2.40	1.27	0.102	0.919

Source: Primary Data Collected by the researcher from field survey (January 2020)

As indicated in the table 4the results on the four variables of organizational culture were illustrated. According to the data of this table there was no significant difference between the two groups of respondents in rating the four alternatives in their respective schools. However, the rating results showed almost lower level of respondents' agreement for each of the alternatives. Nevertheless, based up on overall results; the highest Mean score 2.63(SD=1.005) was identified regarding the first item; that is, the school is very pleasant place. Next to this the third and the fourth items were rated 2.48 mean score (SD=1.278) and 2.40mean score (SD=1.271) respectively. Moreover, the least mean score 2.32 (SD=0.997) was identified regarding the second alternative of organizational culture values and beliefs

were reflected. These imply that, in terms of school characteristics; organizational cultures of the secondary schools in the study area were a little dominated by school culture. The school is very pleasant place. It is like an extended family, people as their shares individualistic values rather than having as such strong beliefs and value system within the school system.

Table 5: School leadership culture on stories and symbols

No	Items	Teachers		Principals and Supervisors		Total		T-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	The leadership in the school is generally considered to exemplify monitoring, facilitating or nurturing	2.07	1.20	2.49	1.33	2.16	1.236	1.988	0.048
2	The leadership in the school is generally considered to exemplify entrepreneurship, innovating and result-oriented focus.	2.12	1.15	2.33	1.19	2.16	1.158	1.035	0.302
3	The leadership have developed organizational symbols	2.29	1.14	2.44	0.73	2.32	1.070	0.829	0.408
4	The leadership told stories for school community	2.08	1.39	2.49	1.16	2.16	1.356	1.781	0.076

Source: Primary Data Collected by the researcher from field survey (January 2020)

The data in Table 5 presented mean score of teachers, principals and supervisors responses on the school culture. According to overall results of respondents' responses illustrated in the Table; among the four domains of organizational culture in the school understudy, three of them were rated by both groups of respondent 2.16 mean scores are similar except for the item number three. However, the results of t-test showed that, statically there were significant differences between two groups of respondents in responding the first item of the table ($t(158, 36) = 1.988, P = 0.048 < 0.05$). The Table showed that supervisors ($M = 2.49, SD = 1.33$) were more agreed than teachers ($M = 2.07, SD = 1.20$) regarding the item; in that teachers were not agreed, the leadership in the school is generally considered to exemplify monitoring, facilitating or nurturing in their respective schools as respondents from principals and supervisors of the schools understudy.

With regard to item number three the data illustrated in the Table showed the highest Mean Score ($M = 2.32, SD = 1.07$) than the remaining three domains of school culture concerning to

school leadership. This indicated that, the leadership in the school told stories for school community to make harmony school culture with leadership styles.

Table 6: School principal role in maintaining good relationship

No	Items	Teachers		Principals and Supervisors		Total		T-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	The school principal role that holds the school together is loyalty and mutual trust. Commitment to this school runs high.	2.31	1.38	2.53	1.26	2.36	1.36	0.972	0.332
2	The school principal role that holds school together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	2.47	1.43	2.70	1.26	2.52	1.39	0.943	0.347
3	The school principal role that holds the school together is emphasized on achievement and goal accomplishment.	1.92	1.02	2.12	1.07	1.97	1.03	1.085	0.279
4	The school principal role that holds school together is formal rules and policies. Maintaining a smooth running school is important.	2.43	1.02	2.53	1.05	2.46	1.02	0.573	0.567

Source: Primary Data Collected by the researcher from field survey (January 2020)

For the achievement of organizational objective, members of an organization should work altogether. For these to happen, there should be principal role and maintaining good relationships that holds them together. Concerning the current role that holds the members of the schools under study together teachers, principals and supervisors were asked to rate the current practices in their respective schools. Thus, with regards to school/organizational role, the data illustrated in Table 6 presented teachers, principals and supervisors' responses.

As indicated in the table 6, the four items regarding the principals' role in maintaining good relationship were rated averagely. This shows that here was no significant difference between the two groups of respondents in rating the items. Besides, the calculated t-test results confirmed that, statistically there is no significant difference between teachers, principals and supervisors in responding the items listed in the Table. The second item of table 6, indicated

that the school principal role in maintaining good relationship is commitment to innovation and development' was rated the highest mean score (M=2.52, SD=1.39). Next to this, with 2.46 mean score (SD=1.39), item number four that stated that holds the school together is formal rules and policies' was identified by respondents at the second rank; followed by 2.36 mean score (SD=1.36) for an item number one. However, regarding item number three of the Table (the school principal role in maintaining good relationships emphasized on achievement and goal accomplishment) both group of the respondents were rated the least result (M=1.97, SD=1.03) than the remaining three items listed in the Table. These all showed that, currently secondary schools were characterized by the second organizational form: that holds the school together is commitment to new way of doing things and development. This implies that the most important to develop and support creativeness was an emphasis on being on the cutting edge.

Table 7: Criteria for Success

No	Items	Teachers		Supervisors		Total		T-test	P-Value
		Mean	SD	Mean	SD	Mean	SD		
1	The school defines success on the basis of the development of HR, teamwork, commitment, and concern for people.	2.43	1.08	2.44	1.22	2.43	1.105	0.074	0.941
2	The school defines success on the basis of having the most unique or highest students' academic results.	2.33	1.42	2.44	1.22	2.35	1.375	0.485	0.628
3	The school defines success on the basis of winning in the market place and out placing the competition.	1.99	1.08	2.30	1.08	2.06	1.087	1.660	0.099
4	The leadership in the school defines success on the basis efficiency. Dependable delivery, scheduling and low-cost production are critical.	1.94	1.00	2.07	0.96	1.97	0.994	0.775	0.439

Source: Primary Data Collected by the researcher from field survey (January 2020)

An organization gives more attention to all its activities. Every organization has specific organizational issue to focus on than others. Regarding the current organizational criteria of

success in secondary schools, respondents had rated the highest mean score 2.43(SD=1.08) for the first item. Next to this, with a mean values 2.35 (SD=1.375) the second item listed in the Table was ranked second. According to this results, the school as an organization characterized by the development of human resource teamwork, employee commitment, and concern for people. These characterized by defining success on the basis of having the most unique or highest students' academic results. In addition to this, the interview conducted with principals showed that, the effectiveness of secondary school as an organization was measured by the output. This means the promotion of students from one level to other level, the implementation of school plan, creating conducive environment of the school.

However, the results of respondents responses regarding item number four (M=1.97, SD=0.994) the Table and interview responses showed that success in secondary schools understudy was not critically measured on the basis of efficiency, dependable delivery of services, smooth scheduling, and low-cost production. According to (Cameron, 1999) which was explained in the literature review of the study, the school culture was characterized by dynamic entrepreneurial and creative work place; people stick their necks out and take risks. Effective leadership is visionary, innovative, and risk-oriented. The glue that hold together the organization is commitment to experimentation and innovation emphasize is on being at the leading edge of now knowledge, products and/or service. Readiness is for changes meet new challenges important. The organization long term emphasize is a rapid growth and acquiring new resource means producing uniform and original products and service. Additional, interview made with the principal of schools reveals similar responses with the above responses. They said that, there is high need from government to improve the quality of education and need to develop strategies to change on the parts of teachers. They always try to innovate new ways to do things to make school exemplary. This indicates that in current situation the school is dynamic and in a position of teaching and leading in new ways of doing things. In addition, the principals explain that, they have been trying to improve their leadership and the status of school culture by creating open communication channel, respecting staff creativeness, encouraging their ideas in order to help to interact among each other and pursue school goals.

4.3.School Principals’ Leadership Styles

Table 8: Democratic Leadership Style measured with its elements

No.	Item	Teachers		Principals and Supervisor		Total		T-test	P- Value
		Mean	SD	Mean	SD	Mean	SD		
1	The mission and vision of the school are well communicated to staff and students.	2.01	0.61	2.16	0.41	2.02	0.69	1.706	0.071
2	Leaders demonstrate excellent Communications skill with teacher/student	2.02	0.56	2.23	0.45	2.11	0.63	1.712	0.061
3	His/her behavior develops supportive personal with the staff	2.04	0.61	2.27	0.49	2.09	0.65	1.801	0.067
4	His/her behavior changes the attitude, belief,& values of school.	2.11	0.68	2.24	0.43	2.07	0.62	1.798	0.096
5	His/her behavior favors decision making by the group rather than individuals	2.09	0.67	2.14	0.41	2.01	0.66	1.758	0.098
6	His/her behavior motivates teachers by delegating the tasks	2.03	0.63	2.25	0.55	2.04	0.68	1.749	0.095
7	Principals take in to consideration staff members’ interest and needs	2.05	0.69	2.31	0.51	2.05	0.69	1.750	0.096
8	The principal services as role model	2.02	0.65	2.28	0.49	2.04	0.67	1.748	0.093
9	Principals have greater willingness to take risks	2.07	0.68	2.27	0.52	2.02	0.64	1.747	0.092
10	Principals uses influence to enhance the education program rather than personal gain	2.04	0.61	2.19	0.45	2.04	0.70	1.709	0.071
11	Principals treat school community fairly and equitability with dignity and respect	2.06	0.69	2.25	0.46	2.08	0.72	1.799	0.069
12	Principals acknowledge appropriately the earned achievements of other	2.07	0.74	2.29	0.45	2.09	0.72	1.803	0.072
13	Principals encourage open communication among members and maintain respect for opinion	2.10	0.78	2.31	0.46	2.10	0.73	1.804	0.073
14	Establishing high expectation of achievements is communicated to students, teachers and parents.	2.09	0.77	2.30	0.47	2.13	0.72	1.802	0.071

Source: Primary Data Collected by the researcher from field survey (January 2020)

Regarding to democratic leadership style teacher's highest score ($M=2.11$, $SD=0.68$). Behavior changes the attitudes, belief and values of the school community. And principals and supervisor scores ($M=0.68$, $SD=2.24$). This implies that democratic leadership style was very important to make open communication among staff members and maintain respects for different opinion. The school mission, vision and implementation of the plan regularly monitored needs attention score ($M=2.00$, $SD=0.59$) for teachers and principals and supervisor ($M=2.15$, $SD=0.41$). For the question forwarded for school heads and supervisors regarding the quality of leaders' behavior and its communication skills with school community, 48 percent of respondents responded as there are better behaviors and communication skills of the principal while, 52 percent of them responded as there is no strong communication skills among the leaders to achieve the stated objectives in the questioner. This implies that more than half respondents responded as there are weak communication skills of school heads and supervisors in school activities that can contribute for inefficient performance of students' academic achievement.

Regarding the perception of school heads and supervisors for the question of leader's behavior in favoring the decision making and delegation of task, nearly half of the respondents responded as they perceive as there is exist an individual favored decision making with less delegation of tasks within the school system. This portrays that school heads and supervisors believe in the leadership behaviors and their extent of task delegation can contribute to school performance that can motivate them to execute their duties and responsibilities. For the questions rose for school heads, teachers and supervisors concerning having regularly monitored visions, missions and plan with school community to attain school goals nearly one-third (68%) respondents confirmed its practices. This indicates the school leaders can frequently evaluates and monitors the organization plan with school community to foster school performance.

Table 9: Autocratic Leadership Style measured with its elements

No	Items	Teachers		Principals & Supervisors		Total		T-test	P-value
		Mean	SD	Mean	SD	Mean	SD		
1	The principals take into consideration planning and the implementation of the plan	3.32	0.76	3.11	0.61	3.09	0.81	-2.231	0.021
2	The principal does not accept the initiative of teachers or students	3.41	0.79	3.14	0.63	3.13	0.83	-2.213	0.023
3	The success of the school is the result of the principals strong motivation	3.43	0.80	3.16	0.62	3.11	0.79	-2.222	0.024
4	His/her behavior takes the initiative for coordination	3.41	0.78	3.12	0.60	3.16	0.77	-2.231	0.021
5	Principals tell the detail what and how teachers /students to do tasks	3.44	0.72	3.13	0.61	3.26	0.73	-2.321	0.022
6	Decision- making is fast, with principals at the center of operation	3.34	0.71	3.21	0.63	3.26	0.79	-2.221	0.020
7	It keeps information to him/her self	3.33	0.70	3.22	0.62	3.24	0.74	-2.212	0.024
8	Principals encourage teachers or students to assume greater responsibility on the job	3.29	0.68	3.24	0.59	3.25	0.71	-2.335	0.021
9	Principals take personal interest in the promotion of workers who work hard	3.32	0.67	3.19	0.54	3.16	0.70	-2.212	0.020
10	Staff receives direct and immediate assistance towards achieving their goals.	3.29	0.66	3.15	0.55	3.19	0.68	-2.213	0.025
11	A principal encourage workers to assume greater responsibility on the job	3.19	0.64	3.23	0.57	3.15	0.67	-2.222	0.023
12	A principals maintain indefinite standard of performance	3.21	0.65	3.24	0.59	3.17	0.69	-2.211	0.022
13	Principals monitoring of teacher or students to ensure no mistake are made.	3.44	0.66	3.35	0.68	3.25	0.79	-2.233	0.021

Source: Primary Data Collected by the researcher from field survey (January 2020)

As the table indicated that the autocratic leadership style measured with highest score (M=3.44, SD=0.66). Teachers said that monitoring of teachers and students were fruitful. Principals and supervisors related if (M=3.35SD=0.68) almost their opinion was similarly closed each other. Added to this principals told to do assigned tasks for students and teachers with score (M=3.44, SD= 0.72) and principals and supervisors rated if (M=3.13, SD= 0.61). A Principal maintain indefinite standard of performance with the last score (M= 3.21, SD= 0.65)

and principals and supervisors rated ($M=3.24$, $SD=0.59$). For the questions forwarded for respondents regarding as the success of school is the result of principals motivation for teaching and learning system, shown with the total score ($M= 3.43$, $SD= 0.80$) for teachers, and principals and supervisors rated ($M=3.16$, $SD=0.62$). The finding indicates that the school principals have weakness in motivating school community for further performance accomplishments partly due to resource limitation and related factors.

Table 10: Laissez fare Leadership Style measured with its elements

No	Items	Teachers		Principals and Supervisors		Total		T-test	P- value
		Mean	S D	Mean	S D	Mean	S D		
1	It gives the maximum freedom to the teachers and /or students	3 . 8 1	0 . 5 2	3 . 6 4	0.62	3 . 7 6	0.52	-1.684	0.089
2	The staff morale is high	3 . 7 5	0 . 5 1	3 . 6 9	0.59	3 . 7 8	0.50	-1.680	0.087
3	The knowledge skill and experience of the staff fully used for school	3 . 7 6	0 . 4 8	3 . 5 4	0.63	3 . 8 1	0.49	-1.676	0.088
4	Principals have confidence with the teacher	3 . 6 4	0 . 4 9	3 . 4 9	0.60	3 . 7 7	0.48	-1.682	0.086
5	The objective of the school may be fully achieved	3 . 5 5	0 . 4 5	3 . 5 0	0.58	3 . 8 4	0.47	-1.678	0.090
6	There were avoidance or absence of leadership	3 . 6 1	0 . 5 1	3 . 6 1	0.64	3 . 8 2	0.54	-1.685	0.092
7	The principals loosely control the teacher/student	3 . 9 0	0 . 5 3	3 . 7 4	0.61	3 . 8 5	0.53	-1.683	0.091
8	The school lack order	3 . 7 5	0 . 4 9	3 . 6 8	0.65	3 . 8 0	0.51	-1.681	0.089
9	The staff makes all the decisions by themselves	3 . 6 5	0 . 5 0	3 . 4 9	0.66	3 . 7 6	0.55	-1.685	0.092
10	The leader in essence abdicates his/her role	3 . 7 1	0 . 5 1	3 . 6 7	0.58	3 . 7 9	0.52	-1.680	0.087
11	Principals wait for things to go away before taking action	3 . 6 7	0 . 4 8	3 . 7 3	0.59	3 . 7 8	0.51	-1.679	0.088
12	Principals shows favoritism to teachers and students	3 . 7 6	0 . 5 1	3 . 6 8	0.64	3 . 8 3	0.49	-1.677	0.087

Source: Primary Data Collected by the researcher from field survey (January 2020)

As table 10 stated that elements of laissez fare leadership style were measured by teachers, principals and supervisors. According to this the highest score ($M=3.90$, $SD=0.53$) teachers observed that principals loosely control the teacher and students. Principals and supervisors responses ($M=3.74$, $SD=0.61$) to laissez fare leadership style. Next to this Teachers and students get maximum freedom ($M=3.81$, $SD=0.52$) and principals and supervisors also rated ($M=3.64$, $SD=0.62$). To achieve fully the objective of school need attention rated ($M=3.55$, $SD=0.45$) teachers response and principals and supervisors ($M=3.50$, $SD=0.58$) approximately similar.

In Table 11 respondents responses regarding the three styles of leadership (democratic, autocratic, and laissez-faire) were illustrated. As it is seen from the Table, regarding democratic leadership style, principals and supervisors had rated relatively high mean value (M=2.34, SD=0.47) than teacher respondents (M=2.12, SD=0.77). However, statistically significant difference was not observed between the two groups of respondents in rating items related to Democratic leadership style ($t(158, 36)=1.804, P=0.073>0.05$).

Table 11: Summary of School Principals' Leader Styles

No	Leadership Style	Teachers		Principals and Supervisors		Total		T-test	P - Value
		Mean	SD	Mean	SD	Mean	SD		
1	Democratic	2.12	0.77	2.34	0.47	2.17	0.72	1.804	0.073
2	Autocratic	3.47	0.86	3.15	0.65	3.40	0.83	-2.251*	0.025
3	Laissez-faire	3.91	0.53	3.74	0.66	3.87	0.56	-1.688	0.093

*. Significant at the 0.05 level (2-tailed)

Source: Primary Data Collected by the researcher from field survey (January 2020)

As a result, overall results (M=2.17, SD=0.721) illustrated in the Table indicated lower level of the practices of Democratic leadership style. This indicated that, lower level of principals and supervisors' and teachers' agreements about the practice of Democratic leadership style in the schools understudy. Regarding Autocratic leadership style, the data of the Table showed highest mean score rated by teachers (M=3.47, SD=0.864) and principals and supervisors (M=3.15, SD=0.650) than democratic leadership style. Moreover, the overall mean results regarding Autocratic leadership style illustrated in the Table (M=3.40, SD=0.832) also indicated that, leadership style practiced in the study schools was more Autocratic than Democratic style. However, the t-test result ($t(158, 36) = -2.251, P=0.025<0.05$) showed statically significant difference between the two groups of respondents in rating items of Autocratic leadership style. This implies that teachers and principals and supervisors had not had similar view regarding the practices of Autocratic leadership style in the study schools. Few teachers had rated higher mean results than principals and supervisors.

With regards to Laissez-faire leadership style, the overall results illustrated in the Table showed highest mean score (M=3.87, SD=0.559) rated by both groups of respondents than the two styles of leadership. The results of t-test ($t(158, 36) = -1.688, P=0.093>0.05$) not

showed statistically significant difference between the two groups of respondents in rating the items of Laissez-faire leadership style. In general, when the practice of the three style of leadership was compared at the schools under study, respondents' rating results indicated that leadership practice at the study schools had dominated by Laissez-faire leadership style. This implies secondary school leaders in the study schools, give complete freedom to the followers to make individual decision on their own. The authority of power was given to the employee and the most determine goals make decisions, and resolve problems on their own. Such leader at school level is usually recognized as "figure head"; who does not give any direction to the followers but act as a liaison between a school and the community (Martin, 2001).

Following the Laissez-faire leadership style, Autocratic leadership style was more practiced in the study schools than Democratic style of leadership. This means, leadership style in the schools under study was characterized by centralized management system, with a little participation of followers. School leaders take full authority, and assume full responsibility from initiation to task completion. In this regard, as argued by (Bolden, 2003), in autocratic leadership followers are generally expected to obey the orders without any explanation. Leaders are very directive and not allowed their follower to participate in decision making processes. This implies that, authoritarian leaders' practices in the study schools guided school leaders not to consult employees and allowed to give any input. It initiates them to create resistance between themselves and their followers as a means of emphasizing role distinctions.

In other words, the practice of Democratic leaders was less emphasized in the study schools. Leaders do not encourage group discussion and decision-making. Followers were not informed about conditions affecting their job and are not encouraged expressing their ideas and making suggestions. In that regard, leadership style practiced in the study schools was dominated by Laissez-faire leadership style than democratic one. Accordingly, principals give maximum freedom to teachers and/or students; they loosely control teachers and students; most of the time staff makes decisions by themselves; and principals wait for things to go away before taking action. This implies that, the principals disregarded to serve as role model; taking in to consideration staff members' interest and needs; influence teachers to enhance the success of educational programs; encouraging open communication among staff members and maintain respects for difference of opinions; facilitating decision making by the group rather than individuals; and establishing high expectation of students'

achievements; and demonstrating excellent communication skill with teachers, student, parents, and the community.

4.4. Pearson Correlation Statistics of Variables

The Pearson correlation is a product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Measuring the strength and the direction of relationship that occurred between variables is therefore, important for further statistical significance. To this end the Pearson product moment correlation coefficient is computed for the purpose of describing the relationship between school culture and leadership styles. School culture is independent variables that affect leadership styles variables (Democratic, Autocratic and Laissez fare). Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand indicates an inverse, negative relationship between two variables (Leary, 2004). The result of correlation analysis indicates the degree of relation that occurred between school culture (independent variable) and leadership styles (dependent variables.)

Table 12: Pearson Correlation Statistics

		Leadership styles	School Culture
Leadership style	Pearson correlation Sign(2_tailed)	1197	980.000 197
School culture	Pearson correlation Sign(2_tailed)	980.000 197	1197

Correlation is significant at the 0.05 level (2.tailed).

As the above table indicate that there is a positive relationship between principal leadership style and school culture (=0.890). Therelationship is statistically significant (sig. =0.000) at 0.05level of significance.Democratic is the form of leadership style that positively affected by the school culture. Thus the study finding indicated that there is a positive relationship between the school culture and leadership style.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter summary of major findings of the study, conclusions and recommendations forwarded regarding the improvement of school culture and leadership practices in secondary schools of the Town were presented.

5.1. Summary of Major Findings of the Study

As stated in chapter one, the major purpose of this study was to investigate and identify effect of school culture on leadership styles of the principals in government secondary schools of Bishoftu Town Administration. In order to attain these objectives attempt was made to answer basic research questions of the study by collecting the data from primary and secondary sources. Then, the analysis and interpretation of the data in this study was made using the responses of these teachers, principals, supervisors and unit leaders who correctly filled and returned the questionnaires. In addition, data obtained from interview responses of Heads of Town Education Office were also used in the analysis and interpretation of the data. The qualitative data were presented using tables followed by analysis and interpretation. Besides, the qualitative data were analyzed and narrated under tables and graphs they are associated with. Thus, based on the analysis made in previous chapter, summary of major findings of the study were presented hereunder.

Demographic characteristics of the respondents include gender, age, educational status, and work experience of them. According to the results of data analysis most principals and supervisors (83.33%) and more than three-fourth of teachers (75.17%) are male. Regarding age of the respondents, the data in the Table showed that, 40.00% of teachers' age was found between 26-30 years. Next to this, the age of 21.39% and 19.31% of them were found between 31-35 and 36-40 years respectively. 11.03% of the respondents were found above 40 years and 8.27 were below 26 years old. With regards to the age of principals, supervisors, majority of them (30.56% and 22.78%) was found between 31- 36 years and 36- 40 years respectively. Next to these 19.44% principals, supervisors were found above 40 years. Lastly 13.89% and 8.33% of respondents were found above 40 years and below 26 years. Concerning educational background of the respondents most teachers (84.83%) and principals and supervisors (77.78%) had a bachelor's degree level of education.

And the rest of respondent's teachers (15.17%) principals and supervisors (22.22%) were qualified with master's degree. This confirmed that, according to MOE's standard for

secondary school education (MOE, 2009), the respondents had the required level of qualification to work in secondary schools of the Town.

Regarding work experience of the respondents, 30.56% and 25.00% of principals, supervisors had worked as a teacher or educational manager in the sector for more than 21- 25 years and 25 years respectively. With regards to teachers, 23.44% and 22.75% of them had worked for 11-16 years and 21- 25 years respectively. Moreover, 20.79% of teachers had worked more than 25 years. In general, the findings this study confirmed that majority of the respondents are adult male who had bachelor degree level of education, and worked for more than six years. This implies that, the respondents were matured, educated, and relatively experienced in their respective job position. From this it is possible to assume that, these respondents could able to provide authentic and honest responses.

Regarding school culture respondent response were analyzed with respect to the six dimension of school culture (school characteristics, school leadership, managing employees, school/organizational glue, strategic emphasize, and criteria of success). Accordingly, regarding school characteristics the rating results of the respondents showed almost lower level of respondents' agreement for each of the alternatives without significant difference between the two groups of respondents. These imply that, in terms of school characteristics; organizational culture of the schools understudy was a little concentrated on internal maintenance with flexibility, concern for people, and sensitivity for customers. This means, the school is very pleasant place. It is like an extended family, people as their shares. This means the school is not very dynamic entrepreneurial place and people are not willing to stick their necks and take risks. In other words the school did not strongly concentrated on external positions, high degree of flexibility and individuality.

The leadership in the school is generally considered to exemplify a no-nonsense, aggressive, and to some extent result-oriented. This indicated that the management style in the school is not characterized by individual risk-taking innovation, lacks freedom and uniqueness. The management style in the school is not characterized by individual risk-taking innovation, lacks freedom and uniqueness. In addition the results of interview administered with school principals also confirmed the above responses of teachers and supervisors. They argued that, the current dominant management of employees in the secondary school was characterized by formalized and structured place to work; policy and rule govern what people do.

It is true that, for the achievement of organizational objective, members of an organization should work altogether. For these to happen, there should be glue that holds them together. Concerning the dimension of Culture that focuses on the current glue that holds the members of the schools understudy together the results of the data analysis showed that, an item that states ‘the glue that holds the school together is commitment to innovation and development. This showed that, currently secondary schools understudy was characterized the glue that holds the school together is commitment to new way of doing things and development. Every organization has specific strategic issues to focus on them than others. Regarding organizational dimensions that emphasize on strategic issues in the study schools, teachers and supervisors were the school emphasizes on competitive actions and achievement. Organizational Culture dimension that focuses on criteria of success in secondary schools understudy as an organization characterized by the development of human resource teamwork, employee commitment, and concern for people. However, the results of respondents responses regarding an item that describe that success in secondary schools understudy was not critical measured on the basis of efficiency, dependable delivery of services, smooth scheduling, and low-cost production.

Overall summery results of respondents’ responses indicated that, an organizational culture in secondary schools understudy was relatively concentrated on internal maintains with flexibility, concern for people, and sensitivity for customer; than focusing on external maintenance with a need for stability and control. An interview made with the principal of schools also reveals similar responses with the above responses. They said that, there is high need from government to improve the quality of education and need to develop strategies to change on the parts of teachers. They indicates that in current situation the school is dynamic and in apposition of teaching and leading in new ways of doing things. In addition, the principals explain that, the school tries to improve by open communication channel, respects staff creativeness, encouraging their ideas in order to help to communicate each other and pursue school goal.

Out of the three styles of leadership (democratic, autocratic, and laissez-faire), regarding democratic leadership style, supervisors had rated relatively high mean value ($M=2.34$) than teacher respondents ($M=2.12$). However, statistically significant difference was not observed. As a result, the overall results ($M=2.17$) indicated lower level of the practices of Democratic leadership style in the study.

Regarding Autocratic leadership style, the data of the Table showed highest mean score rated by teachers ($M=3.47$) and supervisors ($M=3.15$) than democratic leadership style. Moreover, the overall mean results regarding Autocratic leadership style ($M=3.40$, $SD=0.832$) indicated that, leadership style practiced in the study schools was more Autocratic than Democratic style. With regards to Laissez-faire leadership style, the overall results showed highest mean score rated by teacher ($M=3.91$) and supervisors ($M=2.74$) averages ($M=3.87$) rated by both groups of respondents than the two styles of leadership. The results of t-test also not showed statistically significant difference between the two groups of respondents in rating the items of Laissez-faire leadership style. Thus, when the practice of the three style of leadership was compared at the schools understudy, the results indicated that Laissez-faire leadership style was dominantly practice in the study schools. This implies secondary school leaders in the study schools, give complete freedom to the followers to make individual decision on their own. The authority of power was given to the employee and the most determine goals make decisions, and resolve problems on their own.

Following, Laissez-faire leadership style, Autocratic leadership style was more practices in the study schools than Democratic style of leadership. This means, leadership style in the schools understudy was characterized by centralized management system, with a little participation of followers. School leaders take full authority, and assume full responsibility from initiation to task completion. This implies that, authoritarian leaders' practices in the study schools guided school leaders not to consult employees and allowed to give any input. It initiates them to create resistance between themselves and their followers as a means of emphasizing role distinctions. The practice of Democratic leaders was less emphasized in the study schools. Leaders do not encourage group discussion and decision-making. Followers were not informed about conditions affecting their job and are not encouraged expressing their ideas and making suggestions.

The results of correlation test conducted to see the association between the school culture and the three leadership style (democratic, autocratic and laissez-faire) culture were strongly practiced; the status of democratic leadership style in the study schools could be improved. Culture leads the school to stable, efficient, highly consistent products, and service. As much as the environment was relatively stable tasks and functions could be integrated, uniformity in products and service was maintained, and workers and jobs were under control, clear line of decision making authority, standardize rules and procedure, and control and accountability mechanism were valued as a key to success.

Thus, having very strong degree of correlation between Democratic leadership style and organizational culture indicated that, culture improved the status of democratic leadership style in the school understudy could automatically be improved. In general, democratic leadership style had a significant strong relation with school culture. However, such relationship was not strong regarding Autocratic and laissez-faire leadership style. These implied that improvement in school culture will positively affect the practices of Democratic leadership style in secondary schools understudy. Nevertheless, positive change on the school culture does not brought significant supportive change on Autocratic and laissez-faire leadership style.

5.2. Conclusions

Based on the summary of the study findings, the following conclusions were made regarding organizational culture and leadership style practiced at government secondary schools understudy. Culture could play an important role in bringing friendly relationship and cooperation among the members of a school and empower for developing a sense of respect, loyalty, innovation and confidence. So, building a culture of trust which has positive influence on outcomes of students' academic achievements, teachers' job motivation, and better perception of other stakeholders is a compulsory function for school leaders all the time. From this, it is possible to conclude that, the practices of the school culture at the study schools were weak and not able to positively influence the achievement of schools goals and objectives. If this was supported by weak leadership practices the problems become more serious; and the situation of learning and teaching process may be found at risk.

With respect to the practice of principal leadership style in the current situation, the finding showed that, leadership style practiced in the study schools was dominated by Laissez-faire leadership style than democratic once. Accordingly, principals give maximum freedom to teachers and students; they loosely control teachers and students; most of the time staff makes decisions by themselves; and principals wait for things to go away before taking action. This implies that, the principals disregarded to serve as role model; taking in to consideration staff members' interest and needs; influence teachers to enhance the success of educational programs; encouraging open communication among staff members and maintain respects for difference of opinions; facilitating decision making by the group rather than individuals; establishing high expectation of students' achievements; and demonstrating excellent communication skill with teachers, student, parents, and the community. From these one can conclude that, school principals' leadership style currently practices in the study schools was

not possibly bring success in their respective school. If so, it is hard to expect effectiveness and efficiency from those school leaders to achieve the goals and objectives education at school level.

Regarding the relationship between school culture and leadership style, the results of correlation test conducted to see the association between the school culture and the three leadership style (democratic, autocratic and laissez-faire) showed that, Democratic leadership style had the highest coefficient of correlation with school culture. Democratic Leadership Style can be explained by the school culture taken into consideration. Thus democratic leadership style had a significant strong association with dominant school culture.

However, such relationship was not strong regarding Autocratic and laissez-faire leadership style. These implied that improvement in school culture will positively affect the practices of Democratic leadership style in secondary schools understudy. However, positive change on the school culture does not brought significant supportive change on Autocratic and laissez-faire leadership style. So, the conclusion that can be drawn from these results is educational leadership and the management of secondary schools understudy should develop strategies and try to improve issues related to school culture in order to improve the status of Democratic leadership style on continuous bases.

5.3. Recommendations

Based on the summary and conclusion of the study, the following recommendation was forwarded to practitioners and decision makers in order to minimize the effects of school culture on leadership styles in trustfully.

- The finding of this study confirmed that, secondary school of Bishoftu Town Administration practices leadership style in current situation was not democratic style. It was more dominated by Autocratic and Laissez-faire leader. Thus, it is advisable if the principals intend to change this to participatory and innovative culture and through promoting value and beliefs of culture that especially contributed a lot for organization image building and success. Democratic leaders need to ensure that all faces of organization reward and promotion system, organizational structure, management style, training, communication, symbolism, procedures reflect the values and beliefs of school. At the end school principals also implement the school community suggestion that support the organization values and beliefs. In developing

such competency among principals' strong support is required from Educational leaders of the Town Education Office.

- Effective leaders at school level should have the necessary conceptual and technical skills to perform their functions properly. The principals should be highly qualified and experienced, in order to achieve the desired learning outcomes. However, as evidenced by this study, the status of principals' leadership effectiveness in government secondary schools of the Town needs improvement. Moreover, their educational backgrounds also showed lack of professionalism among principals of the schools understudy. Thus, it is recommended to provide training for school leaders on basic principles of leadership and practices at secondary school level. In this regards, Bishoftu Town Education Office in collaboration with the Regional Educational Bureau could provide long and short term training to equip the principals with appropriate knowledge and skill in the area of school leadership. Moreover, they should work curiously to assign those individuals qualified in Educational Leadership on secondary school principals' job position is highly recommended.
- Furthermore, to create an opportunity for exchanging experiences among secondary schools of the Town, and take immediate actions of critical problems identified, it is advisable if an annual forum is held among school leaders on leadership and school culture issues at Regional or Bishoftu Town level with the participation of Educational Managers and leaders.
- Finally, although the findings of this study identify major situations related to school culture and leadership style in secondary schools of the Town, there may be other specific issues not addressed through this study. So, it is advisable if further studies at all schools of the educational structure in general and in secondary school of the Town in particular are conducted on issues related to school culture and leadership styles.

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APPENDIX A:

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. Questionnaires to be filled by teachers, principals and supervisors

I would like to express my heartfelt appreciation and regard for time and sincere cooperation in advance to fill in this questionnaires. The questionnaire was design to gather data for a research in titled “The Relationship between School Culture and Principals’ Leadership Styles in Government General Secondary Schools of Bishoftu TownAdministration.”The results and success of the study will depend on the quality of your response and I hope, you will give accurate and honest response to the item presented. Your response will be keeping confidential and used only for academic purpose.

General Directions:

- ✓ No need of writing your name
- ✓ Respond to all closed-ended questions by putting “✓” marks in the box provided and to the open-ended ones by writing your responses on the spaces provided.
- ✓ Your urgent responses will contribute to the value of the research.

Thank you in advance for your cooperation!

Part I: Background information of the respondents

- 1.1. Gender : Male _____ Female _____
- 1.2. Your age: Less than 25 years _____ 25-29 _____ 30-34 _____ 35-39 _____ Above 40 years _____
- 1.3. Your Educational Status: a. Diploma _____ b. BA/BED/BSC _____ c. MA/MASC _____
- 1.4. Work Experiences:
- a) Less than 1-5 years _____ d) 16-20 years _____
- b) 6-10 years _____ e) 21-25 years _____
- c) 11-15 years _____ f) More than 26 _____
- 1.5. Your current job position _____
- 1.6. Service year in current position _____

Part II. Organizational (School) Culture Assessment Instrument (OCAI)

Dear respondents; the purpose of the OCAI is to assess seven key dimensions of school culture. In completing the instrument, you will be providing a picture of how your school operations and values that characterized it. It consist seven major groups of questions. Each question has five alternatives. Considering the practices in your school; please answer each item using scales: 1=Not at All, 2=to Slight Extent, 3=to Moderate Extent, 4=to Great Extent, 5= to Very Great Extent.

Organizational/School Culture Assessment Instrument-Current/Now

No	Items	Current perceived				
		1	2	3	4	5
1.1	Result of variables of organizational culture (values and beliefs)_					
1.1.1	The school is very pleasant place. It is like an extended family, people seen as their share					
1.1.2	The school have strong value system					
1.1.3	The school is a very result oriented. A major concern is with getting the job done. People are very competitive and achievement –oriented					
1.1.4	The school have strong belief system on school culture					
1.2	School Leadership (culture on stories and symbols)					
1.2.1	The leadership in the school is generally considered to exemplify monitoring, facilitating or nurturing					
1.2.2	The leadership in the school is generally considered is exemplify entrepreneurship, innovating and result-oriented focus.					
1.2.3	The leadership have developed organizational symbols.					
1.2.4	The leadership told stories for school community					
1.3	School/Organizational principals role in maintaining					
1.3.1	The school principal role that holds the school together is loyalty and mutual trust. Commitment to this school runs high.					
1.3.2	The school principal role that holds the school together is commitment to innovation and development. There is an emphasis on being on the cutting edge.					
1.3.3	The school principal role that holds the school together is emphasized on achievement and goal accomplishment. Aggressiveness and winning are common themes.					
1.3.4	The school principal role that holds the school together is formal rules and policies. Maintaining a smooth running school is important.					
1.4	Criteria for Success					
1.4.1	The school defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.					
1.4.2	The school defines success on the basis of having the most unique or highest students' academic results.It is a product leader and innovator					
1.4.3	The school defines success on the basis of winning in the market place and out placing the competition. Competitive market leadership is key.					
1.4.4	The leadership in the school defines success on the basis efficiency. Dependable delivery, smooth scheduling and low-cost production are critical					

Part III: School Principal Leadership Style.

No	Leadership Style	Current perceived				
		1	2	3	4	5
2.1	Democratic/Participative Leadership Style					
2.1.1	The mission and vision of the school are effectively communicated to staff and students.					
2.1.2	His/her behavior demonstrate excellent communication skill with teacher/student					
2.1.3	His/her behavior develops supportive personal with the staff					
2.1.4	His/her behavior changes the attitude, belief,& values of school community					
2.1.5	His/her behavior favors decision making by the group rather than individuals					
2.1.6	His/her behavior motivates teachers/students by delegating the tasks					
2.1.7	Principals take in to consideration staff members' interest and needs					
2.1.8	The principal services as roll model					
2.1.9	Principals have greater willingness to take risks					
2.1.10	The mission, vision and implementation of the plan of the school regularly monitored					
2.1.11	Principals uses influence to enhance the education program rather than personal gain					
2.1.12	Principals treat school community fairly and equitability with dignity and respect					
2.1.13	Principals acknowledge appropriately the earned achievements of other					
2.1.14	Principals encourage open communication among staff members and maintain respects for difference of opinion					
2.1.15	Establishing high expectation of students' achievements that is directly communicated to students, teachers and parents					
2.2	Autocratic/Transactional Principals' Leadership Style					
2.2.1	The principals take into consideration planning and the implementation of the plan					
2.2.2	The principal does not accepts the initiative of teachers or students					
2.2.3	The success of the school is the result of the principals strong motivation					
2.2.4	His/her behavior takes the initiative for coordination					
2.2.5	Principals tell the detail what and how teachers /students to do tasks					
2.2.6	Decision- making is fast, with principals at the center of operation					
2.2.7	It keeps information to him/her self					

No	Leadership Style	Current perceived				
		1	2	3	4	5
2.2.8	Principals encourage teachers or students to assume greater responsibility on the job					
2.2.9	Principals take personal interest in the promotion of workers who work hard					
2.2.10	Staff receives direct and immediate assistance towards achieving their goals.					
2.2.11	A principal encourage workers to assume greater responsibility on the job					
2.2.12	A principals maintain definite standard of performance					
2.2.13	Principals monitoring of teacher or students to ensure no mistake are made.					
2.3	Laissez fare leadership Style					
2.3.1	It gives the maximum freedom to the teachers and /or students					
2.3.2	The staff morale is high					
2.3.3	The knowledge skill and experience of the staff fully used for school					
2.3.4	Principals have confidence with the teacher					
2.3.5	The objective of the school may be fully achieved					
2.3.6	There were avoidance or absence of leadership					
2.3.7	The principals loosely control the teacher/student					
2.3.8	The school lack order					
2.3.9	The staff makes all the decisions by themselves					
2.3.10	The leader in essence abdicates (give up) his/her role					
2.3.11	Principals wait for things to go away before taking action					
2.3.12	Principals shows favoritism to teachers and students					

Any comment or suggestion for the improvement of leadership in your school

APPENDIX B:

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A guide to Structured Interview for principals

1. How do you express the leadership in your school (Role, behavior, style)
2. In your opinion which leadership is/ are frequently practiced in your school? Why?
3. How do you see the working environment in your school is that creative, supportive, friendly formalized or resulted- oriented.
4. How does the organization promote success?
5. How do you express school culture facilitate or hinder leader effectiveness.