

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

**INFULENCE OF PRINCIPAL LEADERSHIP PRACTICE ON SCHOOL
CLIMATE IN SECONDARY SCHOOLS OF KAFA ZONE**

BY: ASAYE MECHALO G/MARIAM

**THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN SCHOOL LEADERSHIP**

**JANUARY, 2022
JIMMA, ETHIOPIA**

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ADVISOR:
MAIN: MITIKU BEKELE (PHD)
CO-ADVISOR: TADESSE REGASSA (PhD)

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ASAYE MECHALO

Approved by Board of Examiners:

_____	_____	_____
Main Advisor	Signature	Date
_____	_____	_____
Co-Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____

Declaration

Here I undersigned that the thesis entitled “Influence of Principal Leadership Practice on School Climate in Secondary Schools of Kafa Zone” is my original work and has not been presented for degree in other university.

Name: Asaye Mechalo

Signature _____

Date of submission _____

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Table of Content

Content	Page
Acknowledgments.....	i
Table of Content	ii
Lists of tables	v
Abstract.....	vi
ABBREVIATION AND ACRONYMS	vii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	4
1.3. Objectives of the Study.....	7
1.3.1. General Objective	7
1.3.2. Specific Objectives	7
1.4. Significance of the Study.....	7
1.5. Delimitation of the Study.....	8
1.6 Limitation of the Study	8
1.7. Definition of Key Terms	9
1.8. Organization of the Study	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1. Concept of Leadership.....	10
2.2. Principal Leadership Practice	12
2.3. Functions of Leadership.....	13
Leadership.....	13
2.4. Leadership Theories.....	14
2.5. Leadership Styles	16
2.5.1. Autocratic or Authoritarian Leader	17
2.5.2. Democratic or Participative Leader.....	18
2.5.3. Laissez Faire Leader	20
2.6. School Climate.....	21

2.6.1. Importance of School Climate	25
2.6.2 Climate as Personality	26
2.6.3. The Effect of Principal’s Leadership tactic on School Climate	30
2.7. Challenges of Principals Leadership in Promoting School Climate	32
2.7.1. Lack of Training and Skills	33
2.7.2. Lack of Resources	34
2.7.3. The Press of Duty /Work Overload/	34
2.7.4. Shortage of Time	34
2.7.5. The Nature of the School.....	35
2.7.6. Lack of Experience	35
2.8. Roles of Principals Leadership in Promoting School Climate.....	36
2.8.1. Providing a Values and Vision	36
2.8.2. Managing Staff Relationships	36
2.8.3. Making Effective Communication	37
2.8.4. Dealing with Poor Performance	37
2.9. Creating a Positive School Climate	37
2.9.1. Job Satisfaction.....	38
2.9.2. Human Dignity	39
2.10. Sustaining a Positive School Climate	39
2.10.1. Motivation	40
2.10.2. Evaluation and Feedback.....	40
2.11. Conceptual Frame Work.....	41
CHAPTER THREE	42
RESEARCH DESIGN AND METHODOLOGY	42
3.1. Research Design.....	42
3.2. Research Methods	42
3.4. Sources of Data	43
3.5. Population, Sample Size and Sampling Techniques.....	43
Table 1: Population, Sample Size and Sampling Techniques.....	44
3.6 Data Collection Instruments	44
3.6.1. Questionnaires	45

3.6.2. Interviews.....	45
3.6.3. Observation.....	46
3.7. Procedures for Data Collection.....	46
3.8. Validity and Reliability Check.....	47
3.8.1. Validity Check.....	47
3.8.2. Reliability Check.....	47
3.9. Method of Data Analysis.....	48
3.10. Ethical Considerations.....	49
CHAPTER FOUR.....	50
PRESENTATIONS ANALYSIS AND INTERPRETATION OF DATA.....	50
4.1 Demographic characteristics of the Respondents.....	50
4.2. Leadership Styles Practiced in the Schools.....	53
4.2.1. Democratic style of leadership.....	53
4.2.2. Autocratic leadership style.....	55
4.2.4. Laissez-faire leadership style.....	56
4.3. The Influence of Principal Leadership on School Climate.....	57
4.4. Challenges School Principal’s Face.....	61
4.4. Analysis of Data Collected though Interview /Qualitative Data.....	63
CHAPTER FIVE.....	66
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	66
5.1. Summary of the Study.....	66
5.1.1. Leadership Styles in Government Secondary Schools of Kaffa Zone.....	66
5.1.2. Practice of School Leaders in Promoting Positive School Climate of.....	67
5.1.3. Challenges that Prohibit School Leaders to Enhance Positive School.....	68
5.2. Conclusion.....	69
5.3. Recommendations.....	70
REFERENCES.....	71
APPENDIX A.....	80
APPENDIX B.....	85
APPENDIX C.....	86

Lists of tables

Table 1: Population, Sample Size and Sampling Techniques	45
Table 2: Presentation of Data on Democratic School Leadership Style	51
Table 3: Analysis of Data on The Autocratic Leadership Style.....	52
Table 4: Presentation of Data Collected on Laissez-Faire Leadership Style	53
Table 5: The Influence of Principal Leadership Practice on School Climate and Norms	54
Table 6: Analysis of Data on Challenges School Principal’s Face.....	56
Table 7: presentation of data collected on laissez-faire leadership style.....	57
Table 8: The influence of principal leadership practice on school climate and norms.....	59
Table 9: Analysis of Data on Challenges School Principal’s Face	62

Abstract

The purpose of this study was to assess influence of principals' leadership practice on school climate in secondary schools of Kaffa zone. Descriptive research design along with mixed (Quantitative and qualitative) approach was employed. A total of 145 respondents were included in the study. Samples selected with simple random for sampling sample schools, systematic sample for sample teachers and purposive sampling techniques for principals and supervisors. Data were collected through questionnaires from 120 secondary school teachers and 18 principals and interviews were also conducted with supervisors with total 7 members. Additionally, observation was employed as complementary to strengthen the reliability of study. SPSS version 20 was used to analyze in descriptive tools such as mean and standard deviation whereas, qualitative data was analyzed in statement and narrative styles by using word. The finding revealed that the school principal discusses his/her plans on co-curricular activities with students before introducing them. The findings indicate that the school leadership understands of teacher's viewpoints through holding divergent view point with them., the school leadership practices the responsibility of building a school commitment vision of the high-quality standards and the success of all students, the school leadership conducts activities with a focus on building a sense of the school community to avoid blame of professionalism. The researcher concluded that autocratic leadership style was the most popular style of leadership employed by principals in Kafa zone Secondary Schools. The study also concluded that lack of school resources in cash and kind to manage school climate, lack of teaching learning infra structures such as; shortage of text books and students desks, lack of training on school leadership to give management and work load challenges that school principal face. The principals should also undertake in-service courses in order to improve school climate through leadership. The researcher recommended that government and NGOs should allocate as well contribute enough resources to school. The regional education bureaus are encouraged to prepare in-service and pre-service training that will enhance the principal skills on leadership style. Regarding to delegating job, reported that lack of delegating the job to the staff member to carry out their responsibility as challenges that school leadership face. All staff bodies should take their responsibility and perform effectively. School principal should build good relationship and support of community to improve the school climate in area of teaching learning progress and management systems. It is advisable that school leaders exercised participatory problem-solving approach because participatory decision-making build and maintain a trusting and conducive environment in which teachers feel free and comfortable to be performed well the desired objectives Woreda education office and zonal education department should encourage the involvement of school leaders in school climate improvement by identifying the major problems to hinder to achieve the desired objectives of the school. The secondary schools of kaffa zone should take various measures of intervention to develop positive school climates.

ABBREVIATION AND ACRONYMS

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GEQIP: General Education Quality Improvement Program

MoE: Ministry of Education

MTD: Member Team Development

CHAPTER ONE

INTRODUCTION

This part of the thesis presents an introduction to the study which includes: background of the study, statement of the problem, basic research questions that govern the study, the intended objectives, significance of the study, limitation of the study, delimitation of the study, definitions of key terms and organization of the study.

1.1. Background of the Study

School leaders matters for schools' success numerous studies spanning the past three decades link high quality leadership with positive school outcomes. Recognition of the importance of school leadership has led to increased attention to recruiting and preparing school leaders (Hallinger, 2005). According to Lunenburg and Ornestien (2008) school leadership is responsible for the operation of the school and the functions vary by locality and size of the school. School leaders are those persons, occupying various roles in the school that provide direction and expert influence in order to achieve the schools' roles. The principal is primarily responsible for administering all aspect of as schools' operations. It is common practice for the principal to work with some types of community group for the improvement of the school, this group often advisory school committee.

School leadership plays a critical role in creating and sustaining a school. Among other things leadership focuses on learning. It emphasizes the essentials of learning, not only for the students but also teachers and staff. There are three areas integrated in to the means of leadership, first is vision, how the leaders facilitate some actions to improve the students' outcomes and nurture commitments. Second is governance, how the leaders manage and control their staff and encourage their participation. Third is resource allocation, how the leadership place, resource, to support teaching and learning Hallinger and Heck, (2010).

Supporting the above idea Leithwood and Riehl (cited in Dimmock, 2012) defined leadership as the work of mobilizing and influencing other to articulate and achieve the schools shared intentions and goals. Leadership exists within social relationship and serves social ends, leadership involves

purpose and direction, leadership is an influence process, leadership is a function and leadership is contextual and contingent (Leithwood Reihl, 2005).

The government of Ethiopia decentralized the educational system by devolving the decision-making and the service functions from the Federal Government to Regional States and then down to school level. This reform affected management practices in the education sector. Programs like Education Sector Development Program (ESDPs, I-V) gave strong emphasis to strengthening the capacity of the system. In addition, improving the school climate effectiveness and management is one of the goals of these programs. The main aim of ESDP is to improve the educational quality and expand access to education in rural and underserved areas, and to promote girl education (MoE, 2005).

Different directives and regulatory frameworks on how to govern a school system are produced by the federal and regional states. To mention some of them, Education and Training Policy (ETP, 1994), Strengthening of the Management and Administration of Schools (amendment) Proclamation 217/2000, Directive for Educational Management, Organization, Public improved pre-service teacher education; strengthened continuing professional development (in-service) for incumbent teachers; capacity development for head teachers to improve school leadership and management; training for stakeholders in school improvement planning; training for regional and federal ministry officials to improve their planning and budgeting skills and development of national assessment programs, in particular at post-primary levels (MOE, 2008).

The increased public demand for effective school climate has helped to improve not only the content of the educational processes but also the leadership of school systems (MoE, 2004). Policy directions and guidelines prepared at each level show that the role of school principals is critical for successful implementation of educational reforms. To improve quality Ethiopian Ministry of Education has developed general education quality improvement program (GEQIP) that comprises six programs of which management and leadership program is among others. For instance, the Ethiopian Ministry of Education stated that the quality of education depends on the presence of competent and committed school principals (MoE, 2012).

As UNESCO (2005) elaborates, the major tasks of the school principal as instructional leader include: determining objectives, program coordination, being didactic leader, organizing

enrichment programs, undertaking evaluation and examinations, taking remedial steps, and creating conducive school climate.

Similarly, Taole, M., (2013) has stated instructional leaders 'role as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers to climate positive school climate. The set off professional standards for teachers and educational leaders is part of the government plan for developing and maintaining positive school climate with quality of teaching and leadership, and improving learning outcomes for students. The implementation of teachers and education leaders licensing and re-licensing system on the basis of meeting appropriate professional standard is a policy matter described in the MoE policy documents. For instance, The Ethiopian Teachers 'Development Guideline/Blue Print/ addresses licensing and re-licensing of teachers and educational leaders will be introduced in the system and implemented by ensuring that the leadership and professionals meet the set standard that will serve as a guarantee for them to continue in the profession and leadership skills (MoE, 2010).

Principal leadership is the basic concern for all organizations and institutions in different countries around the world. principal leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche& Moorman, 2008). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). Principals' leadership influence their staff and students; their perceptions change based on whether or not the staff and students recognize their leaders' actions as competent (Grobler, Bisschoff, & Beeka, 2012), and as someone who embraces the power of the relationships among the students and adults in the building (O'Malley, Meagan, Voight, Renshaw and Fklund, 2015). Principals influence tactic therefore is the way a school principal leads their school. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job.

Principals' roles are numerous and range from managing the day-to-day functions of schools to introducing different methods, procedures and ways of doing things to make their schools effective

and efficient (Marzano, 2003; Ross & Gray, 2006). Hence, principals are expected to possess the necessary knowledge and leadership skills to effectively lead their schools and to improve students' learning and achievement (Ross & Gray, 2006). They must be able to encourage and motivate their staffs to accept the initiative and to provide the necessary resources and support for the staff to successfully improve students' achievement (Anderson, 2004).

A positive school climate has been found to be positively related to indicators of school success, such as standardized test scores, annual yearly progress, and school report card information (DiStefano et al., 2007). Furthermore, it is seen as strong interpersonal relationships, ongoing support for students' self-regulation and create a positive context for teach (Beth Doll, 2010). This indicates that, school climate is concerned with the relationships exists among students and teachers.

As well as the relationships among schools, families, their communities and leadership behaviors, those involve recognizing accomplishments taking immediate action. Explain positive variations in how employees feel about have to stay with the organization. In other word, it can be said that employees' feeling of have to stay in the school increases as leadership behaviors increases (Leithwood, 2010).Principal leadership, have a key role to play in setting direction and creating a positive school climate including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.

Therefore, school leaders' knowledge and ability to apply leadership skills and tactics are fundamental to creating and maintaining conducive climate for teaching and learning. Hence, this study wants to assess the influence of principal leadership practice on school climate in secondary schools of Kaffa Zone.

1.2. Statement of the Problem

In Ethiopia, the education policy and its consecutive action plans gave due attention to effective school leaders because they are considered as the cornerstones of effective schools and that the ability of schools to succeed is inevitably tied to the competency of the school leaders. In this regard, ETP (1994) stated that educational management is democratic, professional, coordinated,

efficient and effective, and will encourage to participating other stake holders to create conducive learning environment. Therefore, promoting positive school climate needs high commitment and skill of the principals.

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school climate including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances i.e., creating positive school climate. Moreover, according to MoE (2015), school principals will use their training to establish structures and processes at the school level that support shared leadership in which everyone has collective responsibility for student learning and for the overall environment of their school.

Some of related oversea studies undertaken in the area of the importance of school principals in creating and sustaining positive school climate brought comparable results. One of these studies result by O'Hanlon & Clifton's (2004) portrayed that the principal can promote or destroy a school through the climate he/she creates.

In addition, another study in field indicated that unfavorable school climate due to ineffectiveness of school leadership, experienced sexual harassment either from schoolmate or school workers (Oyetunji, 2006 and Spicer Felecia V., 2016). Establishing or maintaining a positive school climate is crucial to quality education as is indicated in the research (Gunbayi, 2007; Gottfredson et al., 2005; Zullig et al., 2010). Additionally, when teacher morale is high, an environment conducive to learning is evident (Lumsden, 2008).

There are some related local studies. For example, Tewodros (2020) conducted on school leadership practices and challenges in Bole Sub City Beshale Cluster Private Secondary Schools. His study has shown that private school leaders in Bole Sub city were practicing leadership to a satisfactory level.

The study also found inappropriate interference of school owners, teachers' performance and self-motivation and student disciplinary cases were the challenges for practicing leadership in high schools and bring school improvement. The study revealed that school leaders need more work to bring effective change and enhance school improvement. Yohannes Assefa (2018) conducted on perceived contribution of school leaders' behavior to students' academic achievement In

Secondary Schools of Addis Ababa. The result of the study revealed that, concerning to perceived school leaders' behavior includes the school leaders' leadership decision, communication, leadership behavior, and leadership effectiveness from respondent description where the main and has a great contribution to the student's academic achievement.

Tamrat (2018) conducted on practices and problems of secondary school leadership in Oromia Special Zone surrounding Finfinne. The findings of the study revealed that the functions of school leadership were not well performed by each principal in the school, that is regular functions of school leaders planning, setting vision, setting goal, the capacity of lead, staff development, evaluation, supervision, research work, decision making, and communication. Furthermore, the study revealed that school leaders faced problems like overburdened administratively, lack of finance resources and lack of skills and training. With regard to the oversea and local studies, there were no studies yet been conducted on practice of principal leadership style on school climate. The practice of principal leadership style on school climate in the selected secondary schools is not well practiced.

The practice of principal leadership is being tackled by low community participation, lack of facilities in most schools and lack of motivation. Thus, the influence of principals' leadership practice in promoting positive school climate was not well addressed by any academic research with reference to secondary schools of Kaffa zone.

In addition to the above-mentioned studies, my working experience as a school principal have seen and being seeing very low principals' leadership practice which influence school climate in secondary schools. Due to the above reasons the researcher was initiated to fill research gap on influence of principals' leadership practice on school climate in secondary schools of Kaffa zone.

This study has the following leading research questions:

1. What leadership styles are predominately practiced by principals in secondary schools of Kaffa zone?
2. To what extent does principal leadership practice influence school climate in secondary schools of Kaffa zone?
3. How the school principal leadership practices influence the norms, values and interpersonal relationship of the school?
4. What are the challenges of the principal leadership practice In influencing and promoting school climate in secondary schools of Kaffa zone?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to assess influence of principals' leadership practice on school climate in secondary schools of Kaffa zone.

1.3.2. Specific Objectives

Specifically, the study has the following specific objectives:

1. To identify the types of leadership styles mainly practiced by principals in secondary schools of Kaffa zone
2. To examine the extent to which principal leadership practice influence school climate in secondary schools of Kaffa zone
3. To explore how the school principal leadership practices influence the norms, values and interpersonal relationship of the school
4. To differentiate the challenges of the principal leadership practice influencing in promoting school climate in secondary schools of Kaffa zone.

1.4. Significance of the Study

This study will have the following significances. The findings of this study will be significant to the secondary school stakeholders such as supervisors, school principal, department head, teachers and students in Kaffa zone. By in sighting the influence of principal leadership style practice on school climate, the study will help the concerned bodies at zonal, woreda and schools'

such as Woreda educational experts, Education office head, Supervisors, principals, teachers and community together to reshape the management system of school climate and promoting quality education in positive school climate in secondary schools. Moreover, this study will create a clear picture for other researchers and academicians on the appropriate principal influence on school climate in secondary schools' level in the zone. The study will add literature to the sparse body of knowledge on related area of the study in secondary schools. It also will be a base ground spring for further study on influence of principal leadership practice in promoting positive school climate in secondary schools in Kaffa zone.

1.5. Delimitation of the Study

The research was delimited this study in selected secondary schools in Kaffa zone. To make this research manageable, the study is geographically delimited to secondary schools of Kaffa zone of SNNPR state. It has twelve woredas and two towns administrative with 58 secondary schools in the zone. It would have more impact, if the study could have included all woredas. However, such study requires much resource, time, and human power.

Because of this, geographically it covered 7 secondary schools from three woredas and one secondary school from one city administrative. The selection of the schools as setting for the study is based on the researcher experience as a student, as a teacher and as principal in the schools that helped the researcher to sense the problem. Conceptual, this study was delimited to two variables principals' leadership and school climate. School principal is independent variable and school climate is dependent variable.

1.6 Limitation of the Study

The research work not to be free from limitation. While conducting this study the researcher faced shortage of time and COVID-19 related problems such as fear to make greeting with others and over uses of facemask. But the researcher made time schedule and positive approach with participants to cove gap among the researcher and participants regarding COVID-19. Hence, the progress of this study was not hampered by these limitations.

1.7. Definition of Key Terms

Leadership: the art of motivating a group of people to act to achieve a common goal

Leadership style: is a manner and approach of providing direction, implementing plans and motivating people.

Principal leadership practice: represents the responsibility and actions principals utilize to direct and influence their staff as well as their school's climate.

School leaders: In relation to this study, school leaders include principals, vice principals' who are working in the schools.

1.8. Organization of the Study

The research report is encompassing into five chapters. The first chapter deals with the introduction part which consists background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms. The second chapter provided the review of related literature pertinent to the study. The third chapter deals with research methodology that incorporates, research design, research methods, sources of data, population, sample size and sampling techniques, data collection tools, procedures of data collection, methods of data analysis, validity and reliability of the instruments and ethical consideration. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. The fifth chapter presents summary of findings, conclusions and recommendations of the study. Finally annexed at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Leadership

Leadership is defined as a process of directing and influencing the task related activities of group members to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent through activating changes in employee attitudes, belief, values, or behaviors of others. Accordingly, Yukl (2008), supports this idea as leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives. Leadership on the other hand, according to Ubben, Hughes & Norris, (2001:14) is characterized by change and constant improvement that leader persistently analyses the standard to ensure that the organization is accomplishing its goals; otherwise, the leader initiates change to improve standard.

In this regard, Bennis and Nanus (1985:21) argue that 'managers are people who do things right and leaders are people who do the right thing'. Ubben, (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, principals as leaders do manage but use their management skill from a leadership viewpoint.

There are other views which differ from the more traditional perspectives, Sergiovanni (2019:22), for example perceive leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organization.

In the contemporary context, Dubrin (2008:2) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organization should be, convince followers and channel all activities toward accomplishing it.

Hoy and Miskel's (2001:393) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organization with the aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach's emphasis is on transformation that brings positive change in the organization, groups, interpersonal relationships and the environment.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization.

Accordingly, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. He/she is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to improve their inter-group relations in and the outside school.

In relation to this, school leadership refers to influencing parents, teachers, and students to identify, understand, and find solutions to the problems that they face. According to Sergiovanni, (2019) school leadership focuses on influencing parents, teachers, and students to follow the leader's vision. He further describes that, leading school is not only pursuing useful goals that meet the needs of parents, teachers, and students, but goals that elevate them to a higher moral level. Thus, leadership means enhancing purpose, meaning, and significance that parents, teachers, and students experience by serving shared ideas and ideals.

Generally, though various definitions of leadership offered by different experts on different times in different ways, most definitions share some common understandings on the assumption that it is a process of influencing group activities towards the achievement of certain goals. Specifically, they suggest several components central to the phenomenon of leadership. Some of them are as follows: Leadership is a process, leadership involves influencing others, leadership happens within the context of a group, leadership involves goal attainment, and these goals are shared by leaders and their followers.

2.2. Principal Leadership Practice

Principal leadership has become a priority in education policy agendas in nationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. Ahimed highlighted principal leadership practice include framing school goals, communicating school goals, supervision and evaluation of instruction maintaining high visibility. In today 's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interests of parents, teachers, students, and they need to be sensitive to the widening range of student needs (DeVita, as cited in Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

2.3. Functions of Leadership

Leadership provides a clear vision and sense of direction for the school. They priorities. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their program of staff development on the real needs of their staff and school. They gain this view through a systematic program of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students.

Leadership functions are basic elements that could create development and change within a given institution. To keep in a better way, a leader maintains high morale among the members of the group being led by him. As Moshal, (2009) stated the common function of leaders may be enumerated as: moral is boasting through motivation, support function, satisfying the needs of members, accomplishing common goals, representing members and creating confidence.

Moreover, Moshal suggested that influence based on personal power is associated with greater effectiveness. Furthermore, the authors identified the following six important leadership functions such as develop goals, policies, and direction; organize the school and design programs to accomplish the goals, monitor progress, solve problems, and maintain order; procure, manage and allocate resources; create a climate for the personal and professional growth and development; represent the school to the district office and the outside world. Therefore, the above-mentioned functions that facilitate effective school leadership have been used as a benchmark for evaluating effectiveness.

Every leader in every organization performs certain roles/tasks for the smooth running of the roles; formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). However, Gary, (2010) Leadership is an important role requirement for managers and a major reason why managerial jobs exist. The manner the leader performs these roles and directs the affairs of the organization is referred to as

his/her leadership style (Oyetunji, 2006). Thus, leadership tactic is the way or manner and approach of a leader providing direction, implementing plans, and motivating people. Therefore, suitable approach to the school situation impacts the endeavor of enhancing positive school climate.

Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style. Moshal (2009) told leadership style of a leader to a large extent is a result of his personality and experience, situational variables and type of followers to be led by him. Thus, leaders choose to perform the above-mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff.

2.4. Leadership Theories

The leadership concept has been supported by various theories which have been developed through several stages of evaluation, ranging from the evolution of leadership theories to the transformation theory of leadership. However, leadership literature reveals that theories have been refined and modified with passage of time and none of the theory is completely irrelevant. As mentioned earlier, relevance depends on the context in that it is applied. The type of leadership applied in functions entailing very high degree of precision, confidence level, sensitivity, care and technical expertise may be different than in simple management-oriented portfolios, as one that does not fit all heads (Bruce, 2010). This is to mean that situations, contexts, culture, working environment, new laws and regulations, information overload, organizational complexities and psycho-socio developments remarkably impact the leadership concept thereby, making it commensurate to the changing organizational dynamics (Bruce, 2010). The focus of all theories on leadership is to determine organizational effectiveness.

The earliest theories of leadership focused on the performance of great men. Analysis of such heroic tributes gave rise to the Great Man Theory of Leadership, which contends that leaders are born, not made. This theory posits that certain individuals are endowed with leadership traits that cannot be learned (Perren & Burgoyne, 2001).

Thus, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Tigistu, 2012). A review of the leadership literature reveals an evolving series of 'schools of thought' from “Great Man” and “Trait” theories to “Transformational” leadership (see table below). Whilst early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

Table 1. Descriptions of Leadership Theories

Theories	Assumptions
Great Man Theories	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories.
Trait Theories	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.
Behaviorist Theories	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers.
Situational Leadership	This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.
Contingency Theory	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.
Transactional Theory	This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.
Transformational Theory	The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance.

Source: Bolden *et al.* (2003)

Each of these theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of “dispersed” leadership. This approach, with its foundations in sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organization rather than lying solely with the formally designated ‘leader’. The emphasis thus shifts from developing ‘leaders’ to developing ‘leadership’ organizations with a collective responsibility for leadership (Bolden *et al.*, 2003).

2.5. Leadership Styles

Every leader in every organization performs certain roles/tasks for the smooth running of the roles; formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2002). However, Gary, (2010) Leadership is an important role requirement for managers and a major reason why managerial jobs exist. The manner the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunji, 2006). Thus, leadership style is the way or manner and approach of a leader providing direction, implementing plans, and motivating people. Therefore, suitable approach to the school situation impacts the endeavor of enhancing positive school climate. Principal leadership style has a major impact on school climate and the learning environment (pepper and Hamilton, 20002). A principal can lead in a way which promotes a positive school climate ,thus increasing student achievement.

Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style. Moshal (2009: 392) told leadership style of a leader to a large extent is a result of his personality and experience, situational variables and type of followers to be led by him. Thus, leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff.

Conclusively, Likert's management model is mainly based on management activities such as planning, decision-making, communicating, controlling etc. These activities form the framework for defining the four managerial systems from which four management styles are derived. In other words, Likert's proposition is that a manager is categorized as authoritative-coercive, authoritative-benevolent, consultative or participative based on how he/she makes decisions, communicates, organizes and carries out other management tasks, and the amount of involvement he/she allows from group members in the decision making process (Oyetunji, 2006). Furthermore, Suleiman (2015) in his study concluded that leadership styles (authoritarian, democratic and laissez-faire) are something that may vary in every situation. In practice, most leaders reflect some combination of the different types of styles based on the use of authority, which the most basic three styles are briefly discussed below

2.5.1. Autocratic or Authoritarian Leader

Autocratic leader tends to make all decisions by themselves. They will argue that this is the most effective style to complete a lot of tasks in a short period of time. That is indeed the strength of autocratic leadership, but its weakness is that the decisions may be opposed or questioned, which in turn increases the likeliness of conflict and the refusal to cooperate.

Autocratic leaders underestimate to what extent they depend on others. School rules that are imposed without discussion are disobeyed more frequently, which is counterproductive in dealing with misconduct and bullying. Autocratic leadership often follows the status quo and given conventions, offering little in terms of innovation and development. Academic results are poor in autocratically led schools, as the students' specific needs for support and encouragement receive little attention.

Autocratic leaders assume full responsibility and authority to lead members of the group towards the accomplishment of common goals (Moshal, 2009). Leaders according to him, tells her/his employees what she/he wants done and how she/he wants it done, without getting the advice of her/his followers. They assign well-defined tasks to members and seek performance without any deviation.

Thus, autocratic leaders take decisions and ask members to just implement them. Such leaders expect that members should follow given orders and instructions blindly and show full loyalty to the leader. The employees perceive the manager as an inconsiderate leader who is only concerned about completion of tasks. Employees see him/her as a leader who does not consider employee cooperation as a crucial issue in the organization (Oyetunji, 2006). Even though there is little upward communication within the organization, suggestions from employees are disregarded by the manager because of lack of trust. Downward communication is characterized with suspicion. Thus, employees distort the messages, instructions and circulars. This is because employees believe that the communication is serving only the interest of the managers.

Team work does not exist; teachers are used to achieve goals. They have no say in how they should perform their work and they are expected to work hard to achieve the goals set by the managers. Even though teachers overtly accept their responsibilities because of fear, they resist covertly. As a result, employees disregard the process in a subtle way by giving excuses when they have to carry out their duties. Teachers are dissatisfied with their work and this leads to informal grouping for the purpose of opposing the goals of the school (Roth, G., 2011)) warns against this type of leadership behavior as managers of successful organizations emphasize consultation, teamwork and participation.

2.5.2. Democratic or Participative Leader

Democratic leader offers the potential to overcome the weaknesses that the other types of leadership tend to develop. A democratic school leader ensures that all members of the school community are involved the decision-making process but participation will vary, depending on the context. In some cases, he may confine himself to facilitating an agreement among the staff or the whole school community, or accept a decision he does not support himself. Leadership and responsibility are shared, and frequently there are leaders of subgroups. The more members of the school community participate in the process the school leader, the staff, students, housekeepers, office staff, perhaps also parents and external stakeholders, the clearer the picture of different interests, views and values will be.

The strength of democratic school leadership lies in its potential to produce decisions and solutions that are widely accepted and supported, provided all interests and queries have been taken into account. The learning effort required for the different groups in the school community to develop their full participation potential may be quite daunting, but it is rewarding. “The school community can develop a democratic school culture with an open and friendly atmosphere. Its members will be more motivated and committed, formal and informal communication will thrive, both involving the school leader and the school community. Discipline will improve if the students feel responsible for their school as well. The school will achieve higher academic results by accommodating the diversified abilities and talents of its students (Singh and Billingsley, 2013).

The leader has complete confidence and trusts in the employees. Thus, the workers are involved in the management of the organization and such leaders seek their maximum cooperation to implement goals. The workers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress toward goals. There is good employee-management relationship and the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment (Hersey, Blanchard and Johnson 1996).

The employees work together as a team and they feel more engaged in the process. This is because the manager creates a situation where everybody participates fully in the activities of the organization. Everybody strives to make the organization a better place to work in. Communication flows to and from the hierarchy, and also among colleagues. The manager’s behaviors include coaching team members, negotiating their demands and collaborating with others. The manager still assumes the responsibility of whatever decision that is taken. Informal grouping exists, which works to the achievement of the organization goals. They seek feedback and prioritize team member development (Derek A. P., 2014).

The effect of democratic leadership style approach on positive school climate is prominent, that has benefits for teachers and education support professionals (Bradshaw, et al., 2010). Research shows that when educators feel supported by their administration, they report higher levels of commitment and more collegiality (Singh and Billingsley, 2013).

Likewise, schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioral outcomes (Brown and Medway, 2007). School climate efforts also have the potential of increasing job satisfaction and teacher retention.

Leaders follow democratic principles of majority rule in deciding matters. They also provide opportunities to members to express their ideas, opinions and give suggestions. They enjoy the confidence and loyalty of group members. Such type of leaders is considered a key to productive and happy employees. This is because leaders listen to members, look into their problems and share experiences with them (Moshal, 2009). But this style of leadership is criticized; in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects.

Thus, it ignores the aspect of productivity and emphasizes more involvement and participation of members in decision-making that, lead to more time consuming, because the members take their own time to express their viewpoint and give suggestions. In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process. So, it works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action (Moshal, 2009).

2.5.3. Laissez Faire Leader

Laissez faire school leader is characterized by the lack of clearly defined procedures for decision-making and little involvement by the leader in decision-making processes. Time for discussions is not clearly limited, so the efficiency of decision-making and school management is poor. On the other hand, the strength of this type of leadership is a low level of aggression and conflicts in the school community.

Such leader assigns responsibility and delegate authority to members being represented by him. However, the leader is still responsible for the decisions that are made. The leaders permit members to begin work on their own at a time they think is good and do not interfere in their working their best.

Thus, without exercising formal authority and control over the activities of group members they direct them. Free rein leaders leave everything to the members believing that they are fully competent and capable of doing everything. He preaches self-discipline and self-regulatory control to them (Moshal, 2009).

In this regard, free rein leadership style is almost contrary to the autocratic style that, there is no person of authority in the organization. This is because a free rein leader allows his followers to determine goals and find suitable means to achieve them. It is marked by a high degree of decentralization of authority and horizontal communication among fellow. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions (Oyetunji, 2006).

In modern organizational setting, such types of leadership may not contribute effectively because of the reason; in those situations, in which members are competent, fully conscious of their responsibility, well-motivated and experienced employees (Dubrin 1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. It is good to mention that this style is the extreme a manager can go. However, while one is not denying the possibility of having this type of leadership in schools, it is probably rare to come across it.

2.6. School Climate

School Climate encompasses a school's overall culture. A culture that is created by the beliefs, attitudes, stated and unstated norms that shape and influence every aspect of how a school function. That culture deeply informs the day-to-day experiences of students in their school environment. This includes everything from teaching practices, to how adults engage with students, to the relationship's administrators, teachers, parents, and students hold with one another, to the degree a school embraces and celebrates racial and cultural diversity in and outside our schools.

Various researchers and educational reformers have defined school climate in different ways, but there seems to be consensus on what constitutes school climate. Oyetunji (2006) assert that school climate is the 'heart and soul' of a school; the feature of a school that motivates pupils, teachers and the school leaders to love the school and desire to be there each school day.

Moreover, (MoE, 2013) define School climate as, the feelings and attitudes about a school expressed by students, teachers, staff and parents in which they “feel” about being at school each day. Thus, as the heart and soul are used metaphorically to emphasize the importance of school climate; it motivates and gratifies school members that they feel comfortable while in school making them to be attracted to the school. In view of this, climate is the aspect of the school that gives it life and reveals values that the school cherishes.

Principal leadership is possibly the important single determinant of an effective learning environment. Skilled leaders correctly envision future needs and empower others to share and implement that vision. Fullan (2003) pointed out that "only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement".

The climate of the school includes the unwritten beliefs, values, and attitudes that become the style of interaction between students, teachers, and administrators. School climate sets the parameters of acceptable behavior among all school stakeholders, and it assigns individual and instructional responsibility for school safety. Because schools have become very complex organizations, principals must move beyond occasional brilliant flashes to methods of continuous improvement.

School climate, leadership, and quality instruction are frequently associated with effective schools. In addition, principals' perceptions of their own leadership styles can be compared with teachers' perceptions of their principals' leadership styles.

Early research by Adams, J. Khan, H., Rae side, R. & White, D., (2007) found that correlates of effective schools include strong leadership, a climate of expectation, an orderly but not rigid atmosphere, and effective communication. Leaders who fully understand leadership theory and improve their ability to lead are able to reduce employee frustration and negative attitudes in the work environment. Ubben and Hughes (1992) stated that principals could create a school climate that improves the productivity of both staff and students and that the leadership style of the principal can foster or restrict teacher effectiveness.

According to Hershey and Blanchard (1988), the Situational Leadership Model that identified four styles of leadership (autocratic, democratic, encouraging and social, and laissez-faire) discussed

these factors in determining effectiveness of school leaders. Leithwood, K., Anderson, S. E., (2010) also described it as a pattern of students', parents' and school personnel's experience of school life, which reflects norms, goals, values, interpersonal relationships, teaching learning practices, and organizational structures. This why, Lindsey, Catherine & Johns (2013) express school climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. In this regard, a positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students. It is also strong interpersonal relationships and ongoing support for students' self-regulation creates a positive context for teaching-learning (Beth, 2010).

Specifically, schools with positive climates tend to have less student discipline problems (Thapa et al., 2013) and aggressive and violent behavior (Gregory et al., 2010), and fewer high school suspensions (Lee et al., 2011). Thus, a positive school climate is central to a healthy, successful and fulfilling work environment (Melbourne, 2009). Therefore, School climate is a significant element in discussions about improving academic performance and school reform.

A positive school climate can enhance staff performance, promote higher morale, and improve student achievement (Freiberg, 1998). Heck (2000) and Goddard, Hoy, and Hoy (2000) linked school climate and student achievement. School climate may be one of the most important ingredients of a successful instructional program. Without a climate that creates a harmonious and well-functioning school, a high degree of academic achievement is difficult, if not impossible to obtain (Hoyle, English and Steffy, 1985). Bulach et al. (1995) concluded that school climate is a significant factor in successful school reform.

The school climate includes factors such as communication patterns, norms about what is appropriate behavior and how things should be done, role relationships and role perception, patterns of influence and accommodation, and rewards and sanctions (Louis, K., Wahlstrom, K., 2010). Unhealthy school climates contribute to low innovation, low job satisfaction, alienation, lack of creativity, complacency, conformity, and frustration.

Organizational or school climate, in general, is the study of perceptions that individuals have of various aspects of the environment in the organization (Owens, 2007). It is the feel of the school

as perceived by those who work there or attend class at that school. It is the general "we feeling" and interactive life of the school. The climate of a school can be shaped by the actions and behaviors of the building principal (Shafritz, J. M., Ott, J. S., & Jang, Y. S., (2011) found that teacher views of teacher-principal interactions were related to school climate and instructional organization. Principals' behaviors are related to school climate (e.g., effective communication, teacher advocacy, participatory decision-making, and equitable evaluation procedures).

Each school has its own peculiar characteristics in terms of the way people interact, treat and respect one another, which in turn bears on their perception of their school and accounts for their attitude and behavior toward school and the quality of school work. Thus, the general perception of the climate as the personality of the organization; and the notion: climate is to organization as personality is too individual (Halpin cited in Oyetunji, 2006). In other words, organizational climate is more or less the people's understanding of the amount of kindness and hospitality they receive as they interact with the management. In effect, school climate is subject to the perceptions of staff and pupils, which again influence their behavior.

Positive school climate is fostered through a shared vision of respect and engagement across the educational system and it has obvious implications for improving the quality of work life for those who work in schools. In this regard, MoE, (2013) positive schools' climate is characterized by a great deal of togetherness, familiarity, and trust among teachers, which referred to as intimacy. Moreover, Melbourne (2009) a positive school climate is often described in terms of high levels of employee participation, a focus on skill development and effective management support.

From the above definitions, it can be inferred that school climate has everything to do with the atmosphere, tone or feeling that prevail in a particular school. It is brought about by the interaction between the school leaders and teachers, among teachers and pupils and between the school leader and pupils. The school as a system of social interaction compels the school leader, teachers and pupils to interrelate at administrative level in area of planning, decision-making, problem solving and control. They also interact through personal matters, which are part of normal school routine. For the purpose of this study, school climate is used to refer to the way the school leaders, teachers,

pupils and parents experience and perceive the effectiveness of school leadership style from their interaction (MoE,2015).

Generally, positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting from Pre-Elementary School to the higher grade.

2.6.1. Importance of School Climate

School climate doesn't refer to the temperature of the building, but it can have the same effects on a teacher's outlook, school management and student's achievement. To realize every system, the school should be seen as a healthy place of learning, where dreams and ambitions of students and parents are the central focus, teachers are motivated to give their best, where all are respected and feel connected with school.

The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. DiPaola, M. & Hoy, W., (2008), argue that a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception; as well as their responses to learning objectives in school environment.

Pupils who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nurtures, supports and challenges them. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally.

According to Brooks (2009), pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Many adolescents join gangs to satisfy this need for connectedness and a sense of identity. Related to this feeling of belonging is the importance of helping each student to feel welcome, thereby reducing the feelings of alienation and disconnected.

In short, school climate is a critical factor in behavioral, academic, and mental health outcomes. More importantly, it is critical to understand that student voice, space and time for relationship building, and investing in the development of teachers and staff are essential building blocks for high quality and thriving schools. These building blocks promote positive continuously improving environments where young people feel safe, supported, and belonging in school. Ultimately, establishing positive school conditions and climate takes all of us leading together. When students and educators work together to create a positive school climate it “has been proven to increase student academic achievement for all student groups, improve student and staff morale, and contribute to both teacher retention and teacher feelings of effectiveness.”

2.6.2 Climate as Personality

Brown, K. E., & Medway. F., (2007) state that although the school is not an organic being in the biological sense, it has the qualities of a living organism in the organizational sense. They explain that beyond the physical structure of the school, there exist other elements that mirror the way people interact, which account for the social fabric that attends the working and learning condition in the school. Halpin cited in Oyetunji (2006) portrays school climate as organizational ‘personality’ in conceptualizing the climates of the school along an open-to-closed continuum. The behaviors of individuals in the school community contribute to school climate. The leader's behavior, teachers' behavior, pupils' behavior and parents' behavior constitute the type of climate that exists in the school.

Moreover, the type of climate that prevails in a school reflects the level and or type of interaction between the principals and teachers, among teachers, between teachers and pupils, among pupils and between parents and the school. Oyetunji (2006) highlights different types of climates that exist in schools: open climate, autonomous climate, controlled climate, familiar climate, paternalistic climate and closed climate. These climates can be described along an open to- closed continuum.

(a) Open climate

An open climate is used to describe the openness and authenticity of interaction that exists among the leaders, teachers, pupils and parents. Hoy and Sabo (1998:125-128) state that an open climate

reflects the school leader and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. The school leader, according to these researchers, shows genuine concern for teachers; he/she motivates and encourages staff members (high supportiveness). He/she gives the staff freedom to carry out their duties in the best way they know (low directive). He/she does not allow routine duties to disrupt teachers' instructional responsibilities (low hindrance).

Also, in a school characterized with open climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that pupils succeed (high commitment). They care, respect and help one another as colleagues and even at personal level (high collegial relations). As a team they work for the success of pupils. Both the leader and teachers are accessible and approachable they maintain close relationships with pupils and parents (Halpin cited in Oyetunji, 2006). Hoy and Tarter's cited in Oyetunji (2006) findings reveal that high supportive leader behavior, low directive leader behavior, high engaged teacher behavior, and very low frustrated teacher behavior are attributes of an open/healthy organizational climate.

(b) Autonomous climate

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The leadership models enthusiasm and diligence. Both teachers and pupils are happy.

There is no external threat or influence. Teachers have great desire to work and pupils are highly motivated to learn. There is close relationship among the leader, teachers, pupils and parents (Halpin, 2006).

(c) Controlled climate

Hard work is the major characteristic of controlled climate. Even though the leader does not model commitment, hard work is over-emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Pupils are also

hard working, but are given little time for participation in extracurricular activities. The leader often employs a direct approach, keeps his/her distance from teachers, pupils and parents in order to avoid familiarity. Parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Silver & Halpin cited in Oyetunji, (2006).

(d) Familiar climate

Familiar climate depicts a laissez-faire atmosphere. The leader is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the leader runs the school: they do not share same views with the leader and their colleagues. As a result, those who are not committed, form a clique because they are of the same attitude, they become friends. Most pupils do not take their studies seriously and some of them give flimsy excuses to be out of class or absent from school. Most parents are not involved in their children's education, they are not keen to find out what their children do or do not do in school. They do not think it is important to attend Parent-Teacher meetings. The familiarity between the leader and teachers is so much that the schoolwork suffers (Silver & Halpin cited in Oyetunji, (2006).

(e) Paternal climate

This type of climate depicts an atmosphere where the leader is very hardworking, but has no effect on the staff; to them hard work is not a popular term. There is a degree of closeness between the leader and teachers, but the leader's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic.

As a result, most teachers, pupils and parents prefer to maintain distance from the leader. Often, pupils cannot express their difficulties or problems with boldness and parents visit the school only when it is absolutely necessary (Costley & Todd cited in Oyetunji, 2006), like, for example, on days when the PTA is meeting.

(f) Closed climate

Hoy and Sabo (1998) assert that closed climate represents the 'antithesis of the open climate'. The main characteristic of this type of climate identified by Halpin cited in Oyetunji (2006) is lack of commitment and or unproductive (high disengagement). There is no commitment, especially on the part of the leader and teachers. There is no emphasis on task accomplishment; rather the leader stresses routine, trivial and unnecessary paper work to which teachers minimally respond. The leader is rigid and controlling (high directive).

He/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consequently, most teachers are frustrated and ineffective. Hoy and Sabo (1998) add that there is lack of respect for the leader. Not only that, the teachers lack respects for and are suspicious of each other, the school authority and even the pupils. Teachers are intolerant and divided, thus, there is social tension in the school. Hoy and Tarter's cited in Oyetunji (2006) findings establish the above characteristics of a closed/unhealthy organizational climate as enumerated by Halpin. In this kind of atmosphere, it would be illogical to either expect the pupils to achieve high academic standard or have positive attitude toward the school and each other simply because there is no example to be emulated.

As mentioned earlier, climate types range on a continuum from open to closed climate. In view of the characteristics of each of the above organizational climates of schools as described in Oyetunji (2006), the first and the last types (open and closed), are the two extremes. Thus, they are opposites. Each dimension in an open climate is positive: contributing to a goal-driven learning environment, while each dimension in a closed climate is negative, contributing to a confused, unproductive atmosphere.

For instance, in an open climate, the leader is flexible and gives his/her teachers freedom to function without close scrutiny, which encourages them to put into use their creative talents and put in their best; whereas, in a closed climate, the leader is rigid, controlling and closely scrutinizes his/her teachers. In this situation, a considerable number of teachers are resentful and uncommitted: they show no interest in their job and simply put in minimum effort in performing task given, just for the purpose of earning a living. Similar contrast is seen in autonomous and

paternal climate; the general impression in an autonomous climate is that it is a person oriented as opposed to the task oriented that characterizes a paternal climate. Controlled and familiar climate are similar to paternal climate. Although controlled climate is more task-oriented, yet more open than closed. The familiar is fewer tasks oriented, yet more closed than open (Oyetunji, 2006).

Conclusively, some scholars, for example, Hoy & Miskel (2001) assert that each school has its own unique climate. This is because schools operate in different ways. The type of climate that prevails in a school is the blend of the behavior of the leaders, teachers, pupils and parents in that school. Therefore, climate differs from school to school. Freiberg (2009) opines that climate is an ever-changing factor in schools.

This is because the school leader may choose on specific occasions to adapt a different leadership style, which may have a huge impact on the climate that will lead to a change. Again, a new leader may bring some unfamiliar ideas that may change the existing climate. New teachers in a school may equally have a noticeable effect on the prevailing climate of a school. Another possibility is that new pupils may bring to a school a different atmosphere. Finally, the involvement of parents of new pupils may influence the prevailing climate of a school.

2.6.3. The Effect of Principal's Leadership tactic on School Climate

School leaders or principals are critical in guiding these values, beliefs and behaviors of their school. With this regard, Schein cited in Brooks, R., (2009) stated as an "organizational climate is that exists in an organization, something akin to a societal culture.

It is composed of many physical and psychological phenomena, such as values, beliefs, assumptions, perceptions, behavioral norms, artifacts, and patterns of behavior. Hence, leadership plays an integral role in building positive school climate. According to Tableman (2004), there is no consistent agreement in the literature on the components of school climate or their importance; most writers emphasize caring as a core element. However, some place safety foremost, defining school climate as an orderly environment in which the school family feels valued and able to pursue the school 's mission free from concerns about disruptions and safety. Within each building, the school leaders play a primary role, providing leadership, articulating goals and behavioral

expectations of teachers, and supporting staff in developing an effective school as well as assuring that the climate is an orderly environment (Rae side, R. & White, D.S., 2007).

Leithwood and Jantzi (2000) believed that there are seven dimensions of leadership in schools that contribute to the overall climate and effectiveness of the school. These include the construction of a school vision and establishing school goals, providing intellectual stimulation, providing individualized support, modeling best practice and organizational values, setting high academic standard expectations, creating a productive school culture, and fostering participation in decisions.

By implementing an integrated leadership model each of these dimensions would be addressed and overall school culture improvement would become a priority to promote the school climate. It has become increasingly apparent that great schools are built upon a philosophy and vision that puts students at the forefront. “In schools where students achieve at higher-than-expected levels, leaders are much more focused on improvement of teaching and learning than in similar schools where students perform at lower-than-expected levels” (Robinson, 2011: 18). Effective leaders constantly foster purposeful interaction and problem solving, and are wary of easy consensus” (Fullan, 2001: 5).

Leaders must place high levels of expectation upon both the students and staff in their schools. The increased commitment of employees and an improved morale are just a few of the positive results that leaders will gain by taking an appreciative inquiry approach when they are striving for cultural change within their organization Effective leaders make people feel that even the most difficult problems can be tackled productively.

They are always hopeful, conveying a sense of optimism and an attitude of never giving up in the pursuit of highly valued goals (Fullan, 2001). “By empowering others, a leader does not decrease his power; instead he may increase it-especially if the whole organization performs better” (Moss cited in Bradley, (2016). Leaders who are positive, collaborative, flexible, adaptive, and creative are more highly regarded than those who try and take on all of the power themselves.

Leadership style is affected by teacher motivation, which has been a major contributor to this improvement. Leadership style has been found to have direct effect on school, program and instruction, and student outcomes (Menon, 2014). Marzano, Waters, & McNulty (2003) determined that many aspects of transformational leadership positively correlated with improved student achievement. Eval& Roth (2011) established that leadership style is a significant factor in the motivation of teachers. Hauserman and Stick (2013) shared that increased student learning and more committed teachers were associated with principals who demonstrated traits congruent to transformational leadership. Thus, great schools are built on the premise that student learning and success are the foundational basis for each decision. There has been found to be a direct link between transformational leadership style and the learning of students.

Leaders need to make time to allow teachers to engage in a concerted effort to improve their instructional strategies and leaders should support them through this process. To address constraints imposed by time, successful leaders begin to focus on building the capacity of their teachers through the use of staff development, in order to create more favorable conditions for learning (Jacobsen cited in Bradley, 2016). Lack of time has been identified as a barrier to improving instructional practices. Ensuring that teachers see the importance of instructional focus through time allocated at staff meetings and professional development days is necessary.

2.7. Challenges of Principals Leadership in Promoting School Climate

According to Hussein and Postethwore, (2013) challenges to the school leaders on leadership implementation in creation and sustaining positive school climates may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most leaders face in the initiatives of developing of positive school climate face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and

the rapid and frequent demands for change that come from central authorities. Duffie and Balkon in Marzano cited in Jemal, (2013) also suggested that, in South Africa the initiatives of school improvement were faced lack of material resources; the limited capacity of educational leaders; poor participation and lack of safe environments.

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy into practice is so difficult to achieve.

That is why, the school leaders face different challenges that encumbrance the implementing of the school improvement programs. Most of the school principal who is in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead to the attainment of the goals (MoE, 2007). Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals.

2.7.1. Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities, principal need to have skills and training that make them effective and efficient leader. In line, with this Glatter (2005) states that professional knowledge skill and attitude have great impact on the achievement of organizational goals and objectives and the lack of skills will create an impediment to principals. According to Bennaars (2004) Principals are selected from teacher. All of them have barely any leadership experience or prior training in school administration and management.

Suddenly a head teacher finds himself in a leadership position which calls for a lot of commitment dedication and tolerance. Confirming the idea, McWan (2003:12) states that while many institutions are restructuring their administration programs to provide more opportunities to leadership skills in addition to academic knowledge, a gap remains between the academic and real

world. Thus, lack of skills and training is the common impediments to educational leadership effectiveness.

2.7.2. Lack of Resources

Resources are the means to the end. They matter in terms of school improvement and long-term effectiveness. In research synthesis about practices in high performance schools, the finding that relate to resource is evident Ubben and Hughes (2007). In other words, a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership but if the resource necessary to implement his or her leadership are inadequate, the principals will face a significant impede (Gorton, 2004).

2.7.3. The Press of Duty /Work Overload/

The principal is the one person in a school who oversee the entire program and holds great responsibility of his/her school. Confirming the above idea, Barth, (Sergiovanni, 2001) states that the principal is ultimately responsible for almost everything that happens in the school and out. Strengthen the idea Gorton (2003) states the exercising instructional leadership takes time and energy over and above that which must be spent on administering a school or school district. Responsibility other than instructional leadership will frequently press for the principal's time and drain his/her energy leaving him/her with the feeling that he/she is spread too thin and even though the principal would like to be an instructional leader he/she real does not have the time to function as one. Explain in the above idea, Shields (2004) state that principals are expected to develop learning communities, build the professional capacity of teacher, take advise form parents, engage in collaborative and consultative decision making, resolve conflicts, engage in effective instructional leadership, and attend respectfully, immediately and appropriately to the needs and requests of families with diverse cultural ethnic and socio-economic grounds.

2.7.4. Shortage of Time

Principals are school representative. They have responsibilities over many areas of their respective school. Hence, they become busy in dealing with these responsibilities the whole work days. According to Ubben and Hughes (2007) a school executive day is characterized by one encounter after another with staff members, student's parents, community members, politicians and others

kind of individual or sub groups are myriad and diverse, all of whom have questions and requests and problems demanding principal's time. Thus, lack of time, due to variety of tasks that principals deal with is another biggest problem in principals work (McEwane, 2003).

2.7.5. The Nature of the School

There are many different institutions that exist to give different services for human being. Among them, school is one. Schools are different from these social institutions and perhaps are the most complex of all our social inventions. In relation to this Hanson (2006) states that unlike most other formal organizations, the school has a human product that gives rise to unique problem of organization and management. This is because the main participants in the school system are parents, students, teachers, principals and other staff with different backgrounds and interests.

However, the interaction of these groups and individuals in the dynamic school context may not always be harmonious and conflicts may be some of the outcome thus the process of school governance became exceedingly complex. The challenge of educational leadership becomes even more complex as the school can again be differentiated from other type of institutions in relation to values structure of the community. Schools bring individuals of different backgrounds and culture that may hold quite different values yet be thrown as to increasingly closer interactions with each other (Ayalew, 2009 and Dimmock, 2006).

2.7.6. Lack of Experience

Harris, Day, Hopkins Hadfield, Hargreaves and Chapman (2003) state that beginning, in experienced head teaches principals usually face greater amount of uncertainty difficulties than the previously experienced principals to perform their jobs. Moreover, the variety of new roles that beginner, in experienced head teachers/principal perform during the first year of their leadership create confusion to them, where their vital task in the beginning would be to learn about these roles.

2.8. Roles of Principals Leadership in Promoting School Climate

2.8.1. Providing a Values and Vision

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction. The articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders.

The intent and content of the vision help to motivate all the members of the school community. Reflection on, and communication of, this vision is essential if it is to become part of everyday practice. Thus, linking vision to practice seems to be a vital component in the relationship of the leader and those led.

2.8.2. Managing Staff Relationships

A dominant theme in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership. Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader–staff relationships in ways that link strategic purpose to everyday practices. However, some leaders believe that developing relationships require too much time and resources. This is an inappropriate way to think about relationship-building. Developing relationships for their own sake, or conversely for instrumental purposes, is not what authentic leaders do. But, it is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization. Therefore, building relationships is not just a matter of managing the people in the organization, but of providing the leadership necessary to marshal the most valuable resources, the people.

2.8.3. Making Effective Communication

Good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one-way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication. Large systems are sometimes slow to process issues and problems, so gaps in communication may occur between those who make the decisions and those who implement them. Leaders may assume that everyone in the organization knows where they are going and why, but these are not safe assumptions. Therefore, every means, formal and informal, must be used to keep all stakeholders informed and up-to-date.

2.8.4. Dealing with Poor Performance

The issue of dealing with poor performance in a responsible and professional manner that considers the interests of all concerned emerged as one of the most serious accountability challenges for school leaders. Often, however, educational leaders face the problem of dealing with poor performance and balancing their professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately. Moreover, many leaders feel frustrated by supervisors' reluctance to deal with poor performance, often due to the perceived difficulty of the legal and industrial issues involved. For example, a principal considered it virtually impossible to improve the performance of poorly performing teachers, because, in his view, the union mostly supports the teacher without seeking to find out the facts (Duignan, 2006).

2.9. Creating a Positive School Climate

School climate can be seen in every aspect of the school: from teacher's and student's attendance records, in the classroom, on the bulletin board, during break and lunch times, in the teachers' lounge, from pupils' mobility rates in hallways, and the like. Interestingly, school climate does not exist by accident. For instance, Harris & Lowery (2002) assert that school climate is created and can be maintained unless an alteration occurs in the life of the school. While it is true that behaviors of the leaders, teachers, pupils and parents affect a school climate, to some extent, the leader is central to creating the climate: what he/she does establishes the climate of the school

whether positive or negative (Hall & George 1999). Therefore, at this point, it would be worthwhile to examine how a positive climate can be created and sustained in schools. Scholars like Moorhead & Griffin (2001:488) observe that school climate can be manipulated to directly affect the behavior of people connected with the school. Fundamental to creating a positive school climate are: job satisfaction, recognition of human dignity and teamwork.

2.9.1. Job Satisfaction

Harris & Brannick, (1999) describe job satisfaction as the extent to which workers like their jobs. Deakin & Johansson, (2013) that stated the key process in schools is learning, and the key actors in school are leaders (both administrators and teachers who lead for learning), teachers (especially teachers' professional learning) as well as students (engagement in learning and achievement) that interactively lead to the success of school. These scholars assert that, the quality of education depends upon the availability of qualified and motivated teachers. Moreover, they believe that if quality schooling is the goal of the school, then, the focus should be on creating and maintaining the school climate that will encourage teachers to be committed to their school responsibilities.

Based on the above, O'Malley (2000) asserts that the level of staff's happiness on the job affects the quality of their lives and level of their commitment to work. He goes on to say that teachers who enjoy their job work harder and stay longer on their job compared to those who do not enjoy their job. Otherwise, all efforts to create a happy environment characterized by staff, pupils and parents' involvement may not yield good fruits. He/she needs to use various motivating techniques, for example, praises, recognition, flexibility, and the like, in directing the affairs of the school so that the staff will enjoy their work, pupils will be interested in school and parents will be happy with the school and they will be willing to participate more in the school activities.

The study undertaken by Mhozya (1998), as revealed that teachers' morale is very low due to poor conditions of service. In addition to that, they are not happy with excessive workload, for such as marking several of pupils' work after school.

2.9.2. Human Dignity

People are the heart of the teaching profession. The leader relates and works with people every school day, that is, teachers, pupils and parents. Therefore, as suggested by Azzara (2001), the school leader needs to be people-oriented. He/she needs to remember that teachers, pupils and parents are human and as such they have strengths and weaknesses.

It is therefore, the leader's responsibility to create situations where the strengths of people are tapped for facilitating the achievement of school goals. Benton (1995) believes that the school leader needs to recognize human dignity. This implies that teachers especially should not be perceived as slaves, but as colleagues; it is only then that great work harmony would be created. He explains further that the principal as well as teachers need to balance individual concerns in their private lives with demands of their jobs as the nature of their work require both personal and professional management. The school leader in particular needs to model and facilitate good relations among the school community by recognizing the inherent worth of human beings who depend on him/her irrespective of status or position in the school hierarchy.

The findings of Harris & Lowery (2002) indicate that the leader who respects and treats every member of the school community fairly and equally encourages and emphasizes behavior that create a positive school climate. In addition to that, relating his experiences as a former leader, Heller (2002) affirms that showing compassion to staff makes them more willing to put in extra hours when need be. He believes in Maslow's hierarchy of needs: people function at high levels when their basic needs are met. He goes on to emphasize that personal relationships enhance loyalty and mutual support. Thus, when people are treated as human beings as opposed to machines, then potentials are discovered and utilized to the advantage of the school.

2.10. Sustaining a Positive School Climate

Freiberg and Stein (2009) compare sustaining school climate to tending a garden that requires continuous effort to retain its beauty. Continuous effort by implication involves motivation, evaluation and feedback and staff development.

2.10.1. Motivation

Benton (1995) states that, the need for security, sense of belonging and recognition goes a long way in determining a worker's attitudes and level of performance. This scholar points out that leaders also recognize that individual needs are most of the time satisfied better with recognition and support than with money. This underscores the need for the leaders to make use of praise to motivate the staff.

Fulton & Maddock (1998) and Asworth (1995) opine that school leaders have great opportunity to use the emotion (which already exists in the school) in a constructive way to energize teachers, pupils and parents and maximize motivation, getting them to be personally engaged in school activities in pursuit of school goals. Therefore, as a motivator, the leader needs to consistently acknowledge and praise the performance of teachers, pupils and parents. This, to some extent, would motivate them and therefore enhance their participation and performance in school. A school community with high level of motivation is fun to work in; it can accomplish unthinkable tasks and undoubtedly maintains a positive climate (Steffy 1989).

2.10.2. Evaluation and Feedback

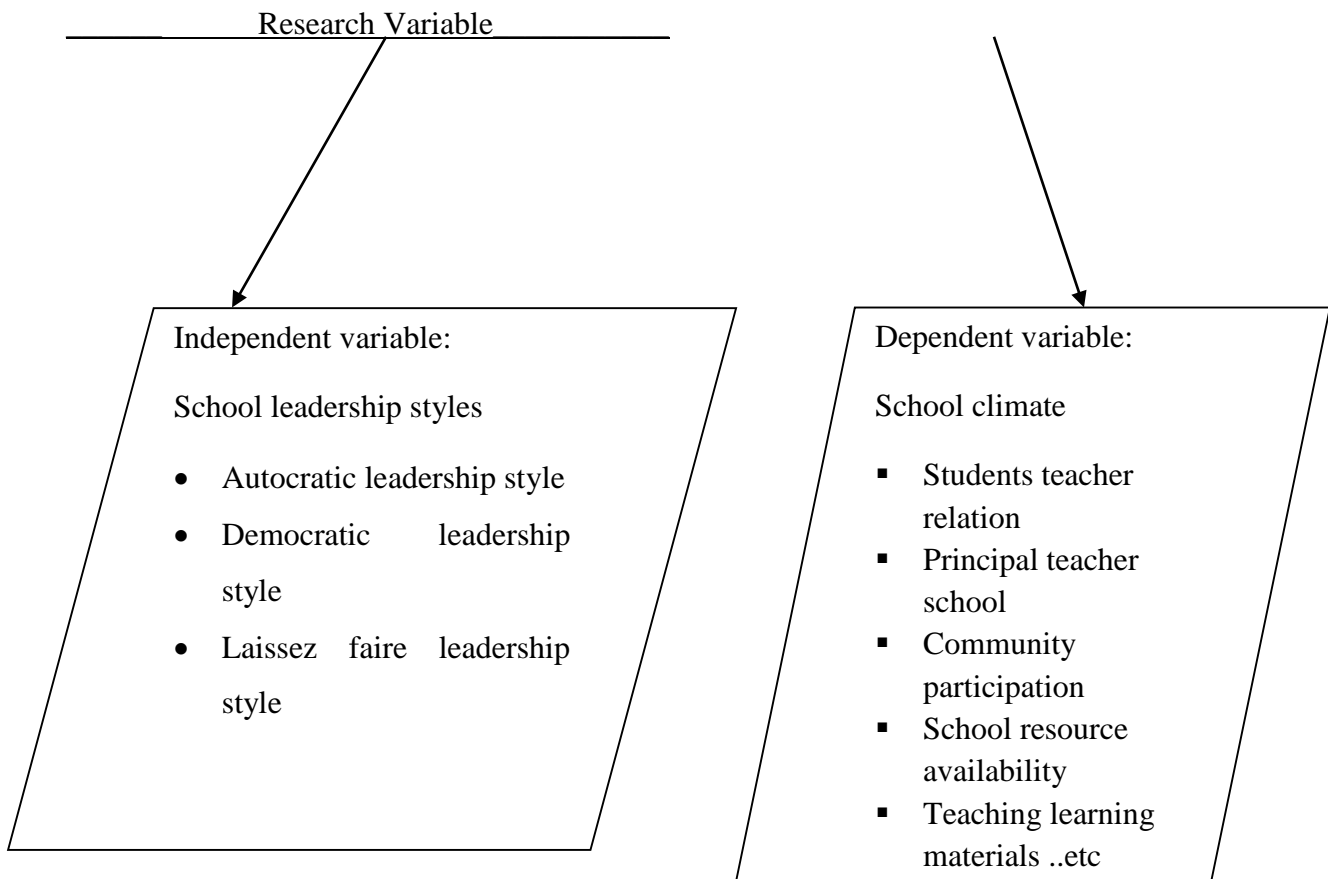
The purpose of evaluating teachers should be to provide them with feedback on their performance (Steffy, 1989). Thus, evaluation should not be seen as an end but rather as a means to an end. In order to maintain a positive climate, the school leader needs to evaluate teachers' performance from time to time to enhance effective teaching. Evaluation is as important as giving feedback. Steffy argues that no feedback means no recognition and no recognition means no reward and this according to her could lead to discouragement and frustration.

On the same note, feedback according to Hill (1997) emphasizes not only the act of, but also how it is given. He explains further that it builds confidence and competence in teachers when it is given in an appropriate way, workers will value it, and thus, their strength and contributions are enhanced. Otherwise, it disappoints and de-motivates them. Therefore, the school leader needs to provide teachers with feedback in an appropriate manner to either encourage them to keep up the good work they are doing or to advise them to improve in one area or the other, this helps the leader to effectively manage teachers' performance. As Hill (1997) points out, people like being

recognized for outstanding performance and teachers are no different from other professionals, they appreciate being guided or praised as the situation demands. Regular evaluation of teachers' work as a means of improving teaching fosters positive climate in schools.

2.11. Conceptual Frame Work

Leader does not relinquish responsibility; rather he/she promote others, encourages shared decision making and build positive relations to promote positive organizational climate.



Here, school leadership has a power to change the condition of school climate and it is independent variable and school climate is dependent variable because it depends on the effectiveness and styles of school leadership.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research design and methodology is very crucial in helping researchers how to address research problems and provides the overall structure for the procedures that they should follow. It is also very important to get meaningful data to achieve objectives of the study. Thus, this chapter presents study research design, research methods, data sources, population, sample size and sampling techniques, data collection instruments, procedures for data collection, validity and reliability check, method of data analysis and ethical considerations.

3.1. Research Design

Research design is often used in all kinds of researches; different definitions have been forwarded by scholars. Based on the objectives and research questions, descriptive research design was applied to collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. The student researcher gathered both quantitative and qualitative data, analyzed both data sets separately, compares the results from the analysis of both data sets, and made an interpretation as to whether the results support or contradict each other. The direct comparison of the two datasets by the student researcher provides a “convergence” of data sources (Creswell, 2012).

3.2. Research Methods

This study utilized mixed method (Quantitative and qualitative approach) through collecting and analyzing mainly quantitative and qualitative data supportively simultaneously. In a foresaid design, one form of data supports a second form of data within a single study. Thus, qualitative data are required to convince, strengthen and credible the results of information obtained quantitatively.

Therefore, the researcher initially prefers a primary (quantitative) method through survey questionnaires data, while a secondary (qualitative) method will collect data through semi-structured interviews and observation will also play a supportive role in the study. There are some rationales to use mixed methods approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen, 2007). Second, mixed method approach is important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2003).

3.4. Sources of Data

The use of various sources of data on the same issue from different sources is significant step to obtain concrete and valuable information. Based on this, the researcher used primary data source only because there are no documented tools in the school to use secondary data source. In this study, the primary sources of data were teachers, school leaders and supervisors of the sample schools.

3.5. Population, Sample Size and Sampling Techniques

The target population of this study is government secondary schools of Kaffa zone. The determination of the population and sample schools is based on the recent static report of Kafa zone Education Department. According to this report there are 58 government Secondary schools in 12 woredas and 2 town administrations. In order to manage the study, 3 woredas and 1 town administration are selected by geographically and road accessibility. Collectively, these woredas and town administration accommodate some 18 government secondary schools. A simple random sampling technique is applied to select sample woredas and city administration. In simple random sampling, every member of a population has an equal and independent chance of being selected.

Accordingly, the selected sample woredas Bita (Bita-Millennium and Meles-Zenawi secondary schools), Shisho-Inde (Kuta-Shoray and Wareta secondary schools), Gimbo (Wushwush and Diri Meles-Metasebia secondary schools), and Wacha city administration (Kulush secondary school) are selected.

There are teachers 360 and 18 school principals (principals and vice principals) are found in sample woredas and city administration. To select 120(33.33%) by using systematic sampling techniques is employed as they have equal ability to respond for the issue under study so that to give equal chance for all in order to avoid sampling bias. Regarding 18 school principals, and supervisors the researcher used purposive sampling technique.

Table 1: Population, Sample Size and Sampling Techniques

Name of the Population	No Populations	Sample Size	%	Sampling Techniques
Teachers	360	120	33.33	Simple random sampling
School principals	18	18	100	purposive sampling
Supervisors	7	7	100	Purposive sampling
Total	385	145	77.77	

3.6 Data Collection Instruments

The term data can be defined as any information that we gather with the help of interview, questionnaire, observation and the like. In this study in order to collect the data on the influence of principal leadership practice on school climate and close ended questionnaires was used. In addition to questionnaires semi-structured interview was employed. Generally, for the purpose of collecting the necessary data questionnaire, interviews and observation was prepared

3.6.1. Questionnaires

Questionnaires is written form that ask exact questions all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires give better uniformity across measurement situations rather than interviews.

Each participant responds to accurately the same questions because standard directions are set to the respondents. Questionnaires are supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. Hence, questionnaires were prepared in English Language and administered to all teachers and principals.

The questionnaire is consisting of two parts. The first part deals with the general background of the participants. The second part is containing the total number of both closed ended and open-ended question items pertaining to the basic questions of the study. A questionnaire was prepared by the researcher to collect information from teachers and school principals because the researcher believed that they are rich the information required to accomplish the research.

Both open-ended and closed-ended questions included in the questionnaire to create an opportunity for respondents to express their feeling freely. This study uses questionnaires to collect data from 120 teachers on issue related to influence of principal leadership practice on school climate. The close ended items were formulated in five points Likert scale (strongly agree/very high= 5, agree/high= 4, undecided/moderate= 3, disagree/low= 2, and strongly disagree/very low= 1) and semi-structured items will be provided for the respondents to express their ideas.

3.6.2. Interviews

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, semi-structured interview questions were prepared 7 secondary school supervisors in each 7 schools on issues related to influence of principal leadership practice on school climate.

The reason using semi-structured interview is its advantage of flexibility in which new questions was forwarded during the interview bases on the responses of the interviewee. The interview question was discussed with the interviewee in Amharic Language to reduce communication barriers and to get more information. The purpose of the interview is to gather more information that may not be easily held by the questionnaires.

3.6.3. Observation

Observation was also use as one method of data gathering tool. Because, the information observed through this method relates to current factual school situation and it also shows what happening without being complicated with past behavior and future intentions or attitudes fact (Kothari, (2004) and Koul, (2006). Moreover, it is a technique that much used in educational research to complement other strategies (David & Robin, 2011). Hence, non-participatory observation is use to assess the relationship between and among school community, culture school climate and the physical conditions of school.

3.7. Procedures for Data Collection

The lengths of time give the researcher ample time to conduct an intensive survey, especially with the interview. The researcher will go through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Then the student researcher contacted with concerned education officials at woreda level to inform them about the purpose of the study and to get their permission to distribute the questionnaires in selected secondary schools in their respective woreda. The researchers personally were distributed and collect the questionnaire for the respondents. Regarding the qualitative data collection procedures, the interviews was conducted personally through face-to-face interaction with the secondary school supervisors in their work place and simultaneously observation will made on the spot of sample schools.

3.8. Validity and Reliability Check

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998).

3.8.1. Validity Check

To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who are involved in providing their inputs for validity of the instruments.

The English version questionnaires was checked and corrected by English subject specialist teachers from Bonga University. Furthermore, the questionnaire was pilot tested at Chena government secondary school teachers and school leaders. Hence, after pilot test the researcher made some amendments to the instrument. For example, some irrelevant ideas and words were omitted and the instrument was modified to keep validity.

3.8.2. Reliability Check

Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample Kothari, (2004). To ensure its reliability, the student researcher will make a pilot test for the questionnaire designed for the study. The questionnaires will be pilot tested at Chena government secondary school teachers (n= 15) and school leaders (n= 2) that are excluded from the actual sample of the study.

Questionnaire was adapted and its reliability was calculated in Crombach alpha in order to check the appropriateness of the instrument in the current research by applying SPSS V20. The instrument presents different variable such as leadership styles, influence of principal leadership style on school climate and challenges of the school principal leadership. The reliability indicated leadership styles (.697), influence of principal leadership style on school climate (.709) and challenges of the school principal leadership (.705) respectively.

The reliability with Cronbach alpha was ranged based on (Hinton et al, 2004). Hinton et al have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

Ensuring their confidentiality and anonymity, the student researcher asks the participants to complete the questionnaires and to be provided feedback thereafter. Using the data collected for the pilot study, the student researcher checks the reliability of the instruments by using the Cronbach's Alpha. A reliability test was performed to check the internal consistency and accuracy of the measurement scale.

3.9. Method of Data Analysis

The collected data from groups of subjects was scored, tallied and arranged before statistical analysis and interpretation. Based on data collection instruments, quantitative data was analyzed using mean and standard deviations. Percentages are used to analyze the background information of the respondents in the area that mean school leaders and teachers; independent sample was used in order to investigate significant differences existing between the responses of teacher respondents and school leaders 'responses on influence of principal leadership practice on school climate.

Qualitative technique helps the student researcher produce more in depth and comprehensive information while quantitative technique helped to ensure high levels of reliability of the data gathered. The data was collected through deep questions tailed, tabulated and filled into SPSS version 20 and interpretation made with help of percentage, mean or standard deviation, p-value and t-test. Because, the percentage is used to analyze the background information of the respondents, whereas, the mean and standard deviation are derived from the data as it is served as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Cohen et. al, 2011).

The interpretations were made for all five-point scale measurement based on the following mean score result. The student researcher computed the quantitative data used mean item scores from 1.0 - 1.49 as strongly disagree, 1.50-2.49 as disagree, 2.50-3.49 as undecided, 3.50-4.49 as, agree and 4.50-5.00 as strongly agree with higher scores indicating higher response score and lower score indicating low response of respondents (Cohen et.al, 2011).

Apart from this mean value used to test statistically significant difference between the mean scores of the two independent groups of teachers and school leaders with significance level at 0.05. On the other hand, the data obtained from the semi-structured interview was analyzed qualitatively. The qualitative analysis had done as follows: First, organizing and noting down of the different categories are made to assess what types of themes may come through the instruments to collected data with reference to the research questions. Then transcribed and coded to date to make the analysis easy.

Hence, qualitative data was analyzed though thematically or using words and narrated. Also, the result was triangulated with the quantitative findings. Finally, the findings are concluded and suggested recommendation was forwarded.

3.10. Ethical Considerations

To make the research process professional, ethical consideration is made. The student researcher will inform the respondents about the purpose of the study i.e., only for academic; the purpose of the study also be introduced in the introduction part of the questionnaires and interview guide to the respondents and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study is bases on their permission. The research has not personalized any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials use for this research have been acknowledged.

CHAPTER FOUR

PRESENTATIONS ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and presentation of data collected through questionnaire, interview and observation. Analysis of data concerns with background information of the respondents, school leadership styles (democratic style of leadership, autocratic leadership style and laissez-faire leadership style), the influence of principal leadership practice on school climate and the challenges principal leadership face in managing school climate.

4.1 Demographic characteristics of the Respondents

Table 2: Demographic characteristics of the Teachers

		frequency	percentage
Gender	male	92	73
	female	28	27
	total	120	100
work experience	0-3 years	10	8.3
	3-5 years	60	50
	5-7 years	41	34.2
	7-10 years	9	7.5
	Total	120	100
periods per week	10 period per week	13	10.8
	10-15 period per week	67	55.8
	15-20 period per week	35	29.2
	above 20 period per week	5	4.2
	total	120	100
Educational level	diploma	9	8
	BA degree	73	61
	MA degree	38	31
	total	120	100

As indicated in table 2, regard to demographic information of the respondents, out of 120 participants 73% of the respondents were male and 27% of the respondents were female. With regard to work experience 8.3% of the respondents have 0-3 years' work experience, 50% of the respondents have 3-5 years' work experience, 34.2% of the respondents have 5-7 years 'work experience and the rest 7.5% of the respondents have 7-10 years' work experience.

Concern with the total number of periods teaching per week, 10.8% of the respondents were replied that they have 10 periods per week, 55.8% of the respondents have 10-15 period per week, 35% of the respondents have 15-20 periods per week and the rest 4.2% of the respondents have above 20 periods per week. This implies that majority of the teachers have maximum 15-20 period per week and minim 10-15 periods per week. In addition to education background, 8% of the respondents were diploma holder, 61% of the respondents were BA degree holder and 31% of the respondents were MA degree holder. From the above data one can infer that majority of the respondents were male and BA degree holders. This implies that secondary school teachers in the study area were not fully qualified in their academic area.

Table 3: Demographic characteristics of the principals

Here 18 principals were participated in this study.

		frequency	percentage
Gender	male	16	89
	female	2	11
	total	18	100
work experience	0-5 years	2	11
	5-7 years	5	28
	7 -10years	8	44
	Above 10 years	3	17
	Total	18	100
Educational level	diploma	--	--
	BA degree	11	61
	MA degree	7	39
	total	18	100

As can be seen in the above table 3 that presents demographic characteristics of principals participated under this study. Out of 18 school principals, 89% were male and 11% were female. This shows us there is less consideration for female in leadership roles in education. Regarding work experience 11% of the respondents were under 0-5 years, 28% (5-7 years), 44% (7-10 years) and the rest 17% of the school principals have above 10 years work experience.

Concerning educational background, out of 18 school principals participated in this study, 61% were BA degree holders and 39% were MA degree holders. This implies that a majority of the principals were male and BA degree holders. This shows that female enrolment in leadership positions in academic issues is less concerned.

Table 4: Demographic characteristics of the supervisors

Here 18 principals were participated in this study.

		frequency	percentage
Gender	male	7	100
	female	—	—
	total	7	100
work experience	0-5 years	5	71%
	5-7 years	2	29%
	7 -10years	—	—
	Above 10 years	—	—
	Total	7	100
Educational level	diploma	—	—
	BA degree	—	—
	MA degree	7	100
	total	7	100

As can be seen in the above table 4 that presents demographic characteristics of supervisor's participated under this study. Out of 7 school supervisors, 100% were male. This shows us there is less consideration for female in leadership roles in education. Regarding work experience 71% of the respondents were under 0-5 years, 29% (5-7 years), have work experience. Concerning educational background, out of 7 school supervisors participated in this study, 100% were MA degree holders.

4.2. Leadership Styles Practiced in the Schools

The part deals with of data collected on leadership styles such as democratic style of leadership, autocratic leadership style and laissez-faire leadership style.

Out of the above stated three leadership styles, democratic leadership style was seen in this part. Democratic leader offers the potential to overcome the weaknesses that the other types of leadership tend to develop. A democratic school leader ensures that all members of the school community are involved the decision-making process but participation will vary, depending on the context.

Having the above information, five different items were developed based on suggestion taking acts, holding discussion, patient and encourages staff and shares information with staff members and encourages staff members to openly express their feelings. Data was collected based on five Likert scales (5=always, 4=often, 3=sometimes, 2=rarely and 1=Never).

4.2.1. Democratic style of leadership

Table 5: Presentation of data on democratic school leadership style

No	Items	N	Mean	Str. deviation
1	My principal solicits suggestions from teachers before making decisions about a school plan	120	3.88	.245
2	My principal discusses his/her plans on co-curricular activities with students before introducing them	120	4.05	.215
3	my principals show understanding of teacher's viewpoints though holding divergent view point with them	120	3.91	.321
4	my school principal is patient and encourages staff to frankly and express fully view points	120	3.95	.301
5	my school principal genuinely shares information with staff members and encourages staff members to openly express their feelings	120	3.86	.354

Based on the above table 5 with regard to democratic style of school leadership, majority of the respondents said that their principal sometimes solicits suggestions from teachers before making decisions about a school plan with (M=3.88, S.D=.245). the findings revealed that the school principals solicit suggestions from teachers before making decisions about a school plan.

As indicated in table 5, of item 1, most of the respondents replied that their school principal often discusses his/her plans on co-curricular activities with students before introducing them with (M=4.05, S.D=.215) revealed that the school principal discusses his/her plans on co-curricular activities with students before introducing them.

Along with 3rd items, majority of the respondents were replied that their principals often show understanding of teacher's viewpoints through holding divergent view point with them with (M=3.9, S.D=.321) the findings indicate that the school leadership understand of teacher's viewpoints through holding divergent view point with them. Leaders follow democratic principles of majority rule in deciding matters. They also provide opportunities to members to express their ideas, opinions and give suggestions. They enjoy the confidence and loyalty of group members. Such type of leaders is considered a key to productive and happy employees. This is because leaders listen to members, look into their problems and share experiences with them (Moshal, 2009).

Regarding to 4th item, the respondents said sometimes school principal is patient and encourages staff to frankly and express fully viewpoints with (M=3.95, S. D=.301). this revealed that the school principal is patient and encourages staff frankly to express fully points.

Along with sharing effective information, most of the respondents said their school principal often shares genuine information with staff members and encourages staff members to openly express idea or information with (M=3.86, S.D=.354) this indicates that school principal genuinely shares information with staff members and encourages staff members to openly express their feelings. Likewise, schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioral outcomes (Brown and Medway, 2007). School climate efforts also have the potential of increasing job satisfaction and teacher retention.

Hence, the effect of democratic leadership style approach on positive school climate is prominent, that has benefits for teachers and education support professionals (Bradshaw, et al., 2010).

Research shows that when educators feel supported by their administration, they report higher levels of commitment and more collegiality (Singh and Billingsley, 2013).

4.2.2. Autocratic leadership style

Table 6: Analysis of data on the autocratic leadership style

No	Items	N	Mean	Str. deviation
1	The principal of my school imposes decisions against the will of the teachers	120	1.50	.564
2	The principal of my school does not accept suggestions that will alter his/her decisions	120	1.48	.454
3	my school principal does not seek to transform things, he tends to be highly resistant to change and he wants to everything to remain strictly as he is, and does not believe in improving working conditions	120	1.41	.634
4	my school principal does not encourage teachers and other bodies to act creatively or think for themselves	120	1.46	.435
5	my school principal allows little or no input from the school members	120	1.38	.653

As data collected and analyzed on autocratic leadership style, majority of the respondents replied that their school principal never imposes decisions against the will of the teachers with (M =1.0, SD=.564) this reveals that the school principal never imposes decisions against the will of the teachers or not promote autocratic style of leadership on the school climate. In the same table, item of 2, majority of the respondents answered that the school principal never rejects suggestions that will alter his/her decisions with (M=1.48, S.D =.454). This indicates that school principal accepts suggestions that will alter his/her decisions.

Regarding to seek to transform, most of the respondents said school principal never seek negative feeling to transform things, he tends to be highly resistant to change and he wants to everything to remain strictly as he is, and does not believe in improving working conditions with (M=1.4, S. D =.634). This indicates that school principal never seeks negative feeling to transform things, he/she

tends to be highly resistant to change and he wants to everything to remain strictly as he/she is, and does not believe in improving working conditions school principal never seek negative feeling to transform things, he tends to be highly resistant to change and he wants to everything to remain strictly as he is, and does not believe in improving working conditions.

Concerning with encouraging teachers, the participants replied that the school principal never discourage teachers and other bodies to act creatively or think for themselves with (M =1.46, S.D=.435) this indicates that school principal encourages teachers and other bodies to act creatively or think for themselves. In last item, the participants replied that the school principal never allows little or no input from the school members with (M=1.38, S.D =.635) this indicates that school principal not mostly allows little or no input from the school members. All the findings gained in each items regard to autocratic leadership styles shows that the school leadership under the study area didn't practice such kind of leadership style in the school.

4.2.4. Laissez-faire leadership style

Table 7: presentation of data collected on laissez-faire leadership style

No	Items	N	Mean	St. deviation
1	My school principal does not show any concern for the day-to-day activities of the school	120	1.56	.561
2	My school principal does not supervise what teachers do in class or in the staffroom	120	1.42	.423
3	my school principal is less concerned about group performance towards attainment of school goals	120	1.30	.304
4	my school principals govern the teacher and other bodies through non-intervention in what they are doing	120	1.31	.317
5	my school principal has no belief in self and others attaining quality performance towards attainment of school climate	120	1.58	.584

Data analyzed on laissez-faire leadership style indicated in table 4, more than half of the respondents replied that the school principal never show negative feeling on any concern for the day-to-day activities of the school with (M=1.56, S.D=.56) indicates that the school principal shows feeling on any concern for the day-to-day activities of the school.

In the same table, of item 2, the respondents replied that the school principal supervise what teachers do in class or in the staffroom with($M=1.42$, $S.D=.423$) indicates that school principal supervises what teachers do in class or in the staffroom.

With regard to group performance, majority of the respondents said that school principals concerned about group performance towards attainment of school goals with ($M=1.30$, $S. D=.304$), this indicates that school principal concerned about group performance towards attainment of school goals.

Along with non-intervention, most of the respondents answered that school principals govern the teacher and other bodies through intervention rather than non-intervention in what they are doing with ($M=1.31$, $S.D=3.17$). This shows that school principal not governs the teacher and other bodies through non-intervention in what they are doing but governs with intervention.

As indicated in table 4, of last item, along with beliefs, majority of the respondents said school principal has never shows no belief in self and others attaining quality performance towards attainment of school climate with ($M=1.58$, $S.D=.584$). This shows that school principal has belief in self and others attaining quality performance towards attainment of school climate.

From the above findings it is possible to say that Laissez-faire leaders delegate decision-making powers to followers. This process creates good learning opportunities for followers. The style becomes more effective when employees are highly skilled and motivated, which is when it helps employees thrive at work. Personality traits that influence leadership style are important factors that ultimately affect thriving at work. Conscientiousness explains the desire for accomplishment and its pursuit. This trait is achievement-oriented and is equated with a sense of responsibility. Since the major theme of conscientiousness is achievement-oriented.it would be strongly linked and related to thriving in the schools.

4.3. The Influence of Principal Leadership on School Climate

The influence of school leadership on school climate is a complicated one, the influence of leadership qualities on follower outcomes and the development of a positive school environment is an important one to note. Leadership is a key component in the development and sustainment of school climate (Bass and Riggio, 2006)

Data was collected based on five Likert scales (1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA))

Table 8: The influence of principal leadership practice on school climate and norms

No	Items	N	Mean	Std. deviation
1	My school leadership visits all the school compound resources such as fence and building of school	120	3.86	.234
2	My school leadership practices the responsibility of building a school commitment vision of the high-quality standards and the success of all students	120	3.89	.343
3	My school principal ensures that the notion of academic success spreading an improved learning outcome that focuses on student progress goals	120	3.86	.211
4	My school leadership conducts activities with a focus on building a sense of the school community to avoid blame of professionalism	120	3.89	.233
5	My school leadership receive the impact of the teacher in creating a strong school climate and enhances teacher performance motivation and regulation, collaborates with staff in a variety of activities including, assessment and problem solving	120	3.95	.332
6	Because of my school leadership effectiveness my school is kept clean and in good condition for teaching	120	3.87	.224
7	My school leadership allows and invite students and parents have access to an adult at school to discuss problems of school climate	120	3.82	.232
8	My school principal does an effective job of running my school climate	120	3.79	.254
9	My school leader aims to elicit the desired performance from the school bodies by motivating them externally	120	3.94	.342

As indicated in table 5, regard to the influence of principal leadership on school climate, majority of the respondents were agreed that school leadership visits all the school compound resources such as fence and building of school with($M=3.86$, $S.D=.234$) this implies that school leadership visits all the school compound resources such as fence and building of school.

In the same table, of item 2, most of the respondents were agreed that school leadership have the responsibility of building a school commitment vision of the high-quality standards and the success

of all students with($M= 3.89$, $S.D .343$).This indicates that school leadership practices the responsibility of building a school commitment vision of the high-quality standards and the success of all students.

Along with item 3, majority of the respondents were agreed that the school principal ensures that the notion of academic success spreading an improved learning outcome that focuses on student progress goals with ($M=3.86$, $S.D =.211$).This implies that school principal ensures that the notion of academic success spreading an improved learning outcome that focuses on student progress goals.

In addition to school community, most of the respondents were strongly agreed that the school leadership conducts activities with a focus on building a sense of the school community to avoid blame of professionalism with ($M =3.89$, $S.D=.233$). This indicates that school leadership conducts activities with a focus on building a sense of the school community to avoid blame of professionalism.

In line with school climate and teachers' performance, majority of the respondents were agreed that the school leadership receive the impact of the teacher in creating a strong school climate and enhances teacher performance motivation and regulation, collaborates with staff in a variety of activities including, assessment and problem solving with $M= (3.95$, $S.D=.332)$. This reveals that school leadership receives the impact of the teacher in creating a strong school climate and enhances teacher performance motivation and regulation, collaborates with staff in a variety of activities including, assessment and problem solving.

Concerning with school leadership effectiveness, the respondents were strongly agreed that because of school leadership effectiveness school is kept clean and in good condition for teaching with ($M=3.87$, $S.D=.224$). This indicates that school leadership is effective and school is kept clean and in good condition for teaching.

Due to discussing school climate, the respondents were agreed that the school leadership allows and invite students and parents have access to an adult at school to discuss problems of school climate with the ($M=3.82$, $S.D=.232$). This indicates that school leadership allows and invites students and parents have access to an adult at school to discuss problems of school climate.

Concerning with job running to school climate, majority of the respondents were strongly agreed that school principal does an effective job of running school climate. The calculated($M=3.79$, $S.D=.254$). This indicates that school principal does an effective job of running school climate.

In last item, few of the respondents were undecided and majority were strongly agreed that school leader aims to elicit the desired performance from the school bodies by motivating them externally with ($M=3.94$, $S.D=.342$). This implies that school leader aims to elicit the desired performance from the school bodies by motivating them externally.

From the above findings, one can conclude that the school culture is democratic, and the leader should treat the staff with respect and establish trust that ensures that suggestions and ideas are valued. Teachers believe that the principal should be patient, tolerant, and understanding so that trust can be maintained result in a positive school climate.

The belief is that the principal should find ways to move the school toward success while supporting each individual (Balyer, 2012). Baylor suggested that inspirational motivation be used to motivate and inspire others. Displaying enthusiasm and optimism among followers is envisioning and attractive. Communicating high expectations, demonstrating commitment towards shared goals describes managers who motivate associates to commit to the vision of the organization (Elmore, 2000).

4.4. Challenges School Principal's Face

Table 9: Analysis of Data on Challenges School Principal's Face

No	Items	N	Mean	St. deviation
1	lack of school resources in cash and kind to manage school climate	120	4.00	.233
2	Lack of teaching learning infrastructures such as; shortage of text books and students' desks	120	3.93	.432
3	Large class size with limited teachers or shortage of teachers in some subject such as English and physics	120	3.91	.289
4	Lack of training on school leadership to give management support for school climate	120	3.92	.872
5	Lack of delegating the job to the staff member to carry out their responsibility	120	3.94	.345
6	Work over loaded in the school that challenges the success of school climate	120	3.93	.543
7	Lack of good relationship and support of community to improve the school climate in area of teaching learning progress and management systems	120	3.90	.634
8	Lack of internal and external facilities to facilitate the instructional process and to provide effective leadership for school climate	120	3.91	.632
9	Unable to create team building for collaborative work in the school	120	1.99	.153
10	Lack of effective communication among school bodies in the schools	120	3.87	.673
11	Difficulties in managing students' culture and beliefs	120	2.21	.107
12	Lack of recreational area in the school	120	3.88	.675

As data can be seen from the above table 6 on challenges school principal face, majority of the respondents were agreed that there is a problem with lack of school resources in cash and kind to manage school climate with ($M = 4.00$, $S.D = .233$) reveals that lack of school resources in cash and kind to manage school climate is one of the major challenges that the school principal face.

Regarding with teaching learning materials, majority of the respondents were agreed that lack of teaching learning infrastructures such as; shortage of text books and students' desks is challenging that school principal face with ($M = 3.93$, $S.D = .432$). This implies that school leadership face lack of teaching learning infrastructures such as; shortage of text books and students' desks.

Concerning with overcrowded students and teachers, most of the respondents were agreed that school principal face large class size with limited teachers or shortage of teachers in some subject such as English and physics with ($M = 3.91$, $S.D = .289$). This implies that large class size with limited teachers or shortage of teachers in some subject such as English and physics is one of the challenges that school principal face.

Due to in service training, majority of the respondents were agreed lack of training on school leadership to give management support for school climate as a challenges school leadership face with ($M = 3.94$, $S.D = .872$). This indicates that lack of training on school leadership to give management support for school climate is challenges that school principal face.

Regarding to delegating job, the respondents were agreed that there is lack of delegating the job to the staff member to carry out their responsibility, with This indicates that lack of delegating the job to the staff member to carry out their responsibility as major challenges that school principal face.

Along with work load, most of the respondents were strongly agreed that work over loaded in the school challenges the success school principal in school climate with ($M = 3.93$, $SD = .53$). This indicates that work load is one of the challenges that school principal face to achieve school climate.

In account with relationship with community, the respondents were agreed that lack of good relationship and support of community to improve the school climate in area of teaching learning progress and management systems with ($M = 3.90$, $S.D = .634$). This shows that lack of good

relationship and support of community to improve the school climate in area of teaching learning progress and management systems is one of the challenges that school principal face.

In the same table, of item 8, the respondents were agreed that lack of internal and external facilities to facilitate the instructional process and to provide effective leadership for school climate is the challenges that school principal face with (M=3.91, S.D =.632) reveals that there is lack of facilities to facilitate the instructional process that school leadership is facing to improve school climate.

Concerning with creating team building, majority of the respondents were disagreed on unable to create team building for collaborative work in the school with (M=1.99, S.D=.153) reveals that school leadership is able to create team building for collaborative work in the school and is not the challenges that school principal face achieve school climate.

Regarding with communication, majority of the respondents were strongly disagreed that school principal face lack of effective communication among school bodies in the schools with (M=2.21, S.D=.107). This indicates that school principal doesn't face lack of effective communication among school bodies in the schools. It is possible to say that the school leadership have an ability to community effectively with community and stakeholders in the school such as teachers and students to improve school climate cooperatively.

Along with recreational center, most of the respondents were strongly agreed that school principal face lack of recreational area in the school with (M=3.88, S.D=.75). This implies that school principal faces lack of recreational area in the school for teachers and students.

4.4. Analysis of Data Collected though Interview /Qualitative Data

In first session of interview, supervisors 1, 2, and 3 said that democratic leadership was mostly practiced in the school, which school leaders appropriate for the school, they responded that the participatory approach which is the democratic styles of leaders is very important. The democratic style of leadership by group decision, leader suggests group chooses group receives sufficient information to obtain prospective needed to plan, left to group decision and evaluate against objective standard Ornstein, (2008).

In addition to challenges school principals face, the interviewer replied that, the major challenges school leaders face to carryout in leading school activities was mostly lack of resources financial problems which mostly school leaders face during their practices. The other interviewee said that, school principals and vice principals, what you think of the suggestions and solutions face school leaders finance resources. The suggestion given by teachers, supervisors, the school leaders generate income activities with school community.

From the above information we can realize that school leader's lack of resources financial problem in the school is still problems which may be the inability of school leaders involve the school community and the surrounding society to raise the fund for the school. Schools prefer to maintain the status quo where as others would change if they had the available resources. Change requires resources capital and people with appropriate skills and time. Lunenburg and Allan C., Ornstein, (2008). Therefore, school leadership must have the ability and skills to be innovates resources of the school.

The other supervisor (4 and 5) responded that they distribute the responsibility and power for leadership widely throughout the school, he shares decision making power to the staff, takes staff opinion when making decision and provides autonomy for teachers, makes the staff collaborate in making plan gives opportunity to the staff development through teachers' continuous professional development program that is practiced in the school.

The other interviewer (supervisor, 6, and 7) said that school leaders lack of the capacity of work practices in leading school instruction responded there are skill gaps to do work with others is very minimal and the commitments of school leaders in performing the instructional process remain weak.

From the above information we can realize that school principal's lack of training in school leadership management is most principal's face as a problem in lack of necessary skills in leadership skills especially in school leadership management that affects the performance of principals in teaching learning process. A job requires skills variety different activities in carrying out the work, which involves the use of a number of different skills and talents (Lunenburg, 2008).

Therefore, principals apply professional development strategies including mentoring and coaching, to build school capacity by developing the teaching management and leadership skills. The interviewer added that involving in improving the success of students responded that still it remains weak due to in ability of principals in creating the school conducive and attractive since skill gaps exist.

From the above information we can realize that school leader's lack of the capacity of work practice in leading instruction which may be school leadership lack of leadership skills and lack of collaboratively to work together in the staff. Capacity building helps to acquire skills and dispositions to learn new ways of thinking and acting (Temesgen Melaku, 2006). Therefore, school leaders need basic skills of leadership training and share best experiences from others equivalent schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Study

The purpose of this study was to assess influence of principal leadership practice on school climate in secondary schools of Kaffa zone. The study assessed and especial focus was given for influence of leadership practices on school climate. This study aimed to answer the following research questions:

1. What leadership styles are predominately practiced by principals in secondary schools of Kaffa zone?
2. To what extent does principal leadership practice influence school climate in secondary schools of Kaffa zone?
3. How the school principal leadership practices influence the norms, values and interpersonal relationship of the school?
4. What are the challenges of the principal leadership practice In influencing and promoting school climate in secondary schools of Kaffa zone?

The research design applied was descriptive survey study design. Both quantitative and qualitative (mixed method) approaches were employed. Data were collected through questionnaires from eighteen principals and 120 teachers. Interview was conducted with seven cluster supervisors. Analysis of questionnaires data was made using descriptive statistical tools like mean, standard deviation. The qualitative data that were collected through interviews and observation were discussed and interpreted in descriptive manner.

5.1.1. Leadership Styles in Government Secondary Schools of Kaffa Zone

Regard to democratic style of school leadership, the findings shows that majority of the respondents replied that their principal sometimes solicits suggestions from teachers before making decisions about a school plan.

The finding revealed that the school principal discusses his/her plans on co-curricular activities with students before introducing, the school leadership understand of teacher's viewpoints through holding divergent view point with them. Leaders follow democratic principles of majority rule in

deciding matters. The school principal is patient and encourages staff frankly to express fully points.

The finding indicates that school principal genuinely shares information with staff members and encourages staff members to openly express their feelings; the school principal never imposes decisions against the will of the teachers or not promotes autocratic style of leadership on the school climate.

Concerning the most commonly used leadership styles in government secondary schools of study area, teacher and school leader respondents gave their opinions. The result shows that the teacher and school leader respondents have similar views. As the findings of the study revealed that, the most commonly used leadership style by school leaders is democratic leadership. However; autocratic leadership style is slightly prevailing and laissez-fair leadership style is rarely used inflexibly and inappropriately to their school situation.

5.1.2. Practice of School Leaders in Promoting Positive School Climate of Study area

The finding indicates that school principal supervises what teachers do in class or in the staff room, school principal concerned about group performance towards attainment of school goals. The finding indicates that school leadership visits all the school compound resources such as fence and building of school. The finding shows that the school leadership practices the responsibility of building a school commitment vision of the high-quality standards and the success of all students.

In addition to school community, most of the respondents were strongly agreed that the school leadership conducts activities with a focus on building a sense of the school community to avoid blame of professionalism.

With respect to the extent of effectiveness of school leaders' leadership role with reference to their personal trait, different views were forwarded. With regards to school leaders' personal capabilities, they were not effective enough. As finding asserted, with respect to using opportunities to improve their practice; minimizing the threats from their schools; empowers employees; introducing climate; being visionary, school leaders were not effective enough.

Similarly, the effectiveness of school leadership was also assessed with reference to school physical environment as well as school community interaction. As the finding claimed less conducive and attractive physical environment; poor interactions with its community were boldly underlined.

5.1.3. Challenges that Prohibit School Leaders to Enhance Positive School Climate

The finding reveals that lack of school resources in cash and kind to manage school climate is one of the major challenges that the school principal face ($M=4.00$, $S.D=233$). The finding reveals that school leadership face lack of teaching learning infrastructures such as; shortage of text books and students' desks.

Again, the finding indicates that lack of training on school leadership to give management support for school climate is challenges that school principal.

Along with recreational center, most of the respondents were strongly agreed that school principal face lack of recreational area in the school, this implies that school principal faces lack of recreational area in the school for teachers and students.

Concerning the barriers which limit the endeavor of school leaders from creating and sustaining positive school climates, different opinions portrayed. As the findings of the study revealed that the following factors were listed as major impediment. The structural barriers i.e., insufficient supportive staff, low involvement of stakeholders in school improvement programs and nonexistence of support from school community were common challenges which hamper the attempts of school leaders' in promoting positive school climates.

5.2. Conclusion

This study sought to investigate the influence of principals' leadership practice on school climate in secondary schools of Kaffa zone. The data was analyzed by using descriptive statistics tools such as mean and standard deviation. The interpretations were made for all five-point scale measurement based on the following mean score result.

The study concludes that, the most commonly used leadership style by school leaders is democratic leadership. However; autocratic leadership style is slightly prevailing and laissez-fair leadership style is rarely used inflexibly and inappropriately to their school situation.

Based on the analysis, the finding revealed that the school principal discusses his/her plans on co-curricular activities with students before introducing. The school principal genuinely shares information with staff members and encourages staff members to openly express their feelings.

The study concludes that lack of school resources in cash and kind to manage school climate, lack of teaching learning infrastructures such as; shortage of text books and students' desks, lack of training on school leadership to give management and work load challenges that school principal face.

5.3. Recommendations

Based on the findings of the study, the following recommendations are forwarded

- The regional education bureaus, the zone education department, in collaboration with woreda education offices and town administration should training school principals through seminars, short and long training that will enhance the principal skills on leadership style.
- Regarding to delegating job, reported that lack of delegating the job to the staff member to carry out their responsibility as challenges that school leadership face. All staff bodies should take their responsibility and perform effectively.
- School principal should build good relationship and support of community to improve the school climate in area of teaching learning progress and management systems through periodic communication.
- To bring development and conducive environment in schools, involvement and participation of stakeholders is essential. It is recommended to give opportunity to stakeholders to participate and give responsibilities in coordinating parents, students, teachers, to bring positive school climate.
- It is advisable that school leaders exercised participatory problem-solving approach because participatory decision-making build and maintain a trusting and conducive environment in which teachers feel free and comfortable to be performed well the desired objectives.
- Zonal Education Departement and Woreda education office should encourage the involvement of school leaders in school climate improvement by identifying the major problems to hinder to achieve the desired objectives of the school
- The secondary schools of kaffa zone should take various measures of intervention to develop positive school climates. That is Selecting, assigning and training of school leaders must consider state of the practices that meet school effectiveness demands to school climate
- The regional education bureaus, the zone education department, in collaboration with woreda education offices and town administration should allocate as well contribute enough resources to school to minimize shortage of resource.

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APPENDIX A
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRES TO BE FILLED BY TEACHERS AND PRINCIPALS

Dear Respondents’,

The purpose of this questionnaire is to collect valid information about the influence of principals’ leadership practice on school climate in secondary schools of Kaffa zone. The questionnaire contains five parts. Part one is about demographic information of respondents; the second part deals with leadership styles practiced by principals in secondary schools; the third part comprises the influence of principal leadership practice on school climate and the last part contains the challenges of the principal leadership practice in promoting school climate. The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to fill the questionnaire completely and honestly. The raw data you give will be kept strictly confidential.

Thank you for your kind cooperation!

General Instructions:

- ✓ Please, do not write your name on any page of the questionnaire.
- ✓ Please, don’t write any social and political issues in the space provided in any page of this questionnaire
- ✓ It is forbidden to pass this questionnaire paper to the third body

Part One: Demographic information

1. Gender: Male Female
2. Teaching experience in years: 0-3 years 3-5 years 5-7 years 7-10 years above 10 years
3. The total number of periods you are currently teaching per week:
10 10-15 15-20 above 20
4. Your Educational Qualification: Diploma BA degree MA degree above MA degree
Other/Please specify

Part Two: leadership styles practiced in your school

Please answer all items on this answer sheet. Judge how frequently each statement fits your school principal and put “X” mark for your judgment.

Use the rating scale **5=always, 4=often, 3=sometimes, 2=rarely and 1=Never**

no	Practices of leadership styles in your school	alternatives				
		1	2	3	4	5
1	Democratic style of leadership					
1.1	My principal solicits suggestions from teachers before making decisions about a school plan					
1.2	My principal discusses his/her plans on co-curricular activities with students before introducing them					
1.3	my principals shows understanding of teachers viewpoints though holding divergent view point with them					
1.4	my school principal is patient and encourages staff to frankly and express fully view points					
1.5	my school principal genuinely shares information with staff members and encourages staff members to openly express their feelings					

2	Autocratic leadership style				
2.1	The principal of my school imposes decisions against the will of the teachers				
2.2	The principal of my school does not accept suggestions that will alter his/her decisions				
2.3	my school principal does not seek to transform things, he tends to be highly resistant to change and he wants to everything to remain strictly as he is, and does not believe in improving working conditions to make teacher enjoy				
2.4	my school principal does not encourage teachers and other bodies to act creatively or think for themselves				
2.5	my school principal allows little or no input from the school members				
3	Laissez-faire leadership style				
3.1	My school principal does not show any concern for the day-to-day activities of the school				
3.2	My school principal does not supervise what teachers do in class or in the staffroom				
3.3	my school principals are less concerned about group performance towards attainment of school goals				
3.4	my school principals govern the teacher and other bodies through non-intervention in what they are doing				
3.5	my school principal has no belief in self and others attaining quality performance towards attainment of school climate				

Part three: The influence of principal leadership practice on school climate

NB: Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

No	The influence of principal leadership practice on school climate and norms	1	2	3	4	5
3.1	My school leadership visits all the school compound resources such as fence and building of school					
3.2	My school leadership practices the responsibility of building a school commitment vision of the high-quality standards and the success of all students					
3.3	My school principal ensures that the notion of academic success spreading an improved learning outcome that focuses on student progress goals					
3.4	My school leadership conducts activities with a focus on building a sense of the school community to avoid blame of professionalism					
3.5	My school leadership receive the impact of the teacher in creating a strong school climate and enhances teacher performance motivation and regulation, collaborates with staff in a variety of activities including, assessment and problem solving					
3.6	Because of my school leadership effectiveness my school is kept clean and in good condition for teaching					
3.7	My school leadership allows and invite students and parents have access to an adult at school to discuss problems of school climate					
3.8	My school principal does an effective job of running my school climate					
3.9	My school leader aims to elicit the desired performance from the school bodies by motivating them externally					

Part Four: The challenges of the principal leadership practice in managing school climate

NB: Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action. 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

No	Challenge's school leadership face in managing school climate	1	2	3	4	5
4.1	lack of school resources in cash and kind to manage school climate					
4.2	Lack of teaching learning infrastructures such as; shortage of text books and students' desks					
4.3	Large class size with limited teachers or shortage of teachers in some subject such as English and physics					
4.4	Lack of training on school leadership to give management support for school climate					
4.5	Lack of delegating the job to the staff member to carry out their responsibility					
4.6	Work over loaded in the school that challenges the success of school climate					
4.7	Lack of good relationship and support of community to improve the school climate in area of teaching learning progress and management systems					
4.8	Lack of internal and external facilities to facilitate the instructional process and to provide effective leadership for school climate					
4.9	Unable to create team building for collaborative work in the school					
4.10	Lack of effective communication among school bodies in the schools					
4.11	Difficulties in managing students' culture and beliefs					
4.12	Lack of recreational area in the school					

4.13 What are other challenges face the principal leadership practice in managing school climate?

APPENDIX B
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INTERVIEW TO BE RESPONDED BY SUPPERVISORS

Dear interviewer:

The purpose of this interviewer is to collect raw information about the influence of principals' leadership practice on school climate in secondary schools of Kaffa zone. The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to respond this interviewer completely and honestly. The raw data you give will be kept strictly confidential.

Thank you for your kind cooperation!

1. How do you explain the influence of leadership styles exercised in your school influence school performance and school climate?
2. What type of leadership style do you think is mainly exercised in your school?
3. Have you ever taken any specialized course or short-term training on educational leadership or management?
4. Are there any other extra activities that interfere with your regular work?
5. How often do you discuss with school community regarding school planning and school performance?

Appendix C

Observation checklist

While observing the following items, the scales like; 4 too enough, 3 enough, 2 below expected, 1 poor to poor will be applied.

No	Items				
1	Are the teaching- learning facilities and materials such as books, enough classroom and blackboards are adequate?				
2	Adequacy of school resources in cash and kind to manage school climate				
3	There is a different poster inside school which teaches us ethics and social value				
4	Teachers have enough chairs, office, uniform and other reference materials				
5	There is standard library with enough reading books and reference materials here you need to check if there is adequate provision of technology as well i.e., computers and internet service				