JIMMA UNIVERSITY

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

THE ROLES OF PRINCIPAL IN CREATING POSITIVE SCHOOL CULTURE IN SECONDARY SCHOOLS OF JIMMA ZONE

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A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES, DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT FOR PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF SCHOOL LEADERSHIP

NOVEMBER 2021

JIMMA, ETHIOPIA

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A THESIS PAPER SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE RESEARCH AND POST GRADUATE COORDINATING OFFICE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN SCHOOL LEADERSHIP

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DECLARATION

I the under signed, declare that this thesis is my original work and all of the materials used have been dully acknowledged.

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This is to certify that thesis prepared by Fikadu Jobir, entitled in" (**The Roles of Principals' in creating Positive School Cultures in secondary school of Jimma Zone**)" and Submitted in partial fulfillment of the requirements for the degree of

 Masters of Arts in school leadership complies with the regulation of the university and meets the accepted standards with respect to originality and quality:

Approved by board of examiners:

Internal Examiner   _____ signature _____date_____

External Examiner _____Signature _____date_____

Advisors   _____Signature _____date _____

ACKNOWLEDGEMEMENTS

Table of Content

Contents	Page

List of Table

Abbreviations and Acronyms

EdAd: Educational Administration

ESDP: Education Sector Development Program

IL: Instructional Leadership

MoE: Ministry of Education

REB: Regional Education Bureau

SD: Standard Deviation

SIP: School Improvement Program

SPSS: Statically Package for Social Science

TDP: Teachers Development Program

WEO: Woreda Education Office

ZEO: Zone Education Office

PTA: parent Teachers Association

SSS: Secondary School Supervisors

ABSTRACT

The purpose of this study was to assess the "Roles of Principal in Creating Positive School Cultures in Secondary School of Jimma Zone". The study employed a descriptive survey research design, which includes quantitative and qualitative research methods. Among 21 Woredas and 1 town administration in the zone, seven (7) were selected by simple random sampling technique and from 35 Secondary school in the selected Woredas, 15 secondary school were selected (two secondary school from each six Woredas and three secondary school from one Woreda by purposive and simple random sampling). Data for the study was collected through questionnaires and interviews. Questionnaires were prepared and administered to 279 teachers selected by using simple random sampling techniques, 15 school principals, 15 vice-principals, 15 unit leaders, 60 department heads were selected by purposive sampling technique 45parent teacher associations were selected by purposive sampling techniques. Seven Woreda education head and seven secondary School supervisors were interviewed. The data collected were analyzed by using percentages, means, and weighted means and ANOVA used by computing the data on SPSS version 23. The data gathered through open-ended questions, interviews were analyzed qualitatively, describing the current situation. The findings of this study is assessment of the roles of principals 'in creating positive school culture in the school shows that most of school principals had less than expected experience and qualification. Principals instructional roles were not effective in the school more specifically instructional roles that were developed in the schools did not bring positive school culture over the current level of performance of secondary school and materials were rarely provided to accomplish the instructional activities. Moreover, the school principals did not always frame the academic roles, which target dates and develop relevant and achievable instructional goals. Instructional leadership had weakness in academic roles, in supervisory, in creating positive school culture and in collaborating leadership, Collegial support, promoting unity of purpose and optimal use of school resources. On the top of findings, recommendations are forwarded to address the weakness encountered by the principals in their instructional leadership activities mainly focusing on empowering both principals and schools to foster instructional leadership practices in the secondary schools of the zone for the purpose of triangulation. Finally, the findings of this study revealed that there is an insignificant school principal's roles played in creating positive school culture in secondary school.

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CHAPTER ONE

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1. INTRODUCTION

This chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, definitions of key terms and organizations of the study

1.1 Background of the Study

School principals as instructional leaders play a key role in creating conducive school environment in which instructional leadership can thrive (Poirier, 2009).According to McEwen (2003) effectiveness of school is mainly due to the leadership abilities of the principals, particularly in the area of instructional leadership. Supporting this, Hopkins (2003) noted that the most important single factor in the success of a school is the quality of school principals' instructional leadership. Thus, the result of effective schooling heavily depends on the roles and activities of school principal (Elliot and Capp, 2001).

Among the many roles of school principals, instructional leadership has been widely studied since the 2001 and research has shown that the principal's instructional leadership role is an important element of effective management in successful schools. It can, therefore, be argued that instructional leadership is one among all the other school related factors that contribute to student learning (Leithwood, 2004). A leader who is capable of building relationships with teachers and interacting with all staff members possess central elements in building a positive school climate (DiPaola, Tschannen Moran, & Walther-Thomas, 2004). Principals leading schools with a high-pressure population and a lower socioeconomic status are often perceived negatively due to the increased challenge of large gaps in student achievement (Klar and Brewer, 2013). Teachers often feel defeated and they have little sense of self-efficacy (Finnigan, 2012).

However, leaders who treat staff members with respect and work to build personal relationships reduce stress and increase teacher motivation and confidence leading toward a sense of collective efficacy and a more positive school climate (Finnigan, 2012). When school culture is positive, principals spend more time building relationships, and collective teacher efficacy evolves, student performance increases, negativity toward socio-economic status lessens, parent and teacher relationships improve, and teachers become more committed to the school (Brinson & Steiner, 2007). Successful principals build a positive school culture by capturing opportunities for

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innovations, and allowing the school to play key roles in community improvement (Martin, 2007). Building community gives parents, teachers and students a sense of ownership and pride (Van Voorhis & Shelton, 2004), which builds empathy and an open mind allowing principals to make better choices for the school at large (Johnson, 2013).

Different roles of school principals as instructional leaders as outlined by Brewer (2001) are focusing on instruction; building a community of learners; sharing decision making process; supporting ongoing professional development for all staff members and creating and maintaining a climate of collaboration and continuous improvement. Philip (2001) noted that principal as an instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. He also asserted that instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plan, and evaluating teachers. The total environment of school consists of its: ecology, social system, milieu and culture (Owens, 1987).

Quite differently, Reitzug (1994) has listed some attributes of the principal, which constitute to instructional leadership. These are providing staff development, encouraging risk taking and requiring justification of practices. Effective instructional leader is a principal who actively promotes more effective practice in the teaching and learning processes (Daresh, 2002).The key to instructional leadership is to define his/her role in terms of recognizing instructional priorities rather than by serving as a school manager. Educational reform places a great premium on the relationship between leadership and school improvement (UNESCO, 2005:87). The logic of this position is that an orderly school environment that is well managed provides an effective and efficient atmosphere conducive to effective improvement of student learning.

Effective leaders exercise an indirect, but powerful influence on the effectiveness of the school, as well as on the achievements of students. Hatcher and Hale (2006: 26) have argued that excellent instructional leaders are very important and are vital role players in the process of lifting schools' performance to the desired level; also in improving the standard of students' achievement to the level demanded by most communities. Accordingly, instructional leaders need to lead teachers, students, and the community with a view to creating excellent schools. They should create visions and develop trust collaboratively with other role players in schools; these will earn them (instructional leaders) respect of all in their school communities.

Blase and Blase (2000:65) conducted a study into how the role of a principal as an instructional leader promotes teaching and learning in schools. The primary aim of their study was to determine teachers' perspectives on effective instructional leadership that affects classroom teaching. A principal's leadership behavior and his or her role as an instructional leader has a significant impact on the creation of a more effective school, and leads to higher levels of student achievement. It is therefore reasonable to expect principals of secondary schools to manage their schools by giving instructions that are sound, balanced, and fair, to their staff members.

According to Cotton (2003:132) among the roles of secondary school principals are creating a school culture conducive to effective teaching and learning through shared leadership, joint decision-making, collaboration and risk taking would lead to continuous improvements. Provision of instructional leadership should entail among others, discussions of instructional issues, observing classroom teaching, and giving feedback, supporting teacher's autonomy and respecting instructional time. An instructional leader has to show accountability by monitoring students' progress and then use the progress data for improving the program.

 School improvement as a change or reform process requires active participation of the school community. The existing school culture has to be changed, and the school community has to be convinced to take the initiative to improve their school. The school community includes the students, teachers, parents, administrators and the other staff at the school (Gold, Simon & Brown, 2009, p. 244). In effecting change, the school community has to take responsibility, with the understanding that they are accountable for the outcomes.

School principals in Ethiopia are also expected to perform well with educational leadership activities, such as allocation of resources, involving and working with parents, working with school communities related to instruction, curriculum improvement and implementation, professional development, supervision, classroom observation and evaluation. To meet the needs of educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials the role of principals as instructional leadership is vital.

Nowadays, more principals fail to exhibit day-to-day instructional leadership behavior as there are many complex problems that hinder the implementation of the instructional leadership at schools (Doyle, 2002). Nevertheless, as the contradiction of the instructional leadership, some researchers declare that instructional leadership is a problematic nature in leadership and does not reflect on students' democratic decision making and needs to be satisfied (Leithwood, 1994; Macneill,

Cavanagh & Silcox, 2005). As a result, many education activists try to break the dogma of instructional leadership and change it with transformational leadership (Leithwood, 1994).Principals interact with teachers and students as instructional mentors, while also making sure that the school is physically and emotionally safe (Moolenaar, Daly & Sleegers, 2010; Sparks, 2011). Having a process and procedure for creating a positive school culture is a vehicle for principals to motivate teachers and students (Louis, Wahlstrom, Leithwood, Anderson & Educational Research, 2010; Nor & Roslan, 2009).

Currently, organizational culture is the more popular term for studying effective schools, largely because many 1980s books on successful business corporations made the word part of our daily language. Statements of the problems Although Ethiopian Government has clear policy to ensure delivery of quality of education in secondary schools, the performance of secondary schools in has remained poor. The roles of secondary schools principals as policy implementers are fundamental figures in facilitating teaching and learning of students through their leadership.

They mobilize available resources for a safe, efficient and effective learning environment. They mobilize available resources for a safe, efficient and effective school culture. They must clarify goals, vision and mission to teachers and students in shared set of core values.

They should encourage and support their followers to achieve goals, vision and mission set by clarifying paths that they should take (Moolenaar, Daly & Sleegers, 2010; Sparks, 2011). According to Perkins (2006), school culture is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. A favorable school culture provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively (Van Houtte, 2005). The heads of school in order to increase more school performance, teachers and students should be rewarded in order to encourage and pave way to school achievements. All this requires effective communication between heads of schools and other stakeholders at school level, clearly articulating the details of school missions, visions, goals and paths to be pursued. These translate to availability and use of school strategic and whole plans, schemes of work, lesson plans, school monitoring tools (school routines and timetables, attendance registers, school calendar and almanacs etc.) as well as structures such as school boards, committees and sub-committees, all of whom must work towards improved students' learning and achievements. All the above activities can help to create positive school culture (Voight, Austin, & Hanson, 2013).

1.2. Statements of the Problem

The essential role of leadership in any organization is pointed out by Chandan (1987) that if there is a single factor that differentiates between successful and un-successful organizations, it could be taken as dynamic and effective leadership. The major cause of failures for organizations including educational organizations would be ineffective leadership. Particularly, the kind and quality of educational leadership provided at the school level is crucial, as schools are the place where educational programs are implemented. The role of the school principal as instructional leaders is central to successful goal achievement of schools. School principals need to develop a school culture that initiates creativity, cooperatives and effective staff participation that results in instructional improvement. The following are some specific roles school principals play as instructional leaders. Among other things, the principals should be professional competent to interpret policies and establish relationships between the community and the school. Landers stressing this fact, writes (1977) as the instructional leader in the school, the principal is in best the position to interpret the goals shared by department, parents and children. Teachers are not just looking for a nice leader, they are looking for a knowledgeable educator who encourages learning, has high expectations, and builds collegiality (Hill & And, 1995).

The principal's influence is strong especially when she acts in a way that builds teacher self-efficacy (Brinson & Steiner, 2007). Ellet, Hill, Liu, Loup & Lakshmanan, (1997). According to Murphy (1990) principals, develop a school learning climate conducive to instructional process by establishing positive expectations and standards, maintaining high visibility, providing incentives for teachers and students and professional development. However, the school principals are not implementing the instructional leadership practices as expected to bringing changes in the school systems as effective as possible. Due to fact school principals are implementing instructional leadership practice in the environment of divergent needs that evolved from discontinuous environmental changes including globalization introduce new trends of instruction in schools (Hallinger & Murphy, 1998). The major cause of failures for organizations including educational organizations would be ineffective leadership. Particularly, the kind and quality of educational leadership provided at the school level is crucial, as schools are the place where educational programs are implemented. Based on this study McEwan (2003) has concluded that lack of skills and training, teacher's cooperation, vision and good will and shortage of time are common

impediments to educational leadership effectiveness. Planned change is difficult to introduce on the old fabric of the culture. In support of this, segiovanni and starratt(2001) have started improving schools requires change at two level structural and normative . Structural change involves altered arrangements whereas normative refers to altered beliefs. To effect such change in social fabrics of the schools Mac Ewan(2003) has started that instructional leaders will be skilled in the actual construction of a culture that specifically defines what a given school is all about. The important of the supportive culture building is implied in the description of the instructional leadership itself. For instance, Mac Ewan(2003) has described instructional leadership as create on of a culture will be the principals, department, students and parents all able to work together for improvement of the instructional task. The school culture and school climate are important aspects of school life. Through they are lightly related and interdependent a separate treat of each will enhance their understanding.

The theory and practice of the roles of instructional leadership continues to be important issue to assess school principals' role and practice. In this regard, Lunenburg and Ornstein (1991) assert that there are still disagreements on the roles, behaviours and amount of time spent by principals in the area of curriculum and instruction. In this regard, there is quite an array of studies that substantiate the failure of principals in practicing their role as instructional leaders. Moreover, evidences from some empirical research have shown that roles of principals as instructional leader is generally limited due to few obstacles (Krajewaski, 1997).

Among the obstacles identified are, pattern or types of work, problems related to stress & support, and principal's personal characteristics. According to McEwan (2003), most principals do not put instructional leadership as their primary responsibility due to lack of skills & training, lack of support from the supervisors and the community as well as lack of commitment and enthusiasm. According to Taole (2013), workload, irregular daily disruptions and lack of parental support & cooperation and external support principals put less attention for instructional leadership. Moreover, the school principal, as an instructional leader is expected to play many roles.

According to (MOE, 2008) school instructional leadership shall have the following duties and responsibilities in the planning and implementing of school improvement program. They make the appropriate effort to make schools comfortable learning and teaching places by directing the school improvement process with the felling of responsibility: they provide sufficient and current in formation regularly to students, parents regarding their children learning and achievement by closely

supervising the learning and teaching process implemented in schools and conducting class room evaluation and take corrective measures on matters that needs adjustment and assist teachers: create favourable conditions to form strong and continuous relationship between schools and communities through awareness creation: organize short training and experience sharing program for teachers and school community on key issues for the school improvement with suitable time tables: follow and monitoring the school programs through evaluation and work with staff members with shared responsibility and accountability.A number of researches had conducted in different areas of Ethiopia related with the principal's roles and other duties.

For examples, Federal and Regional reports reveal that secondary schools are not meeting expectations placed by government and the public. For instance, the annual statistical abstracts of the MoE (2009: as well as Education Bureau of showed that the student learning outcomes of secondary school students is declining continuously. As a result, dropout and retention rates are also getting higher. According to the MoE (2010b: 92), secondary schools are performing below expected efficiency levels targeted in ESDP IV. Seid Mohammed & Serawit Handiso (2018) conducted research in Addis Ababa Bole Sub-city on Practices and Challenges of Educational Leadership in Selected Secondary Schools. Research supports that the direct influence teachers have on student work is a result of the principal's direct influence on teachers and how they perceive themselves as educators; thus principals' indirect influence has a substantial effect on student engagement and achievement (Hallinger & Heck, 2000; Leithwood & Janzi, 2000; Marzano, Waters & McNulty, 2005). Gulsen & Gulenay (2014) completed a study in one of Turkey's common high schools (no entrance exam required) and found a positive correlation between a school's leader and school climate. Furthermore, there is agreement that school culture is one of the factors affecting student success in schools (Gulsen & Gulenay, 2014; Handford & Leithwood, 2013; Guramatunhu-Mudiwa, Scherz, Day, 2013). Gulsen & Gulenay (2014) conclude, "The leadership of the principal is the key factor in the formation of school culture".

For the proposed quantitative study, the school culture of 15 public schools in an urban district in Georgia examined via the School Culture Survey (Gruenert, 1998). The survey results may help principals understand the current level of implementation of the following six elements of a positive school culture: (a) collaborative leadership, (b) teacher collaboration, (c) professional development, (d) collegial support, (e) unity of purpose, and (f) learning partnership in their schools. Findings

from the SCS confirmed that there was a correlation between a school culture and student achievement on standardized test scores.

The goal of the study was to be able to recommend to principals the importance of studying their school culture, and assessing the collaborative nature of their schools given the high stakes accountability of NCLB. This insight is valuable as school leaders work to create effective schools with high levels of student achievement. In addition, Alemayehu (2011) study of "Educational leadership problems of government secondary school principals in East Shewa Zone of Oromia Regional State" found out that the focus of the principals in their leadership activities were not in academic activities, as much of their time was spent on administrative tasks. It is obvious that the previous studies were focused on leadership Styles, practice, leadership problem and role of instructional leadership. Hence, in light of the indicated gap the researcher aspired and carried out this study to tie with the roles of school principals in creating positive school culture to school changes that enables concerned bodies to work seriously on existing gap.

In Ethiopia, the role of school principals in transforming the schools towards improvement and successful student achievement is seems unsatisfactory. Though several studies confirm (MoE, 2012; Tirussew, 2006; UNESCO, 2009) the existence of the barriers from several angles (for e.g., teachers, resource, professionalism and curriculum) which hinder the implementation of successful secondary school principals roles in Ethiopia. Mequanint (2012), in his assessment of "Principals Leadership style of Public Secondary schools of Jimma Zone" found out that the most prevalent leadership style is low directive and high supportive behavior, which may not be appropriate to all situations. However, there is no enough research conducted on the role of principals in creating positive school culture in jimma zone secondary schools. Therefore, the intention of the current study is to fulfill the research gap by investigate the role of principals in creating positive school culture in jimma zone secondary schools. For this study, the following research questions were designed.

1. To what extent do the school principals practice collaborative leadership in Jimma Zone Secondary Schools?

2. To what extent do the school principals promote collegial support in Jimma Zone Secondary Schools?

3. To what extent do secondary school principals promote unity of purpose in Jimma Zone Secondary Schools?

4. To what extent school principals mobilize and ensure optimum use of all resources in Jimma Zone Secondary Schools?

5. To what extent do the school principals promote professional development in Jimma Zone Secondary Schools?

1.3. Objective of the study

1.3.1. General Objectives

The general objectives the study is to investigate the role of principals in creating positive school culture in secondary school.

1.3.2. Specific Objectives

1. To identify school principals practice of collaborative leadership in creating positive school culture in Jimma Zone Secondary Schools.

2. To examine school principals promote collegial support in creating positive school culture in jimma zone secondary schools.

3. To analysis how secondary school principals promote unity of purpose in creating positive school culture in Jimma zone secondary schools.

4. To investigate how school principals mobilize and ensure optimum uses of all resources in creating positive school culture in jimma zone secondary school.

5. To investigate how much the secondary school principal promote Professional Development in creating positive school culture in Jimma Zone Secondary School.

1.4. Significance of the Study

The purpose of this study was to assess the roles of principals' in creating positive school cultures in Secondary School of jimma Zone. Thus, the results of the study will have the following contributions. The study provides relevant and timely information for concerned bodies, particularly for Regional, Zonal education.

➢ The study may initiate students, teachers and school leaders of low passing rate scorer schools to assess their school problems in terms of positive School culture and take remedial actions on their work.

➢ The study may contribute to the improvement quality education by initiating school leaders' effectiveness' on creating positive school culture in secondary school.

> ➢ It may also help to encourage other researchers to conduct further studies around creating positive school culture.

1.5. Delimitation of the Study

In order to make the study more manageable, the study was delimited to the investigation of the roles of school principals in creating positive school culture in secondary schools of Jimma zone. It is clear that conducting a study in all secondary schools of the zone would be advantageous in order to have a complete picture of the roles of school principals in creating positive school culture in secondary school of Jimma Zone. However, due to time and finance constraints the study was delimited to Seven sample Woredas and fifteen (15) secondary school two secondary school from each six sample Woredas and three secondary school from one sample Woredas of the zone. The study was also confined only with instructional leadership or school principals' duties which are provided at school. Moreover, it was delimited to governmental secondary schools in Jimma Zone.

1.6. Limitations of the Study

Some limitations encountered the researcher during data collection of the study. These problems were low level of cooperation on the part of some teachers, head of department, unit leaders, vice principals ,principals, parent teacher association to fill the complete part of the questionnaires in accordance with the time and difficulty to access some of secondary School Supervisors and head of woreda education for interview during the time of appointment. Some of the respondents could not fill the open ended questions. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

1.7. Definition of Key Terms

Leadership: - The ability to mobilize and work with others to articulate and achieve shared intentions (Leithwood & Riehl, 2003).

Instructional Leader: - are school personnel who are responsible for instructional leadership of supervision of teaching and learning performance with in the school MOE (2009).

School Principal: a person who has been provided a formal authority and position to run the school towards goal achievement. Thus, in this study, the principals are the school governing bodies.

Principal: - The instructional leader of a school who shall be provided with adequate personnel assistance and training to assume the instructional leader role in a public and governmental school (Sergiovanni, 1995).

School leaders: - Refers to instructional leaders namely: supervisors, principals, department heads, unit leaders and senior teachers that take part in the leadership of teaching learning and management (Sergiovanni, 2001)

Secondary School: - Refers to school teaching grades (9th -10th) & (11-12) according to Ministry of Education (MoE, 2002).

Leadership Effectiveness:-The parameter or indicator which determines the outcome of a leaders' behavior when he/she attempt to influence the others to achieve certain goal(s) in a given situation (Harry.T, 2004).

Culture - The totality of the organizational experience (Marion, 2002).

School culture:- ''Culture is the underground stream of norms ,values ,beliefs ,traditions, and rituals, that builds up over time as peoples work together, solve problems, and confront challenges .This set of information , expectations ,and values shapes how people thinking , feel , and act in school''(Peterson & Deal, 1998).

Collaborative Leadership: The degree to which school leaders establish and maintain collaborative relationships with school staff (Gruenert & Valentine, 1998).

Collegial Support **-** The degree to which teachers work together effectively (Gruenert &Valentine, 1998)

Unity of Purpose **-** The degree to which teachers work toward a common mission for the school (Gruenert & Valentine, 1998).

Resource Mobilize: ultimately use of resources (human power, technical resources, infrastructure, and instructional strategy and time) to accomplish the mission of the school.

1.8. Organization of the Study

This study was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of key terms. The second chapter presented a review of related literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration.

The fourth chapter dealt with data presentation, analysis and interpretation. The final chapter relates to the major findings, conclusions and recommendations of the study.

<center>**CHAPTER TWO**</center>

2. REVIEW OF RELATED LITERATURE

The purpose of this chapter was to provide a summary of existing literature related to the roles of school principals' in creating positive School cultures in Secondary School through nine major parts incorporated into this literature review. The first section examines the definition of instructional leadership. The next three sections of this review presents an over view of leadership theories, Educational Leadership Models and Leadership in Education. Leadership Effectiveness and their elements were discussed in section five while School leadership Development in Ethiopia and the concept and characteristic of effective school leaders was presented in the sixth part. On the other hand, the Influence of School Leaders and Leadership Styles in Schools were presented in parts seven and eight. The last Part presents Challenges of school leadership effectiveness for the better academic achievement of the students.

The chapter briefly discusses the understanding of scholars in the field about the roles of school principals in creating positive school culture in the organization, focuses on the roles of school principals, components of positive school culture, some briefing on roles of principal's practices in creating positive school culture in jimma zone secondary school. Summary of the chapter lastly discussed to show the clear picture for the readers and to make the subject understandable and precise.

2.1. Definition of Instructional Leadership

2.1.1. Historical Context of Instructional Leadership

The historical context section of the literature review examined the emergence of the instructional leadership concept in the educational field, and its evolution from the principal being the sole instructional leader to instructional leadership being the shared responsibility of all staff members. According to Mitchell and Castle (2005), the concept of the principal as instructional leader emerged in the educational field during the 1980s as a factor of improving school effectiveness. The principal became the leader who shaped the organization into the instructional leadership model. Hallinger (2003) identified instructional leadership models in the 1990s as "strong, directive leadership focused on curriculum and instruction from the principal".

The concept instructional leader' is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or

<center>12</center>

academic leaders. This shift was influenced largely by research, which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable. Traditionally, principals were expected to be managers of school buildings and focus on handling routines like teacher evaluation, budgeting, scheduling, and facilities maintenance.

 During the eighties, there was a shift in attention to educational roles with both teachers and principals receiving emphasis. A prevailing assumption of this era was that the principal should become directly involved with the teaching and learning processes. Principals were required to "intervene" to ensure that teachers focused on the central mission of the school (Beck & Murphy). According to Jenkins (2009), instructional leaders lead learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community's support for school success.

The top-down approach became apparent in leadership that focuses predominately on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school (Hallinger, 2003). Hallinger also synthesized essential elements of various researchers' explanations of instructional leadership and noted that the principal's expertise and the principal's character both needed to be goal-oriented, and that there must be a focus on student outcomes and achievement. The principal also needed to help improve teaching and learning through curriculum and instruction.

Hallinger (2003) pointed out principals who "shared leadership responsibility with others would be less subject to burnout than principal 'heroes' who attempt the challenges and complexities of leadership alone". Brewer (2001) outlined the focus of instructional leadership as the focusing on instruction; building a community of learners; sharing decision making; sustaining the basics, leverage time; supporting ongoing professional development for all staff; redirecting resources to support a multifaceted school plan and creating a climate of integrity, inquiry, continuous improvement. The historical role of instructional leadership has evolved from an individual responsibility, to a school-based responsibility. However, the principal's leadership is the central

element as facilitator of the instructional leadership in the school, which is connected to the purpose of instructional leadership.

Before displaying various definitions of instructional leadership and the most important instructional practices of principals, it is necessary to refer to the history of instructional leadership to illustrate the different contributions researchers have made to prove the importance of instructional leadership in improving school performance. Bridge as cited in Hallinger's paper (2011) mentioned that the emergence of the idea of instructional leadership dates back to the 1960s. (Hallinger, 2011). The notion of instructional leadership became rich material for researchers and this sort of leadership began to expand and widen on a large scale. Instructional leadership can be defined as those actions that principals take, or delegate to others, to promote growth in students' learning (the concepts 'learner' and 'student' will be used interchangeably). In practice, this means that the principal ensures educational achievement by making instructional quality the top priority of the school. Fullan(1991) explains that instructional leadership is an active, collaborative form of leadership where the principal works with teachers to shape the school as a workplace in relation to shared goals, teacher collaboration, teacher learning opportunities, teacher certainty, teacher commitment, and student learning. Instructional leaders spend most of their time dealing strictly with curricula matters rather than administrative functions.

The principals as instructional leaders should at all times strive for excellence in teaching and learning with the sole purpose of improving student achievement. Principals should serve foremost as instructional leaders in schools, and that their commitment to instructional improvement should not only be strongly articulated but should be reinforced with experience in the classroom (Glanz, 2006: xv; MacNeill, Cavanagh & Silcox, 2003).

In order to secure legitimacy in the eyes of the teachers, principals should have sufficient teaching experience and should understand with firsthand experience the instructional challenges faced by teachers. Instructional leadership demands high standards of academic excellence: setting high expectations for learner success; having knowledge and experience with effective teaching or instructional strategies. Glanz (2006), states that instructional leadership is about encouraging best practices in teaching. Principals should become familiar with innovative theories and practices and motivate teachers to model them in classrooms. Thus, some concerned researchers of educational leadership styles over the years have studied several variables and factors that may have contributed directly or indirectly to the improvement or decline of the role of the principal. They claimed also

that instructional leadership could raise or weaken the achievement level of students and school performance in general (Marzano, Waters & Mcnulty, 2005,) Philip Hallinger and Ronald Heck (1998) combined the finding of 40 testing studies between 1980 & 1995

2.1.2. Principal Roles as Instructional Leaders

The role of a principal as an instructional leader receives strong support from many researchers. Researchers argued that instructional leadership role of school principals are multidimensional and complex. Supporting this, Hallinger (2003) noted that the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". It has often been said that the school principal wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching (Philip, 2001).

Principals need to ensure that assessment of student learning is aligned with both the school's curriculum and the teachers' instruction (English, 2000). Hall as cited in Zulu (2004) also suggested that instructional leadership of a principal has to do with effective communication, motivation, supervision, and development of staff, dealing with pupils, and the solving of problems and the resolving of conflicts among staff and pupils. Leithwood and Wahlstrom (2004) stated that principals' working condition has both direct and indirect effects on teaching and students' achievement respectively. The literature suggests that principals of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; discuss work problems with teachers; are more supportive of teachers' efforts to improve (especially by distributing instructional materials or promoting in-service training activities); and are more active in setting up teacher evaluation procedures.

The literature also suggests that principals of effective schools show a higher quality of human relations. They recognize the needs of teachers and help them achieve their own performance goals. They also encourage and acknowledge teachers' good work. Attending meetings chaired by leadership team, overseeing leadership team assigned to monitor specific departments, monitoring classroom instruction, conducting leadership meetings to maintain focus, communicating teachers in curriculum related issues and determining professional development based on teaching experience are the major instructional leadership roles of school principals (Decman, Grigsby, Schumacher, and Simieou, 2011).

In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of the role of a principle as a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership (John West-Burnham, 2001).

Effective principals as instructional leader use test results, grade reports, attendance records, and data from students accepted in post-secondary education program, students receiving scholarship, honor roll, and other information to spot out potential programs (McEwan, 2003). They also look at the analysis of standardized test scores, review students' quarterly, make frequent classroom observation and talk with teachers and students (Belay, 2009). Effective principals create a partnership for teaching and learning a strategic approach to engaging students and community more powerfully as direct support for strong student performance (Fullan, 2001). Principals understand the need for family help. Supporting this idea, McEwan (2003) has precisely pointed out that effective instructional leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses (Belay, 2009).

The principal's primary responsibility is to promote the learning and success of all students (Lunenburg, 2010). Demands for greater accountability, especially appeals for the use of more outcome-based measures, requires the principal to be instruction oriented. Are the students learning? If the students are not learning, what are we going to do about it? The focus on results; the focus on

student achievement; the focus on students learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Lunenburg, 2010).It is important to know how can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet those goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that "I taught it; they just didn't learn it."

The role of instructional leader helps the school to maintain a focus on why the school exists, and that is to help all students learn (Smylie, 2010). Schmoker (2005) also claims that the leader's function is to provide opportunities for teachers to work together in self-managing teams to improve their own instruction, always with the expectation for improved learning. All teachers work on improving their own instruction as they exercise their right to lead, and the designated leader's role is to facilitate these processes (Mullen & Hutinger, 2008; Murphy et al., 2009).

In this manner, in order to create a collaborative environment, school principals must group teachers into effective teams for effective collaboration, believe in the inherent ability of teachers to serve in leadership capacities, provide, encourage and expect participation opportunities for staff involvement in important decisions, empower leadership teams to make decisions and encourage risk-taking. Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006).

This will require district wide leadership focused directly on learning. School principals can accomplish this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing sustained district wide success for all children (Fullan, 2010; Marzano& Waters, 2010).

2.2. The Role of School Principal in Ethiopia

In Ethiopian context the Ministry of Education ([MOE] as cited in Wudu, 2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the

school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated. Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities. Has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a coordinated service.

 Has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching learning problems, which are beyond the abilities of each department. Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by study the problems encountered during the process of implementation. Comes up with suggestions that could facilitate the provision of staff development or in service training programs, and Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments. Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial:

The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set.

 She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. They coordinate co-curricular activities together with parent-teacher unity for students' educational activities performed in the class as well as outside the class (p. 33). As teaching learning process is a day-to-day and continuous process, the function of the instructional leadership at the school level should also be a continuous responsibility. Within the school system, the supervisors, the school principal & vice principal, the department heads and the senior teachers.

 In Ethiopia, principals are expected to be instructional leaders. According to TGE (1994), principals are expected to perform educational leadership activities such as planning, supervision, research work, professional development, working with school communities, provision of instructional materials and evaluation to meet the needs of education and training policy as sited Roza (2016).

The school principals, play as facilitators of both curriculum implementation and improvement (Wudu, 2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school. The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low.

This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher.

2.3. Principals as Effective Instructional Leaders

Principals may be categorized as effective and ineffective depending on their character or role to their school. When a principal is an effective instructional leader, he or she develops an environment that fosters a direct influence on the three concepts. In turn, the principal's leadership creates a school environment based on trust, collaboration, shared leadership, and empowerment. Supervision and staff development become useful tools for teachers to use to work together to develop their abilities and skills through collaboration (Poirier, 2009). Blase and Blase (2001) also found that the characteristics of effective instructional leaders fell under three major themes: talk with teachers; promote teachers' professional growth; and foster teacher reflection.

Principals in the regional short-term training identified several items, which spoke to one of these themes: promoting teachers' professional growth. Although the questions and purposes of these two activities were different, it is interesting to compare what teachers and principals say about promoting teachers' professional growth. Smith and Andrews (as cited in Zulu, 2004) conclude that effective instructional leaders usually have the following characteristics: Place priority on curriculum and instructional issues. These goals ,creates a culture of high expectations in the school, characterized by a tone of respect for teachers, students, parents and community, continually monitors student progress towards school achievement and teacher effectiveness in meeting those goals and effectively hold consultation sessions with faculty and other groups in school decision processes. One of the many tasks of principals as instructional leaders is creating a collective expectation among teachers concerning student performance. That is, principals need to raise the collective sense of teachers about student learning (DuFour, 2010). Then principals must work to ensure that teacher expectations are aligned with the school's instructional goals. Furthermore,

principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of the school (Elmore, 2005).

2.4. Instructional Leadership

The definition of leadership in literature has been very diverse. Generally leadership is defined in terms of traits, behaviors, roles and process. According to Yukul (1998) researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them Youkl"s synthesis of definitions, reflect the assumption that leadership involves a process whereby international influence is exerted by the one person over other people to guide, structure and facilitate activities and relationships in a group or organizations.

Similarly, instructional leaders differ from that of a school administration or manager in a number of ways. Principals who provide themselves as administrators are too preoccupied in dealing with strictly administrative duties compared to principals who are instructional leaders. The instructional leader role involves setting goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers.

Moreover, instructional leaders consists of principal behaviors that set high expectations and clear goals for student and teacher performance, monitor and provide feedback regarding the technical care (teaching and learning) of schools, provide and promote professional growth for staff members and help create and maintain school culture of high academic success (Murphy,1990). More recently, the definition of instructional leadership has been expanded towards deeper involvement in the core business of schooling which is teaching and learning.

Furthermore, instructional leadership is leadership that is directly related to the process of instruction where teachers, learners and the curriculum interact (MC Ewan, 2003). Instructional leadership, narrowly defined, focuses on leadership functions directly related to learning (Murphy, 2003). On a broader view, however, it can be defined as leaders function that contributes to students learning and this encompasses everything the principals does during the day to support the enhancement of students and the ability of teachers to teach. Similarly, Harries and others (2005:21) have defied instructional leadership as model of learning that places on emphasis on the development of the school through the development of others.

In attempt to make clear the distinction between instructional leadership and other forms of leadership Mc Ewan(2003) has stated that instructional leadership is the creation of climate where the principal, department, students, parents and school board are able to work together to accomplish

the task of the education. This requires the instructional leader to have a sense of the purpose and broads knowledge of the educational process of influencing group activities toward the achievement of goals. It occurs only in the process to two or more people interacting. In short it appears to be clear that a definition of the leadership in terms of instruction tends to be much more leadership in education.

2.5. Challenges of Instructional Leaders

Presently the educational sector has been a paradigm shift towards instructional leaders in the school. Numerous studies (Bhenges and Mkhize, 2013, Christie and ward, 2010) have been conducted in instructional leadership, most of which has focused on the benefits of instructional leadership in the schools. I have noticed that very few studies conducted on instructional leadership focus on the challenges faced by instructional leaders. Yet the reality is that all leaders at some point or another are faced with their instructional duties. Acknowledging the argument that there is a dearth of empirical studies, on the school principals as instructional leaders, and highlighted that even less is known about the instructional leaders practices of school principals in challenging contexts (chapman and Harries 2004: Chikoko, Mthiyane andNaicker,20130) qualitative study sought to explore instructional leadership practices that work in challenging contexts in Ethiopia.

A purposive Sample of principals was employed in the study: how ever circuit managers of the selected school principals were also interviewed as triangulation methods. The study findings were presented the metrically under the following themes: „Walking the talk‟, Growing their own timber,‟ drawing on ex-students as role models, maximizing teaching and learning, minimizing disruption during labor un rest and monitoring teaching and learning. Walking the talk suggest that principals must model what they expect of teachers inters of their instructional practices. The rationale being that be best way to model teaching it, the principals modeling skillful teaching pedagogy serves to show teachers how they should execute one's duty in the class room.

 Therefore Horng (20100 assert that good instructional leaders ought to be outstanding teachers themselves, who use their expectation teaching skills impact student learning. The academic success is strongly emphasized and entrenched in the schools. Human resources put which are viewed as assets of the school. More over time is utilized optimally. Other findings of this research have shown that in these schools of challenging contexts, the instructional leaders improve the quality of in variably ensures output quality. Schools leaders are exposed to a host of challenges. In exploring the

challenges that leaders are exposed to, Drew (2010) identified five themes as most significant challenges experienced by educational leaders.

The themes were as follows: Human and financial resources, flexibility, creativity and capability tensions, maintaining a high academic (student) achievement and effective strategic leadership. While instructional leaders and most of the reviewed literature alludes to maintaining academic quality as a huge challenge for a substantial number of leaders contend that competing for resources and time taken to gain funds whilst trying to manage a school is just as challenge for school principals. The above challenges experienced by instructional leaders" warrants the need for change, flexibility and innovation of school leaders.

It is premised that instructional leaders are considered as risk takers who possess the ability to reason and think in creative ways in attempt to effect change in schools. Leithwood (2004), extending this premise, says that instructional leaders need to be aware of the features in the organizations that requires attention. They also need to know the contribution of each teacher, influencing the school life and the learning of the students if they are to be effective instructional leaders. Achieving total quality is not simple e.g. instructional leaders must undergo transformation to change in order to achieve improvement.

2.6. Possibilities of Instructional Leadership

Bush (2008) claims that at the helm of every school is a successful leader. However, Robinson (2008) contends that less is known by leaders about what type of instructional leadership practices principals use or the impact they have on the school performance. In addressing Robinson's (2008) contention, Bendikson"s (2011) study sought to determine the possibilities of instructional leadership in schools. Utilizing studies from low, middle and well performing schools.

The article concludes by stating that the possibility of the school improvement is highly attainable when the principals are experienced, skilled and knowledgeable. Robinson (2008) suggests that apprenticeship as well as practices experience in managing a school is a good pre requisite for school improvement/success. An observation that needs to be highlighted was that the schooling environment was not always conducive or response to learning and under such circumstances the instructional principals may influence the environment by setting and communicating goals with teachers and students that communicate high expectations. Robinson (2008) alludes to the academic goal being central to instructional leadership, he goes on to state that a well- managed environment is pre requisite to improving schools.

Further findings reveal that principals can turn around schools when they communicate high academic goals and manage instructional activities accordingly. Differing school contexts requires different responses from leaders resulting in different responses from leaders resulting indifferent behaviors. Different behaviors affect differently. When instructional principals adapt to changes and school challenges, they identify school strengths and weakness accordingly. The possibility is that they are able to turn around schools since they are aware of how to respond to situations that have identified. The possibility of improving school through communication, environment control, management activities, knowledge and skills are all aspects of instructional leadership. Thus the assumption is that when school leaders effectively carry out these aspects the possibility of success and turning around low performing schools is highly attainable.

2.7. The Role of School Principals as Instructional Leaders

It has been said that the school principals is responsible for instructional improvement. As an instructional leader, he or she is in a position to mobilize the abilities and efforts of teaching staff to a good performance for an effective instructional process. In this case, the way he exercises his leadership has a great influence on improvement of instruction. Instructional improvement can be achieved not only by the effort of certain individuals, but it is gained because of joint and coordinate activities of various groups and individuals who participate in instructional process.

For this reason, the school principal is the one who coordinates the school activities to achieve the purpose of the school. In support of this, Muzaazi (1985) states. According to Musaazi the school principal is a driving force in the school to get work done. Therefore, the principal must understand various needs of his staff members, satisfaction and different mechanisms of a group of work and interpersonal relationships. Satisfaction of different needs to teachers creates higher morale. Thus, the school principal can be said champion of effective leadership when he/she has a good relationship with his/her staff whom where is a progress in the instructional process.

To create a good relationship with his staff members and to give a clear direction of work, the principal should know different styles of leadership and develops a good communication skill. A school principal may face many challenging tasks in administrating a school. As administrating the may work in one way while as an education expert he may be called up on serve another. He is the one who has to assign teachers according to their interest and specialization, a failure to do this lead to failure in implementing school programs. In other words, teachers who are not assigned according to their interest and specialization think that they are coerced and conflict arises. Under conflict and

frustration, teachers were tending to maintain antagonism. This can be a serious problem, which affects the teaching and learning process negatively.

Finally, to fulfill the purpose of the school principal should create a friendly atmosphere suitable to good teaching learning process. This places the principal in a good position in organizational structure of the school system. He stands in intermediate position between the central office and his staff. This enables him to be main interpreter of policies of the educational system for his staff members. It is these conditions, which make the task of the principal very difficult. Among other things, the principals should be professional competent to interpret policies and establish relationships between the community and the school. Landers stressing this fact, writes (1977) as the instructional leader in the school, the principal is in best the position to interpret the goals shared by department, parents and children.

The role of the school principal as instructional leaders is central to successful goal achievement of schools. Instructional leaders need to develop a school climate that initiates creativity, co- operatives and effective staff participation which results in instructional improvement.

2.8. Principal Development Programs

Historically, initial preparation programs for principals in the U.S. have been a collection of courses covering general management principles, school laws, administrative requirements, and procedures, with little emphasis on student learning, effective teaching, professional development, curriculum, and organizational change (AACTE, 2001; Copland, 1999; Elmore, 2000; IEL, 2000; Lumsden, 1992). Relatively few programs have had strong clinical training components: experiences that allow prospective leaders to learn the many facets of their complex jobs in close collaboration with highly skilled veteran leaders. In addition, many professional development programs have been criticized as fragmented, incoherent, not sustained, lacking in rigor, and not aligned with state standards for effective administrative practice (Peterson, 2002; AACTE, 2001, NCAELP, 2002). Thus, principals have frequently lacked assistance in developing the skills they need to carry out the new missions demanded of them.

According to Beebe, Hoffman, Lindley, & Prestley.(2002), The process of principal selection and certification must be such that able candidates are confident about the process and not discouraged by aspects of the process itself. Developmental programs and activities for professional renewal need to be part of a lifelong professional learning program and contribute to the development of a portfolio of leadership skills and competencies. Lashway, (2003) that there is a need not only for

certification and licensure at the beginning of a person's career but also for advanced certification beyond the requirements of licensure, claiming that, if standards and targets were set to guide the development of principals, the status of the profession would be elevated.

2.9. Leadership in Education

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders.

As to Sergiovanni (cited in Temesgen, 2011) Principals" key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principal leadership behavior has a indirect influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

2.9.1. Leadership Effectiveness

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level.

Additionally, Macbeath (cited in Harris (2005) identified six core characteristics of effective leaders. These are: having a clear personal vision of what you want to achieve; working along with colleagues; respecting teachers" autonomy, protecting them from extraneous demands; anticipate change and prepare people for it; able to grasp the realities of the political and economic context and they are able to negotiate and compromise; informed by and communicate clear sets of personal and educational values which represent their moral purposes of the school.

25

2.9.1.1. The Concept of Effectiveness

Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways.

The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Leithwood, et al., Silins, Mulford, &Zarins, cited in Hammond et al., 2010).

2.9.1.2. Elements of Effective Leadership

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these elements. Although different scholars proposed various kinds of elements of leadership, the most common elements are treated as follows:

2.9.2. Creating an Orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (cited in Tigistu, 2012) made remarks that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behavior. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement plan, therefore, need to sense themselves that they are working on a condition of relatively stable job environment. Ubben and Hughes (1997) enumerate about two of the most vital premises: i) learning occurs best in an orderly environment and ii) the environment enhanced when the staff behaves in an orderly and internally controlled way. Cooperativeness among every school community, proper student behavior control system and

encouragement of leadership for high achievements of teachers and students are indicators among others conducive environments of schools.

2.9.2.1. Human Resource Development

Human resource development is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads. School leaders are personnel's in charge of supporting teachers in their profession. Supporting this idea, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community. Moreover, the HRD program must be a continuous process and should not be an overnight task.

2.9.2.2. School Leadership Development in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals.

In all government schools that were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority that resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999).

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930" s and 1940" s. During this time, the principal ship positions were given to the Indians, because of their experience in principal

ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960, it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960" s graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 - 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EdAd) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this part of the study, description of study area, research design, research methodology, research Site and its Selection, sources of data, populations, sample and sampling techniques, data collection Instruments, data collection procedures, issues of validity and reliability and the methods of data analysis and ethical consideration were described.

3.1. Research Design

Research design is the ''…plan that describes the condition and procedures for collecting and analyzing data '' (McMillan and Schumacher, 2010). Since this study involved large number of participants in order to assess the roles of principals in creating positive school culture in secondary school. Descriptive survey design was employed. This is because it enables researchers to collect and describe large variety of data related to the roles of principals in creating positive school culture in secondary school. As argued by Kumar (1999), descriptive research design is used to describe the nature of the existing conditions. Seyom and Ayalew (1992) agreed that descriptive survey method of research is more appropriate to gather several kinds of data on a broad size to achieve the objective of the study. Generally, there are two kinds of approaches in scientific studies: Quantitative and Qualitative approaches. Each approach has its own relative strengths and weaknesses. Hamersley in Lloyd-Jones (2003) concludes that no single approach is necessarily an ideal one and that selection inevitably involves loss as well as gain. In order to benefit from the relative strength of the two approaches and for the purpose of validation also, the researcher employed Mixed Method (Creswell and Clark, 2007). This design is also preferable when the researcher is interested in concurrently collecting and analyzing both qualitative and quantitative data in order to come up with more credible result which is also applicable for this study. In the context of this study, the qualitative dimension refers to data collected from Secondary School Supervisors and Head of Woreda Educations through interview. Whereas, data collected from Secondary School Principals, Vice Principals, Unit leaders, Head of Departments, PTA coordinators and Teachers using questionnaire are quantitative.

3.2. Research Method

Method is a style of conducting a research work, which is determined by the nature of the problem (Singh, 2006)**.** Thus, this study, the research methods used were both quantitative and qualitative as the leading methods. Quantitative approach emphasized because assessing the roles of secondary school principals in creating positive school culture in secondary school can better understood by collecting large quantitative data. Furthermore, the qualitative data employed and incorporated in the study, this helps to validate and triangulate the quantitative data.

3.3. Sources of Data

The relevant data for the study was generated from both primary and secondary sources. The primary data obtained from secondary school principals, vice principals unit leaders dept. Heads, secondary school supervisors, woreda head of education, PTA coordinators and teachers. The respondents were chosen as primary source of data because of the fact that they are directly involved in the school system and are hoped to have better exposure, experience and firsthand information regarding the issue under study. The secondary sources of data were written documents of schools such as strategic plan and annual plan of the school, minutes of relevant meetings, faculty minutes, and conferences of parent teacher association

3.4. Population, Samples and Sampling Techniques.

Jimma Zone comprises 21 Woredas and one administrative town. These Woredas vary in their infrastructure, weather conditions and socio economic status. The total number of secondary schools in a Zone is 104.the numbers of secondary school principals in the zone is 104.The numbers of vice principals in the zone is 106. The numbers of teachers are 1412 in secondary school the numbers of dept. head 416 Unit leaders 104 and the numbers of PTA in the zone is 416.Including secondary school supervisors and Woreda Education head the total population of the zone is 3012. (Jimma Zone Statistics bureau.2020).

The study would follow Multi stage sampling techniques. At first stage among 21 Woreda in Jimma Zone, 30% of Woreda under Zone 7 Woreda would be selected by random sampling techniques specifically using lottery methods. The names of Woredas selected are Gera, Gumay, Sigmo , Nono Benja, Manna, Shabe and Setema. On the second stage among 35 Secondary Schools in the selected Woredas, 15 Secondary Schools would be selected through systematic sampling techniques. This selection would be done by selecting Schools listed on even numbers from order lists of each

selected education office up to needed sample size would be achieve. The selection of both top level participants which would be selected from Woredas Secondary School (7 WEO, 7 Supervisor, 15 Principals and 15 Vice Principals) and lower level participants which would be(15 Unit leader, 60 dept. head, 45 Parent Teacher Association and 279 Teachers).

Table 1.Populations, samples and sampling techniques

Woreda	Schools	Principals P	S	V/Principals P	S	%	Unit leaders P	S	%	Department head P	S	%	Teachers P	S	%	PTA P	S	%	WEO P	S	%	Supervisors P	S	%
Gera	F/Gemt	1	1	1	1	100	1	1	100	4	4	100	31	20	71	7	4	57	1	1	100	1	1	100
Gera	S/doyo	1	1	1	1	100	1	1	100	4	4	100	27	18	81	7	4	57						
Gumay	Toba	1	1	1	1	100	1	1	100	4	4	100	33	22	67	7	4	57	1	1	100	1	1	100
Gumay	Yachi	1	1	1	1	100	1	1	100	4	4	100	26	18	85	7	4	57						
Sigmo	Adu	1	1	1	1	100	1	1	100	4	4	100	32	21	69	7	4	57			100			100
Sigmo	Gatta	1	1	1	1	100	1	1	100	4	4	100	29	18	76	7	4	57	1	1		1	1	
Sigmo	Robe	1	1	1	1	100	1	1	100	4	4	100	24	16	91	7	4	57						
N/Benja	Biftu	1	1	1	1	100	1	1	100	4	4	100	25	17	88	7	4	57			100			100
N/Benja	Benja	1	1	1	1	100	1	1	100	4	4	100	25	17	88	7	4	57	1	1		1	1	
Manna	Yebbu	1	1	1	1	100	1	1	100	4	4	100	33	22	67	7	4	57	1	1	100	1	1	
Manna	Haro	1	1	1	1	100	1	1	100	4	4	100	32	21	69	7	4	57						100
Shabe	H/ Shabe	1	1	1	1	100	1	1	100	4	4	100	30	20	68	7	4	57	1	1	100	1	1	100
Shabe	Toli	1	1	1	1	100	1	1	100	4	4	100	24	16	91	7	4	57						
Setema	Gatra	1	1	1	1	100	1	1	100	4	4	100	27	17	81	7	4	57						
Setema	A/J/Guma	1	1	1	1	100	1	1	100	4	4	100	24	16	91	7	4	57						
Sampling techniques		Available		Available			Available			Available			Random sampling			Purposive			Available			Available		

N.B. P=population   S=Sample Size

3.5. Data Gathering Instruments

In order to gather the required data from the sample population, three data collection tools were used namely, interviews, questionnaires and documents. Given below is a description for each of these instruments.

3.5.1 Questionnaires

The researcher used questionnaire because it is convenient to conduct survey & acquire necessary information from a large number of study subject with a short period. Furthermore, it makes possible an economy of time & expense and provides high proportion of usable response (Best & Kahn 2003). Quantitative data was analyzed using percentage, frequency, mean, standard deviation and mean weight. The quantitative data, responses were categorized and frequencies tallied. Percentage and tallied frequency were analyzed depending on the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their coherence.

The scores of an organized item were organized, statistically and computed using descriptive statistics to obtain the frequency, percentage, mean value and standard deviation of each item to see the relationship of the independent variables with the dependent variable. The close ended questionnaires, on the other hand, were intended to gives respondents a chance to respond in their own words and relatively free to express their feeling as they presume. Hence, questionnaires were prepared in English Language.

 However, in the case of getting clear, relevant and accurate information the questionnaires were translated to Afan oromo language by language expert. Questionnaires were employed to collect data from Teachers , Department Heads, vice principals ,principals, unit leaders and PTA to assess the roles of secondary school principals in creating positive school culture in secondary school of Jimma Zone.

Questionnaire was selected with the belief that it makes respondents free and helps to catch their viewpoints regarding roles of principals in creating positive school culture in secondary school under consideration. Questioners also help to collect a good deal of data from a large number of respondents within a short period. It consists of two parts. The first part consists of questions about general back ground information of the respondents. In this section, questions that ask for sex, level of education, educational roles in school, ages and experience were included.

The second part contains the main body of the questionnaire, which measures the roles of secondary school principals in creating positive school culture from different four dimensions. These four dimensions include practice collaborative leadership, promote collegial support, promote unity of purpose, mobilize, and ensure optimum uses of resources. The questionnaire has the form of five options Likert scale (one= strongly disagree to five= strongly agree).

 Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

3.5.2. Interview

Semi-structured interview, the most common type of interviews in social research (Dawson, 2002), was employed to collect data because this process allows the researcher to gain detailed insights about the phenomenon under study. Not only this but also; Semi- structured interviews enabled participants to advance and follow issues and matters that might not be included in the pre-devised schedules such as questionnaires which resulted into squashy first-hand and in-depth information (Best.1998). Moreover, it allows a wider freedom to ask further questions and helps control the direction of the interview to draw out the required data (Brown, 1998).Therefore, the reason for using semi-structured interview is its advantage of elasticity in which new questions were forwarded during the interview based on the responses of the interview.

The interview was conducted in Afan Oromo. Seven (7) secondary school supervisors and Seven (7) heads of woreda educations were interviewed. In this study, therefore, interview was used to collect data from the secondary School Supervisors and Heads of Woreda Educations on issues like activities of positive School culture in secondary school, effectiveness of practices of positive school culture in secondary school, challenge that faced in creating   positive school culture in Secondary School ,what measures take place in creating positive School culture and the possible strategy for future in creating positive school culture in secondary school.

3.5.3. Document Analysis

In addition to the above instrument of data collection, all available relevant documents, Minutes, annual report of selected secondary school, woreda education office and different journals related to the topics would be studied.as a result we could get as if there is no collaborative leadership, there were no written documents which indicate collegial support, how to use available resources and unity of purpose.

3.6. Data Collecting Procedures

To answer the research questions raised, the researcher goes through a series of data gathering Procedures. These procedures help the researcher to get authentic and relevant data from the Sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to go way secondary schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has been contact to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis. The interview has conducted after the participants' individual consent was obtained. During the process of interview, the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process

3.7. Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion. Thus, the data obtained through a questionnaire, which is responsible to quantitative data, were analyzed by using percentages, followed by discussion of the most important points. The data gathered through open –ended questions, semi structured interviews and documents were analyzed qualitatively through descriptive narration for the purpose of triangulation.

Quantitative Data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically using percentages. Likert Scale was employed to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; takes less time to construct; simplest way to describe about roles of the principals in creating positive school culture provides more freedom to respond. The scale consists of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

Qualitative:-The data collected from the semi-structured interview, open-ended question of the questionnaire and document were analyzed and interpreted qualitatively. The hand written notes of interview were transcribed; categorized and compiled into themes. The result of open-ended questions was summarized and organized with related category. To this end, analysis and interpretations were made based on the questionnaires, interviews and documents. Finally, the overall course of the study was summarized with findings and conclusions.

3.8. Issues of Validity and Reliability

Whether the research approach is qualitative or quantitative, the issue of validity (the extent to which the study responds to the questions without bias) and reliability (the extent to which similar results are found if the study is repeated with the same procedures and methods) are always sensitive (Golafshani, 2003). As mentioned earlier, the study employed both qualitative and quantitative data. Quantitative data, in the context of this study are those data that were collected through questionnaires. The reliability of the questionnaire was maintained in such a way that it was pilot tested on two secondary school before it was employed for the purpose of actual data collection. The pilot tested secondary school was not included in sample school. The Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: "_ > 0.9 - Excellent, _ > 0.8 - Good, _ > 0.7 - Acceptable, _ > 0.6 - Questionable, _ > 0.5 - Poor and _ < 0.5 - Unacceptable". It is noted that an alpha of (0.82) is reasonable good to use the question for the research. Finally, both the data gained from the questionnaires (open-ended) and semi-structured interviews were cross-validated with the data obtained from document analyses. This was analyzed and reported through narrative description. Accordingly, as shown in the

following table, the coefficients of reliability of items measuring all variables are found to be within an acceptable range (α ≥0.774).

Table .2. The coefficients of reliability of items

No	Variables	No of items	Cronbach Alpha
1	The degree to which school leaders establish and maintain collaborative relationships with school staff	14	0.849
2	To what extent do the school principals promote collegial support	6	0.774
3	To what extent do secondary school principals promote unity of purpose	5	0.783
4	To investigate how school principals mobilize and ensure optimum uses of all resources in creating positive school culture	12	0.878
	Average Reliability result	37	0.821

3.9. Data Analysis Techniques

Analysis of the quantitative data and qualitative data were carried out simultaneously. This is due to the reason that such kind of analysis is employed when equal weight is given to both types of data; both data are used for the purpose of validation and the researcher wanted to substantiate his conclusions with more empirical findings (Creswell and Clark, 2007) which is also applicable for this study. Accordingly, analysis of the quantitative data was carried out first and the analysis of the qualitative data followed. The quantitative data was analyzed through the application of both descriptive and inferential statistics. Mean, standard deviation and analysis of variances were computed to investigate the roles of secondary school principals in creating positive school culture in the secondary school. Accordingly, the finding was analyzed in such a way that (X>3.00= ineffective, $3 \leq X \leq 4$= moderately effective and X=4 and above is highly effective) Analysis of qualitative data involves working with data, organizing it, breaking it into manageable units and searching for patterns or themes to discover what is important to tell others (Biklen and Bogdan, 1992).

In order to analyze the data, therefore, the researcher repeatedly read the interview scripts to find words and phrases that appeared repeatedly. Then the data were categorized in to themes using the phrases and words and were analyzed in sufficient detail. Furthermore, before starting the analysis,

the researcher codified both the quantitative and qualitative data to facilitate its organization, retrieval and interpretation. After analyzing the quantitative and qualitative data separately, the researcher then compared their results to see the extent of their consistent.

3.10. Ethical Issues

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. An official letter was written to the concerned bodies /institution or organization/from Jimma   University of the Department of Educational Planning and Management to inform the issue. Based on the letter the researcher asked permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study .the purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provide was only used for the study purpose. Accordingly, the researcher used the information from his participants' only for the study purpose. In addition, the researcher ensured confidentially by making the participants anonymous.

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CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the results derived from both quantitative and qualitative data. The data are presented in prose, numerical, figures and in table formats. The chapter starts with the presentation of the demographic and other characteristics of the respondents in terms of sex, age , academic qualification and work experience and the second parts deals with the result of findings from the data which were gathered through the questionnaire , interview and document analysis in the selected secondary school of Jimma Zone.

4.1. Demographic Data

Demographic information is one of the important tools in any form of statistical analysis, in this study; respondents are categorized based on educational status and educational role/position in the school, work experience and their educational background. Among the total respondents of (n=150) 34.96% are instructional leaders whereas (n=279) 65.04% are secondary school teachers. The data were analyzed in terms of the frequency, percentage mean score and standard deviation. Item scores for each category were arranged under five rating scales. The range of rating scales were as follow: 1=very low, 2=Low, 3= moderate, 4= High and 5= Very high. For the purpose of the analysis , the above five rank of responses of the questionnaires were grouped and labeled in to three categories i.e. Low, Moderate and high.in categorizing the rating scales, the frequency and percentage result of very low and low were combined into low and the result of high and very high combined in to 'High'. Mean score and standard deviation were calculated from the responses. For the purpose of easy analyses and interpretation, the mean values of each items and dimension were interpreted as follows, mean value ≤ 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, and 3.50-4.49 as high and above 4.50 as very high. Finally, the data obtained from the open- ended items of the questionnaires, interview and Document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. In the first part of the questionnaire, the respondents were asked about their general background information. This information includes sex, age, educational background, work experience, and the current work position in the secondary school. The table below indicates the response obtained from the respondents concerning their demographic characteristics.

Table 3. Demographic Characteristics of the Respondents.

Variable	Categories of items	Numbers of respondents	Percentage
Gender	Male	311	72.5
	Female	118	27.5
	Total	429	100
Age	20-25years	37	8.6
	26-30years	96	22.4
	31-35 years	186	43.4
	36-40 years	89	20.7
	41 and above years	21	4.9
	Total	429	100
Educational status	Diploma/Level	10	2.3
	Degree(BA/BSc)	341	79.5
	2nd degree(MA/MSc)	19	4.4
	Others(Below Diploma)	59	13.8
	Total	429	100
Position in the School (Educational Role)	Teachers	279	65.03
	Dept. head	60	14.0
	Unit Leaders	15	3.5
	Vice principals	15	3.5
	Principals	15	3.5
	PTA	45	10.5
	Total	429	100
Total years of experience in teaching	1-5 years	39	9.1
	6-10 years	117	27.3
	11-15 years	201	46.9
	16-20 years	58	13.5
	21-25 years	11	2.6
	26-30 years	2	0.4
	31 years and above	1	0.2
	Total	429	100

Table 3. Above illustrates the distribution of respondents by sex, age, educational level, position in the school, and work experience. As can be seen from the data, the table indicates that, out of the total respondents 311 (72.5%) were male and 118(27.5%) were female. It shows that majority of the respondents (Instructional leaders and teachers) in secondary school of Jimma Zone were males. In terms of age the data indicates majority of the respondents 282 (65.8%) were between 26-35 years old, 89 (20.7%) of the respondents age were between 36-40 years old, 37 (8.6%) of the

respondents age were between 20-25 years old and the least numbers of the respondents 21(4.9%) of the respondents age were 41 and above years old.

As far as educational status is concerned, majority of the respondents *341, (79.5%)* were first-degree (BA/BSc.) holders. 19 (4.4%) of the respondents are second-degree (MA/MSc.) holders. This is of course, because unless there is a special reason, first degree is a minimum requirement to be assigned as instructional leaders in the secondary school under consideration. Level of education. Moreover, the rest of the respondents 69 (16.1%) of them have diploma and below educational qualification.

With regard to educational role or position of the respondents 279,(65.03%) of them secondary school teachers this shows that most of the respondents in this study were secondary school teachers. 60 (14%) of the respondents heads of department. 45(10.5%) of the respondents were PTA. 15 (3.5%) of the respondents were secondary school principals. 15(3.5%) of the respondents were vice principals. 15 (3.5%) of the respondents were unit leaders.

As far as work experience is concerned, majority of the respondents 201 (46.9 %) have a wok experience of between 11-15 years. 117(27.3%) of the respondents have between 6-10 work experience. 58(13.5%) of the respondents had between 16-20 services of year. The less numbers of the respondents that is 14 (3.2%) of them had work experiences 21 years and above.

4.2. Analysis of the responses collected through questionnaires

The collected data were analyzed quantitatively, presented in the tables, and followed with decision. The descriptive atavistic like frequencies and percentage that were used to analyzed the distribution of responses of the given alternative choices of items ,mean that was used to analyze the average of distribution of responses and standard deviation that was used to analyses the distribution responses around to the sample as well as inferential statistics like ANOVA analyze was used to give meaning full conclusion for the data analyze in descriptive statistics to identify that the independent variable were explained by the dependent variables of this study

4.1.1 The extent to which the secondary school principals practice collaborative leadership

Table 4. Analysis of the extent to which the secondary school principals practices collaborative leadership in secondary school of Jimma Zone

	Descriptive Statistics (numbers of teachers=279) Secondary school principals role and responsibility	N	Mean	St. Deviation
1	The school principals value teachers' ideas	279	2.81	1.31
2	The school principals in this school trust the professional judgment of teachers.	279	3.27	1.27
3	The School Principals take time to praise teachers that perform well	279	2.93	1.22
4	The School principals are involved teachers in the decision – making process.	279	3.37	1.29
5	The school principals are encouraged teachers ideas valued by others teachers	279	3.33	1.27
6	The school principals are facilitate teachers are kept informed on the current issues in the school	279	2.79	1.19
7	Teachers involvement in decision –making is taken seriously by the school principals	279	2.76	1.17
8	The school principals encouraged and rewarded teachers for experimenting with new ideas and techniques	279	2.75	1.18
9	The school principals support risk-taking and innovation in teaching	279	2.79	1.19
10	The school principals protect instruction and planning time	279	3.03	1.27
11	The school principals encouraged Teachers to share ideas	279	3.54	1.37
12	The school principals encouraged parents school relationship to strength collaborative work	279	3.47	1.39
13	The school principals encourage participation of parents in the management of the school.	279	3.28	1.29
14	The school principals encourage parents trust teachers' professional judgments.	279	2.56	1.06

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree

Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools. As shown in table 6 majorities of the respondents have neither positive nor negative agreement.

With regard to the extent to which the secondary school principals practices collaborative leadership in secondary school of Jimma Zone, teachers were asked to reflect their agreement on the extent to which the secondary school principals practiced collaborative leadership in secondary school of Jimma Zone. Accordingly, the majority of the respondents 201(72.04%) teachers revealed that the extent to which the secondary school principals practiced collaborative leadership in secondary school of Jimma Zone was at low level and the rest of the respondents 50(17.9%) and 28(10.03%) of the respondents (Teachers) agreed that the secondary school principals made collaborative leadership in secondary school of jimma zone at high and moderate level respectively.

As it can be seen from the table above the average score of the extent to which the secondary school principals practices collaborative leadership in secondary school of Jimma Zone which the mean score was recorded from collected responses of the teachers from the questionnaire was 3.00 and Sd=1.22. This results lies between 2.50-3.49.this results considered as moderate.it presents neither negative nor positive agreements. From this result, we can conclude that most of the secondary school principals practicing collaborative leadership were moderately implement.

With regard to item 1of table 5 above, the teachers were asked about the extent to which the secondary school principals valued teachers' ideas in secondary school. Accordingly, the mean score the item was (M=2.81, SD=1.31). This score implied that the respondents were neither positive nor negative agreements on the item. This can be determining the level of implementation at moderate level, whereas, the mean score of the item 2 of table 5 was (M=3.27, SD=1.27).This score also implied that the respondents were neither positive nor negative agreements on the item 2. This can be determining the level of implementation at moderate level. Not only item 1 and item 2 but also the mean score of item 3 was (M=2.93, SD=1.22).This result also not different from item 1 and item 2.

Teachers were asked to rate the extent to which secondary school principals were involved teachers in the decision –making process in secondary school of jimma zone. Accordingly, the mean score of the item was (M=3.37, SD=1.29). This score implied that the respondents were neither positive negative agreement on the item. This result found between 2.50-3.49, according to likert this result considered as moderate. This implies the level of implementation also at moderate level. Whereas, the mean score of item 5 of table 5, above was (M=3.33, SD=1.27). This score also implied that the respondents were neither positive nor negative agreements on the item 5. This can be determining the level of implementation at moderate level. Not only item 4 and item 5 but also the mean score of item 6 was (M=2.79, SD=1.19).This result also not different from item 4 and item 5.

As far as item 7 of table 5, above the secondary school teachers were asked the extent to which the item was implemented in secondary school of jimma zone. Accordingly, the mean score of item 7 was (M=2.76, SD=1.17). This score implied that the respondents have neither positive nor negative agreement on the items. This result found between 2.50-3.49, according to likert this result considered as moderate. This can be determining the level of implementation at moderate level. The implementation level is not enough to bring positive school culture. Whereas, the mean score of item 8 of table 5, above was (M=2.75, SD=1.18). This score also implied the respondents have neither negative nor positive agreements on the item. This shows that the items implemented moderately. The implementation level is not enough to bring positive school culture. The culture of the schools determines how teacher and students behave, feel, and think (Peterson &Deal 2009). The mean score of item 9 of table 5 was (M=2.79, SD= 1.19). In addition, the mean score of item 10 of table above was (M=3.03, SD= 1.27). Both results show the items implemented moderately.

Concerning item 11 of table 5 above the secondary schools teachers were asked the extent to which secondary school principals were encouraged Teachers to share ideas. Accordingly, the mean score of the item was (M=3.54, SD=1.37). This result was considered as high. This implies that the respondents were highly agreed the given item 11 of table 5.Whereas the mean score of item 12 of table 5 was (M=3.47, SD= 1.39). This result also indicated that highly agreements of the respondents on the item. This also shows that effective implementation of the item. Not only this but also the item 13 and item 14 were moderately implements in the secondary school of Jimma Zone. Their results were (M=3.28, SD=1.29). In addition (M=2.56 SD= 1.06) respectively.

Further, a positive school culture guide people to focus on a certain aspects, encourage commitment, increase motivation, and stimulates individual to improve performance and feel competent (Peterson &Deal 2009). Therefore, it is essential that leaders in secondary school are working to create a safe caring, responsive, and positive school culture to assure individuals was provided with the opportunities to be successful throughout his or her life.

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Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly AgreeBased on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than

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With regard to the extent to which the secondary school principals practices collaborative leadership in secondary school of Jimma Zone, teachers were asked to reflect their agreement on the extent to which the secondary school principals practiced collaborative leadership in secondary school of Jimma Zone. Accordingly, the majority of the respondents 201(72.04%) teachers revealed that the extent to which the secondary school principals practiced collaborative leadership in secondary school of Jimma Zone was at low level and the rest of the respondents 50(17.9%) and 28(10.03%) of the respondents (Teachers) agreed that the secondary school principals made collaborative leadership in secondary school of jimma zone at high and moderate level respectively.

As it can be seen from the table above the average score of the extent to which the secondary school principals practices collaborative leadership in secondary school of Jimma Zone which the mean score was recorded from collected responses of the teachers from the questionnaire was 3.00 and Sd=1.22. This results lies between 2.50-3.49.this results considered as moderate.it presents neither negative nor positive agreements. From this result, we can conclude that most of the secondary school principals practicing collaborative leadership were moderately implement.

With regard to item 1of table 5 above, the teachers were asked about the extent to which the secondary school principals valued teachers' ideas in secondary school. Accordingly, the mean score the item was (M=2.81, SD=1.31). This score implied that the respondents were neither positive nor negative agreements on the item. This can be determining the level of implementation at moderate level, whereas, the mean score of the item 2 of table 5 was (M=3.27, SD=1.27).This score also implied that the respondents were neither positive nor negative agreements on the item two. This can be determining the level of implementation at moderate level. Not only item 1 and item two but also the mean score of item 3 was (M=2.93, SD=1.22).This result also not different from item one and item two.

Teachers were asked to rate the extent to which secondary school principals were involved teachers in the decision –making process in secondary school of jimma zone. Accordingly, the mean score of the item was (M=3.37, SD=1.29). This score implied that the respondents were neither positive negative agreement on the item. This result found between 2.50-3.49, according to likert this result considered as moderate. This implies the level of implementation also at moderate level. Whereas, the mean score of item 5 of table 5, above was (M=3.33, SD=1.27). This score also implied that the respondents were neither positive nor negative agreements on the item 5. This can be determining the level of implementation at moderate level. Not only item 4 and item 5 but also the mean score of item 6 was (M=2.79, SD=1.19).This result also not different from item 4 and item five.

As far as item 7-14 of table 5, above the secondary school teachers were asked the extent to which the item was implemented in secondary school of jimma zone. Accordingly, the mean score of item 7 was (M=2.76, SD=1.17). This score implied that the respondents have neither positive nor negative agreement on the items. This result found between 2.50-3.49. According to likert this result considered as moderate. This can be determining the level of implementation at moderate level. The implementation level is not enough to bring positive school culture. The culture of the schools determines how teacher and students behave, feel, and think (Peterson &Deal 2009).Further, a positive school culture guide people to focus on a certain aspects , encourage commitment , increase motivation , and stimulates individual to improve performance and feel competent (Peterson &Deal 2009).therefore, it is essential that leaders in secondary school are working to create a safe caring , responsive , and positive school culture to assure individuals are provided with the opportunities to be successful throughout his or her life.

4.1.2. The extent to which the secondary school principals practice collaborative leadership in secondary school

Table 6. Analysis of Weather the principals practice collaborative leadership or not in secondary School conducted with instructional leaders

S/N	Secondary school principals role and responsibility (the numbers of instructional leaders=150)	N	mean	St. deviation
1	The school principals value teachers' ideas	150	2.92	1.22
2	The school principals in this school trust the professional judgment of teachers.	150	3.32	1.27
3	The School Principals take time to praise teachers that perform well	150	2.87	1.22
4	The School principals are involved teachers in the decision –making process.	150	3.22	1.24
5	The school principals are encouraged teachers ideas valued by others teachers	150	3.21	1.23
6	The school principals are facilitate teachers are kept informed on the current issues in the school	150	3.32	1.29
7	Teachers involvement in decision –making is taken seriously by the school principals	150	3.05	1.27
8	The school principals encouraged and rewarded teachers for experimenting with new ideas and techniques	150	3.02	1.26
9	The school principals support risk-taking and innovation in teaching	150	2.76	1.22
10	The school principals protect instruction and planning time	150	3.22	1.24
11	The school principals encouraged Teachers to share ideas	150	2.82	1.22
12	The school principals encouraged parents school relationship to strength collaborative work	150	3.24	1.29
13	The school principals encourage participation of parents in the management of the school.	150	3.11	1.27
14	The school principals encourage parents trust teachers' professional judgments.	150	2.89	1.25
	The average mean score		3.17	1.26

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree. Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the

schools. As shown in table six majorities of the respondents have neither positive nor negative agreement.

The instructional leaders were asked to reflect their agreement on the extent to which the secondary school principals practiced collaborative leadership in secondary school of Jimma Zone. Accordingly, of 150 instructional leaders who completed the questionnaire, two-thirds of them 100(66.6%) agreed on the extent to which the secondary school principals practice collaborative leadership in secondary school was at low and moderate level. The rest of them that is 34(22.6%) and 16(10.7%) replied that at high and very high level respectively.

As it can be seen from the table above the average score of the extent to which the secondary school principals practices collaborative leadership in secondary school of Jimma Zone, which the mean score was recorded from collected responses of the instructional leaders from the questionnaire was 3.17 and SD=1.26. This results lies between 2.50-3.49.this results considered as moderate.it presents neither negative nor positive agreements. From this result, we can conclude that most of the secondary school principals practiced collaborative leadership was moderately implemented.

The interview with secondary school supervisors and head of woreda education also showed that there is low participation of concerning stakeholders in the process of leadership in secondary school.by supporting this idea one secondary school supervisors informed that ''The school principals were trying to involve parents , stakeholders and the school communities to the process of collaborative leadership in the school ,but most of them were not willing to participate in the management of the school''

Most of the secondary school supervisors and Woreda education head office responded that: Majority of the school principals in secondary school does not encourage parents trust teachers' professional judgments in secondary School**s**. They also responded that most of the secondary school principals do not encourage participation of parents in the management of the school.

For instance, one of the secondary school supervisors said that majority of the secondary school principals in secondary school did not encouraged teachers to share their ideas in the process of leadership. The other secondary school supervisor similarly stated that most secondary school principals did not protect instruction and planning time. He also stated that majority of the secondary school principals did not take time to praise teachers that perform well.

As far as concerning the interviews of Woreda education head office, majority of heads of woreda education stated that: most of the secondary school principals did not consider teachers involvement in decision –making is taken seriously by the school principal. Not only this but also, he stated that majority of the secondary school principals did not encouraged parents and school relationship to strength collaborative work.

For example, one of Woreda education head office responded that: most of secondary school principals do not encourage parents trust teachers' professional judgments in secondary school. He also stated that the majorities of secondary school principals did not encourage and rewarded teachers for experimenting with new ideas and techniques.

The other Woreda education head office similarly stated that most secondary school principals didn't encouraged teachers ideas valued by others teacher. He also stated that majority of the secondary school principals did not support risk-taking and innovation in teaching. One of the secondary school supervisors responded that: Majority of the school principals in secondary school did not practiced collaborative leadership in secondary School**s**. He also responded that most of the secondary school principals do not encourage participation of parents in the management of the school. Moreover, they did not promote collegial support and unity of purpose. Not only this but also most of the secondary school principals were not satisfied at their position.

The result of document analyses also indicated that there were no specific documents, which shows the activities of collaborative leadership to create positive school culture in most sample secondary school of jimma Zone. Regarding this idea literature revealed that the secondary school principals must be practices participatory leadership which involve everyone concerned.

Finally, as it can be seen from the quantitative statistics and qualitative, it is possible to summarize that the roles of principals moderate implementation of practicing collaborative leadership or a moderate way in the sample school of Jimma zone. In addition, both findings approved that majority of the secondary schools principal's ineffective implementation of establishing and maintaining collaborative leadership in creating positive school culture in sampled secondary school of jimma zone. Therefore, the above result indicated that the secondary school principals in

jimma zone were not undergoing collaborative leadership with concerning stakeholders to create positive school culture in secondary school and this might lead the school in difficulties.

The level of collaboration among staff in school is major determinant of weather the culture of the school positive or negative. The school that have high level of collaboration among staff tend to promote higher behavioral and academic standards (Bettini,Crocketti, Brownell,& Merrill, 2016)

Furthermore, the response of interview held with secondary school supervisors and head of woreda education head office, despite the fact that, the skill to create positive school culture in secondary school is limited. From the above analysis, one may conclude that principals of Jimma Zone fail creating positive school culture by using collaborative leadership.

4.1.3. The extent to which secondary school principals to promote unity of purpose in secondary school of jimma Zone.

Table 7: The School principals establish and maintain teachers work toward a common mission for the school. This conducted with teachers

N o	*The School principals promote unity of purpose to create positive school culture in secondary school*	N	Mean	Std. Deviation
1	The Principal foster teachers to support the mission of the school	279	2.17	1.11
2	The principals work for the school mission provides a clear sense of direction for the teachers	279	2.15	1.21
3	The principals encouraged teachers to understand the mission of the school	279	3.06	1.25
4	The principals carryout the statement of the school mission reflects the values of the community	279	2.84	1.24
5	The school principals work for teaching performance reflects the mission of the school	279	2.98	1.32

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree

Based on the five point likert-scale rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

With regard to the extent to which the secondary school principals, promote unity of purpose in secondary school of Jimma zone.

Teachers were asked to rate the extent to which secondary school principals promotes unity of purpose, accordingly. The majority 223(79.9%) of teachers revealed that the extent to which secondary school principals promotes unity of purpose in secondary school was at low level and the rest 26(9.3%) and 30(10.7%) of the teachers agreed that the secondary school principals were promoted unit of purpose in secondary school of secondary school at high and moderate level respectively

As shown in the table 7 the mean score of secondary school principals foster teachers to support the mission of the school was (M= 2.17) with a standard deviation of (SD=1.11). This mean score considered as low, which implies the majority of the secondary school principals would not implement foster teachers to support the mission of the school.

With regard to the mean score of the principals work for the school mission provides a clear sense of direction for the teachers was (M=2.15, SD=1.22). This also considered as low score, which indicates the majority of the secondary school principals had ineffective implementation of the item. The table above also depicts that the mean score of the principals encouraged teachers to understand the mission of the school was (M=3.05, SD=1.25). This moderate result implies majorities of secondary school principals had neither positive nor negative agreements on the implementation of the above item.

The mean score of the secondary school principals carried out the statement of the school mission reflects the values of the community was (M=2.85) with a standard deviation of (SD= 1.21). This mean score indicated that most of Secondary school principals' works for the school mission provide a clear sense of direction for the teacher be below average. This indicates that most of the secondary school principals 'had not works for the school mission provide a clear sense of direction for the teacher. The mean score of the secondary school principals encouraged teachers to understand the

mission of the school was (M= 2.81) with a standard deviation of (SD 1.55). This result implies it is above average. The secondary school teachers were agreed the extent to which secondary school principals encourage teachers to understand the mission of the school.

The mean score of the secondary school principals carried out the statement of the school mission reflects the values of the community was (M=2.85) with a standard deviation of (SD=1.24). This mean score shows that most secondary school principals' carried out the statement of the school mission reflects the values of the community were moderate result. This indicates that most of the secondary school teachers had neither positive nor negative agreement on the item four above.

The means scores of the secondary school principals worked for teaching performance reflects the mission of the school was (M=2.98) with a standard deviation of (SD =1.32). According to Likert the result which scored to show the secondary school principals worked for teaching performance reflects the mission of the school was taken as moderate which implies that majorities of the secondary school teachers had neither positive nor negative agreements on the item five above.

Krug (1992) emphasized the importance of mission for the success of the instructional leaders and the school when he suggests '' operating without a clear sense of mission is like beginning of a journey without having a destination in mind''. The school and effective leadership also placed the act of defining a school's mission as the primary task of the school principals (Clayton, 1994: Hoyel, 1998 and Bell, 1992). However, the discovery of this study revealed that most of the school principals are not doing on the school mission and goal for creating positive school culture in the school. Particularly, in participating teachers and concerned stakeholders in setting as well as communicating the mission and goal in creating positive school culture.

4.1.4. The extent which secondary school principals to promote unity of purpose in secondary school

Table 8: The School principals establish and maintain teachers work toward a common mission for the school.

No	The School principals promote unity of purpose to create positive school culture in secondary school	N	Mean	Std. Deviation
1	The Principal foster teachers to support the mission of the school	150	2.59	1.12
2	The principals work for the school mission provides a clear sense of direction for the teachers	150	2.67	1.21
3	The principals encouraged teachers to understand the mission of the school	150	3.02	1.26
4	The principals carryout the statement of the school mission reflects the values of the community	150	2.98	1.32
5	The school principals work for teaching performance reflects the mission of the school	150	3.11	1.33

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree

Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

The instructional leaderships were asked to reflect their agreement on the extent to which the secondary school principals promote unity of purpose in secondary school of Jimma Zone. Accordingly, The majority 92 (61.4%) of instructional leaders revealed that the extent to which secondary school principals promotes unity of purpose in secondary school was at moderate and low level and the rest 41(26.3%) and 17(12.3%) of the instructional leaders were agreed that the secondary school principals were promoted unit of purpose in secondary school of secondary school at high and very high level respectively.

As shown in the table 8. The mean score of secondary school principals foster teachers to support the mission of the school was (M=2.59) with a standard deviation of (SD=1.12). This mean score considered as moderate, which implies the majority of the secondary school principals would moderately implement to foster teachers to support the mission of the school. Whereas, the mean score of the secondary school principals work for the school mission provided a clear sense of direction for the teachers was (M=2.67,SD=1.21).this score also implies that the secondary school principals were moderately implemented. In addition, the mean score of the extent the secondary school principals encouraged teachers to understand the mission of the school was (M=3.02, SD=1.26).this result also not different from item 1 and item 2 of table above. Lack of mission and vision, value laziness and apathy, appreciate separateness and exclusivity have negative peer relationship (Peterson, 2002).

With regard to the mean score of the principals carryout the statement of the school mission reflects the values of the community was (M=2.98, SD=1.32). This also considered as moderate score, which indicates the majority of the secondary school principals moderately implemented of the item. Whereas, the mean score of the extent which the secondary school principals worked for teaching

performance reflects the mission of the school was (M=3.11, SD=1,33). This result also indicated that most of the secondary school principals implement the item moderately.

Coming to the result of the interview, most of the secondary school supervisors and Woreda education head office responded that:

Majority of secondary school principals do not have the skill to promote unity of purpose to create positive school culture in secondary school. They also responded that: most of the secondary school principals do not carried out the statement of the school mission was reflects the values of the community.

For instance, one of the secondary school supervisors said that: Majority of the secondary school principals did not encouraged teachers to understand the mission of the school.

He also replied most of the secondary school principals were not work for teaching performance reflects the mission of the school.

The other secondary school supervisor similarly stated that most secondary school principals did not work to encouraged teachers to understand the mission of the school.

He also stated that majority of the secondary school principals didn't not foster teachers to support the mission of the school

As far as concerning the interviews of Woreda education head office, majority of woreda education head office stated that: most of the secondary school principals did not motivate   teaching performance reflects the mission of the school.

The other Woreda education head office similarly stated that most secondary school could not work for the school mission provides a clear sense of direction for the teachers.

He also stated that: Majority of the secondary school principals did not work for the school mission provides a clear sense of direction for the teachers.

The result of document analyses also indicated that there were no specific documents showing discussion of to promote unity of purpose to create positive school culture in secondary school.

Finally, as it can be seen from the quantitative statistics and qualitative, it is possible to summarize that the roles of principals' ineffective implementation to promote unity of purpose to create positive school culture in secondary school or in moderate way in the sample school of Jimma zone.

And also both findings approved that majority of the secondary school principals ineffective implementation promote unity of purpose to create positive school culture in secondary school in sampled secondary school of jimma zone.

Furthermore, the response of interview held with   secondary school supervisors and woreda education head office , despite the fact that ,the skill to promote unity of purpose to create positive school culture in secondary school are limited, however, secondary school principals could not manage as well because due to lack of knowledge, skills and experience. From the above analysis, one may conclude that principals of Jimma Zone fail to promote unity of purpose to create positive school culture in secondary school.

Krug(1992) emphasized the importance of mission for the success of the instructional leaders and the school when he suggests '' operating without a clear sense of mission is like beginning of a journey without having a destination in mind''. The school and effective leadership also placed the act of defining a school's mission as the primary task of the school principals (Clayton, 1994: Hoyel, 1998 and Bell, 1992). However, the discovery of this study revealed that most of the school principals are not doing on the school mission and goal for creating positive school culture in the school. Particularly, in participating teachers and concerned stakeholders in setting as well as communicating the mission and goal in creating positive school culture.

4.1.5. **The extent to which the secondary school principals promote collegial support in secondary school**

Table 9: The school principals establish and maintain teachers (the school community) to work together effectively.

No	Descriptive Statistics			
	Promote Collegial support to accomplish the task of the school organization	N	Mean(M)	Std. Deviation
1	The school principals work for Teachers trust each other's in the school	279	2.52	1.03
2	The school principals work for teachers are willing to help out whenever there is a problem	279	2.81	1.13
3	The school principals work for teachers idea are valued by others teacher.	279	2.63	1.22
4	The school principals in your school facilitate teachers to work cooperatively in group	279	2.88	1.23
5	The school principals motivate teachers to observe each other's teaching	279	3.54	1.15
6	The School principals encouraged teachers to spend considerable time to planning together.	279	2.76	1.22

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree. Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

With regard to the items in the table above, Teachers were asked to reflect their agreement on the extent to which the Secondary school principals were promoted collegial support in secondary school. Accordingly, the majority 199(71.3%) of teachers revealed that the extent to which the secondary school principals were promoted collegial support in the school was at low level and the rest 50 (17.9%) of teachers and 30 (10.75%) of teachers agreed that the secondary school principals were promoted collegial support in the school was at moderate and high level respectively.

As shown in table 9 above. the mean score of the secondary school principals worked for teachers trust each other's in the school was (M=2.52) with a standard deviation of (SD=1.03). The mean score shows it is moderate results. This mean result indicated that majority of secondary school teachers were have neither positive nor negative agreements on the extent, which the secondary school principals were worked for teachers, trust each other's in the school.

The means score of the secondary school principals work for teachers were willing to help out whenever there is a problem was (M=2.82) with a standard deviation of (SD1.19). This also shows that it is moderate result. This result shows that secondary school teachers were have neither positive nor negative agreements on the extent that the secondary school principals were worked for teachers are willing to help whenever there is a problem.

With regard to secondary school principals were worked for teachers idea are valued by others teachers are scored (M=2.64) with a standard deviation of (1.22). This is the same as with the previous item. The mean outcome shows that the secondary school teachers were have neither positive nor negative agreements on the extent that the secondary school principals were worked for teachers idea are valued by others teacher.

As far as the mean score of secondary school principals facilitating as if teachers to work cooperatively in-group were (M=2.89) with a standard deviation of (SD 1.23). The mean score shows that the secondary schools principals facilitate teachers to work cooperatively in-group was moderately implementing the item. This indicates majority of the secondary school principals were having neither positive nor negative agreements on the extent to which the secondary school principals were facilitate teachers to work cooperatively in-group.

The means scores of majority of the secondary school principals motivate teachers to observe each other's teaching was (M=3.54) with a standard deviation of (SD 1.15). This mean score shows the majority of Secondary school principals were motivated teachers to observe each other's teaching was above average. Therefore, this shows majority of the secondary school principals were effectively implementing to motivate teachers to observe each other's teaching.

The mean score of the majority of the secondary school principals encouraged teachers to spend considerable time to planning together was (M=2.76) with a standard deviation of (SD 1.22). This mean score shows that the secondary school principals were encouraged teachers to spend considerable time to planning together were moderate result. This shows the secondary school teachers were have neither positive nor negative agreements on the extent to which the secondary school principals were encouraged teachers to spend considerable time to planning together. Even though, there seems to be a difference in the mean scores in above table, the average mean score =2.85 and SD=1.16.This shows the extent to which the secondary school principals promote collegial support in secondary school was moderately implemented. This leads difficulties to accomplish the task of the school organization effectively to create positive school culture in secondary school.

Generally the result shows that majority of secondary school principals were moderately effective with regard to the issue under discussion.

4.1.6. The extent to which the secondary school principals promote collegial support in secondary school

Table 10: The school principals establish and maintain teachers (the school community) to work together effectively.

No	Descriptive Statistic The numbers of instructional leaderships=150			
	Promote Collegial support to accomplish the task of the school organization	N	Mean	Std. Deviation
1	The school principals work for Teachers trust each other's in the school	150	2.67	1.22
2	The school principals work for teachers are willing to help out whenever there is a problem	150	2.94	1.23
3	The school principals work for teachers idea are valued by others teacher.	150	2.69	1.22
4	The school principals in your school facilitate teachers to work cooperatively in group	150	2.99	1.23
5	The school principals motivate teachers to observe each other's teaching	150	3.42	1.28
6	The School principals encouraged teachers to spend considerable time to planning together.	150	2.86	1.23

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree

Based on the five point likert-scales rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

The instructional leaderships were asked to reflect their agreement on the extent to which the extent to which the secondary school principals promote collegial support in secondary school of Jimma Zone. Accordingly, The majority 96 (64%) of instructional leaders revealed that the extent to which secondary school principals promotes unity of purpose in secondary school was at moderate and low level and the rest 34(22.6%) and 20 (13.4%) of the instructional leaders were agreed that the secondary school principals were promoted unit of purpose in secondary school of secondary school at high and very high level respectively.

As shown in the table 10 the mean score of secondary school principals work for Teachers trust each other's in the school was (M=2.67) with a standard deviation of (SD=1.22). This mean score considered as moderate, which implies the majority of the secondary school principals would moderately implement to work for Teachers trust each other's in the school to promote collegial support the school. Whereas, the mean score of the secondary school principals work for teachers are willing to help out whenever there is a problem was (M=2.94 ,SD=1.23).this score also implies that the secondary school principals were moderately implemented. In addition, the mean score of the extent the secondary school principals worked for teachers idea are valued by others teacher was (M=2.69, SD=1.23).this result also not different from item 1 and item 2 of table above.

Concerning the mean score of the extent to which the secondary school principals were, facilitate for teachers to work cooperatively in-group was (=2.99, SD=1.23). This score is implies the secondary school principals were moderately implemented the item 4 above. Whereas, the mean score of the secondary school principals motivated teachers to observe each other's teaching was (M=3.42 ,SD=1.28).this score also implies that the secondary school principals were moderately implemented. In addition, the mean score of the extent the secondary school principals encouraged teachers to spend considerable time to planning together was (M=2.86 , SD=1.23).this result also not different from item 4 and item 5 of table above.

Coming to the result of the interview, most of the secondary school supervisors and Woreda education head office responded that:Majority of the secondary school principals had not promoted collegial support to accomplish the tasks of the school. They also responded that most of the secondary school principals did not establish and maintain teachers (the school community) to work together effectively.

For instance, one of the secondary school supervisors said that majority of the secondary school principals did not encouraged teachers to work cooperatively in-group in secondary school. Not only this but also, this supervisor responded that: majority of the secondary school principals did not encouraged teachers to spend considerable time to planning together. The other secondary school supervisor similarly stated that most secondary school principals didn't worked for teachers idea are valued by others teacher. He also stated that majority of the secondary school principals did not encouraged teachers to work cooperatively in-group.

As far as concerning the interviews of Woreda education head office, majority of woreda heads of education office stated that: most of the secondary school principals did not motivated teachers to

support each other's. Not only this but also, he stated that majority of the secondary school principals did not encouraged teachers to work cooperatively in-group. For example, one of Woreda education head office responded that: most of secondary school principals do not establish and maintain teachers (the school community) to work together effectively. He also stated that the majorities of secondary school principals did not promoted collegial support to accomplish the task of the school organization effectiveness.

The other Woreda education head office similarly stated that most secondary school principals didn't work for teachers idea are valued by others teacher. He also stated that majority of the secondary school principals did not encouraged teachers to work cooperatively in-group. The result of document analyses also indicated that there were no specific documents showing discussion to promote collegial support in creating positive school culture in secondary school of Jimma zone.

Finally, as it can be seen from the quantitative statistics and qualitative, it is possible to summarize that the roles of principals to promote collegial support to accomplish the task of the school organization in a moderate way in the sample school of Jimma zone. In addition, both findings approved that majority of the secondary school principals' ineffective implemented to established and maintained teachers (the school community) to work together effectively.

Furthermore, the response of interview held with secondary school supervisors and woreda education head office, despite the fact that, Promote Collegial support to accomplish the task of the school organization are limited. This due to lack of knowledge, skill and experiences of the secondary school principals. From the above analysis, one may conclude that principals of Jimma Zone fail to Promote Collegial support to accomplish the task of the school organization in creating positive school culture.

4.1.7. The extent to which school principals mobilize and ensure optimum use of all resources in secondary school of Jimma zone.

Table 11: The school principals ultimately use of resources (human power, technical resources, infrastructure, and instructional strategy and time) to accomplish the mission of the school.

No	Descriptive Statistics			
	Duties and responsibilities of the school principals	N	Mean	Std. Deviation
1	The School principals evaluate the effectiveness and efficiency of the school in utilization of the available resources.	279	2.92	1.42
2	The school principals encouraged the implementation of Instructional strategy in this school.	279	2.69	1.35
3	The school principals facilitate available class room materials during the instructional time.	279	2.36	1.16
4	The School principals prevent instructional time is not interrupted by announcement.	279	2.39	1.18
5	The School Principals promote Staffing (the function of recruiting the right individuals in the right position at a right time) is implemented in this school	279	2.86	1.19
6	The School principals promote Human resources to carry out their job duties in well-organized manner	279	2.98	1.20
7	The School Principals evaluate the activities of school regularly	279	2.95	1.23
8	The School principals prepared timely schedule to improve all activities of the school	279	2.32	1.15
9	The School principals ensure the beginning of instructional process according to the school calendar.	279	2.34	1.21
10	The School principals schedule co-curricular activities in support of the formal instructional process.	279	2.89	1.25
11	The School principals provide materials need to accomplish instructional roles.	279	2.57	1.12
12	The principals use properly the availability of man power in the school.	279	2.98	1.20

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree

Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

With regard to the items in the table above, Teachers were asked to rate the extent to which the school principals mobilized and ensure optimum use of all resources in secondary school of Jimma zone. Accordingly, the majority 189 (67.74%) of teachers revealed that the extent to which

the secondary school principals were mobilized and ensure optimum use of all resources in secondary school of Jimma zone was at low level and the rest 55 (19.7%) of teachers and 35 (12.5%) of teachers agreed that the secondary school principals were mobilize and ensure optimum use of all resources in secondary school of Jimma zone was at moderate and high respectively.

The table 11: shows mean score on the School principals evaluate the effectiveness and efficiency of the school in utilization of the available resources was (M=2.92) with a standard deviation of (SD 1.42). The mean score show that moderately implementing of the item. This mean score indicated that majority of the secondary school teachers to the extent secondary school principals were evaluated the effectiveness and efficiency of the school in utilization of the available resources had neither positive nor negative agreements.

The mean score of the secondary school principals were encouraged the implementation of Instructional strategy in secondary school was (M=2.69) with a standard deviation of (SD 1.35). This also implies that most of secondary school principals had been moderately implemented the item. It indicates majority of the secondary school principals had neither positive nor negative agreements on the above item.

The mean score of the secondary school principals were facilitated available classroom materials during the instructional time was (M=2.36) with a standard deviation of (SD=1.16). This mean score considered as low, which indicates the majority of the secondary school principals' ineffective implementation to facilitate available classroom materials during the instructional time.

The mean score of secondary school principals prevent instructional time is not interrupted by announcement was (M=2.39) with a standard deviation of (SD =1.18). This mean score shows that the school principal prevent instructional time is not interrupted by announcement considered as low which indicates majority of secondary school principals has ineffective implementation of preventing instructional time is not interrupted by announcement.

The mean score of secondary school principals promoted Staffing (the function of recruiting the right individuals in the right position at a right time) is implemented in this school was (2.85) and with standard deviation (SD=1.19) which implies the result is moderate which shows most of the secondary school moderately effective in secondary school.

As can be observed in table 11 of item 6, the mean score of the School principals promoted Human resources to carry out their job duties in well-organized manner was (2.98) with standard

deviation (SD=1.19). According to liket tis result is classified as moderate which shows majority of the respondent have neither positive nor negative agreement. This result implies most of the secondary school principals moderately implemented to promoting human resources to carry out their job duties in well-organized manner.

The mean score of secondary school principals evaluated the activities of school regularly was (M=2.95) with a standard deviation of (SD=1.23). The mean score shows that the principals evaluated the activities of school regularly was moderate. This score shows most of the respondents have neither positive nor negative agreement concerning the secondary school principals whether evaluate the activities of the school regularly or not. This implies most of the secondary school principals moderately implement the item 7.

The mean score of secondary school principals prepared timely schedule to improve all activities of the school was (M=2.32) with a standard deviation of (SD=1.15). The mean score shows that school principals were prepared timely schedule to improve all activities of the school was considered as low, which implies most of the respondents replied disagree. This shows that most of the secondary school principals ineffectively implemented the item 8 in the table above.

The mean score of secondary school principals ensure the beginning of instructional process according to the school calendar was (M=2.34) with a standard deviation of (SD=1.21). The mean score shows that the secondary school principals were not ensuring the beginning of instructional process according to the school calendar is considered as low. This indicates that most of the respondents replied disagree. This result implies that most of the secondary school principals were ineffectively implementing the activities described in the table above.

The mean score of whether the School principals schedule co-curricular activities in support of the formal instructional process or not was (M=2.89) with standard deviation (SD=1.25). The mean score shows that the School principals were schedule co-curricular activities in support of the formal instructional process were moderate. This score shows most of the respondents have neither positive nor negative agreement concerning the secondary school principals whether schedule co-curricular activities in support of the formal instructional process or not. This implies most of the secondary school principals moderately implement the item 10 in the above table.

The mean score of secondary school principals were provided materials need to accomplish instructional roles was (M=2.57) with a standard deviation of (SD=1.11). The mean score shows that school principals were provided materials need to accomplish instructional role were below

the average. This indicates that the secondary school principals did not provided materials that need to accomplished instructional roles.

The mean score of secondary school principals used properly the availability of workers in the school was (M=2.98) with a standard deviation of (SD=1.19). This implies the result is moderate. It indicates secondary school principals were moderately implemented the item 12 described in the above table.

Generally; from the above table by depending the average mean score =2.69 and SD=1.22. We can conclude that most of the secondary school principals were mobilize and ensure optimum use of all resources in secondary school of Jimma zone were moderately implemented.

''Leadership involves mobilizing school personnel and clients to notice ,face ,and take on the task of changing instruction as well as harnessing and mobilizing the resources needed to support the transformation of teaching learning (Wingfied ,Reese &West-Olatunji ,2010)

4.1.8.The extent to which school principals mobilize and ensure optimum use of all resources in secondary school of Jimma zone.

Table 12: The school principals ultimately use of resources (human power, technical resources, infrastructure, and instructional strategy and time) to accomplish the mission of the school.

No	Descriptive Statistics			
	Duties and responsibilities of the secondary school principals (The Numbers of the instructional leaders were asked=150)	N	Mean	Std. Deviation
1	The School principals evaluate the effectiveness and efficiency of the school in utilization of the available resources.	150	3.02	1.42
2	The school principals encouraged the implementation of Instructional strategy in this school.	150	2.88	1.37
3	The school principals facilitate available class room materials during the instructional time.	150	2.70	1.19
4	The School principals prevent instructional time is not interrupted by announcement.	150	2.59	1.12
5	The School Principals promote Staffing (the function of recruiting the right individuals in the right position at a right time) is implemented in this school	150	2.99	1.34
6	The School principals promote Human resources to carry out their job duties in well-organized manner	150	3.10	1.40
7	The School Principals evaluate the activities of school regularly	150	3.12	1.33
8	The School principals prepared timely schedule to improve all activities of the school	150	2.68	1.16
9	The School principals ensure the beginning of instructional process according to the school calendar.	150	2.55	1.12
10	The School principals schedule co-curricular activities in support of the formal instructional process.	150	2.99	1.34
11	The School principals provide materials need to accomplish instructional roles.	150	2.78	1.33
12	The principals use properly the availability of man power in the school.	150	3.22	1.29
	Average mean		2.69	1.22

Scales; if the mean score ≤1.49=strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Undecided, 3.50-4.49= Agree and ≥4.5= Strongly Agree

Based on the five point likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items in the schools.

The instructional leaderships were asked to reflect their agreement on the extent to which the secondary school principals mobilize and ensure optimum use of all resources in secondary school of Jimma zone. Accordingly, With regard to the extent to which the secondary school principals mobilize and ensure optimum use of all resources in secondary school of Jimma zone. Accordingly, the majority of the respondents 88 (58.66%) of instructional leaders revealed that the extent to which the secondary school principals mobilize and ensure optimum use of all resources in secondary school of Jimma zone was at low and moderate level and the rest of the respondents 39(26%) and 29(19.33%) of the respondents (instructional leaders) agreed that the secondary school principals mobilize and ensure optimum use of all resources in secondary school of Jimma zone. At high and very high level respectively.

The table 12: shows that mean score on the School principals evaluate the effectiveness and efficiency of the school in utilization of the available resources was (M=3.02) with a standard deviation of (SD 1.42). The mean score show that moderately implementing of the item. This mean score indicated the agreement of the majority of the secondary school instructional leaders on the extent secondary school principals were evaluated the effectiveness and efficiency of the school in utilization of the available resources had neither positive nor negative agreements. Whereas, the mean score of the secondary school principals were encouraged the implementation of Instructional strategy in this school was (M=2.88, SD=1.37). This score also showed that the agreement of the respondents were neither positive nor negative on the item 2 of table above. Moreover, the mean score of the school principals were facilitated the available classroom materials during the instructional time was (M=2.70, SD=1.19).This result also not different from the result of the first two items in the table above.

As far as concerning the mean score on the school principals were prevent instructional time is not interrupted by announcement was (M=2.59, SD=1.12). Whereas, the mean score of the

secondary school principals were promoted Staffing (the function of recruiting the right individuals in the right position at a right time) is implemented in this school was (M=2.99, SD=1.34). This score implied that the agreement of the respondents were neither positive nor negative on the item 5 of table above. Not only this but also the mean score of the secondary school principals were promote Human resources to carried out their job duties in well-organized manner was (M=3.10, SD=1.40). This result depicts the respondents have neither positive nor negative agreements on the item 6 of in the table above.

With regard to the mean score on the secondary school principals were evaluated the activities of school regularly was (M=3.12, SD=1.33). This is considered as a moderate result, which depicts the respondents have neither positive nor negative agreement on the item 7 of table above. Whereas, the mean score of the secondary school principals were prepared timely schedule to improve all activities of the school was (M=2.68, SD=1.16). This score implied that the agreement of the respondents were neither positive nor negative on the item 8 of table above. Moreover, the mean score of the secondary school principals were ensure the beginning of instructional process according to the school calendar was (M=2.55, SD=1.12). The intervals of this score the same with the previous items.

As it can be seen from the table above the mean score of the extent, which the secondary school principals were scheduled co-curricular activities in support of the formal instructional process was (M=2.99, SD=1.12). This score implied that the agreement of the respondents were neither positive nor negative on the item 10 of table above. This result implies that moderately implementation of the item. While the mean score of the secondary school principals were provide materials need to accomplish instructional roles was (M=2.78, SD= 1.33). This result depicts that most of the respondents had neither positive nor negative agreements on the item 11 of table above. It shows that the secondary school principals were implemented the item moderately. In addition, the mean score of the extent, which the secondary school principals are, used properly the availability of work force in the school was (M=3.22, SD=1.29). This result depicts the most respondents had neither positive nor negative agreements on the item 12 of table above. This score indicated that moderately implementation of the item.

Coming to the result of the interview, most of the secondary school supervisors and Woreda education head office responded that:

Majority of the secondary school principals did not have the skill to mobilize and ensure optimum use of all resources in secondary Schools. They also responded that most of the secondary school

principals did not provide materials that need to accomplish instructional roles and principals could not use properly the availability of human resources in the school.

For instance, one of the secondary school supervisors said that majority of the secondary school principals did not ensure the beginning of instructional process according to the school calendar. He also replied most of the secondary school principals were not use the availability of manpower and materials properly. The other secondary school supervisor similarly stated that most secondary school principals did not work to provide materials needed to accomplish instructional roles. He also stated that majority of the secondary school principals did not facilitate available classroom materials during the instructional time.

As far as concerning the interviews of Woreda education head office, majority of woreda education head office stated that: most of the secondary school principals did not motivate human resources to carry out their job duties in well-organized manner. Not only this but also, he stated that majority of the secondary school principals did not evaluate the effectiveness and efficiency of the school in utilization of the available resources.

For example, one of Woreda education head office responded that: most of secondary school principals do not encourage the implementation of Instructional strategy in secondary school. He also stated that the majorities of secondary school principals didn't promote principals prepared timely schedule to improve all activities of the school.

The other Woreda education head office similarly stated that most secondary school principals didn't promote evaluate the activities of school regularly He also stated that majority of the secondary school principals didn't not facilitate available class room materials during the instructional time.

Finally, as it can be seen from the quantitative statistics and qualitative, it is possible to summarize that the roles of principals ineffective implementation to mobilize and ensure optimum use of all resources or a moderate way in the sample school of Jimma zone. Moreover, both findings approved that majority of the secondary school principals' ineffective implementation of establishing and maintaining to mobilize and optimal uses of all resources in sampled secondary school of jimma zone.

Furthermore, the response of interview held with secondary school supervisors and woreda education head office , despite the fact that, material and financial are limited, however, for the limited resources itself principals could not manage as well because due to lack of knowledge, skills and experience. From the above analysis, one may conclude that principals of Jimma Zone

fail to properly use the timely allocations of resources (human, material and financial) necessary for instructional process. This leads to obstacle the process of creating positive school culture in secondary school of jimma Zone.

''Leadership involves mobilizing school personnel and clients to notice ,face ,and take on the task of changing instruction as well as harnessing and mobilizing the resources needed to support the transformation of teaching learning (Wingfied ,Reese &West-Olatunji ,2010)

4.2 An interview conducted with Secondary school supervisors, and WEO.

 The result of the interview with secondary school supervisors and woreda education office showed that there are various responds on the roles of secondary school principals in creating positive school cultures in secondary school of jimma zone. Generally, the major responses are categorized into the following major themes:

4.2.1.Theme : Limited collaborative leadership:

Most of the secondary school supervisors responded that secondary school not fully practices collaborative leadership to make positive school culture the secondary school principals try to carry out all workloads alone. They can't participate all stake holders in creating positive school culture not only this but also in decision making process. One of the secondary school supervisor for instance responded: There is no the ability to build strong relationship with teachers, dept. head, unit leaders, principal, PTA with in all stakeholders in the secondary school. This indicates that limitation of collaborative leadership in secondary school.

Similarly, the other secondary school supervisors also stated that the secondary school principals doesn't care and concern for the staff members and all communities of the school .not only this he also stated that: The secondary school principals did not encouraged participation of parents , teachers and key stake holders in the management of the school. This indicates that the secondary school leaders did not establish and maintain collaborative leadership with the school staff.

The level of collaboration among staff in a school is major determinant of whether the culture of the school positive or negative The school that have high level of collaboration among staff tend to promote higher behavioral and academic standards (Bettini, Crocketti,Brownell, &Merrill,2016).

Because of the study, Gruenert (1998) determined a significant relation between collaborative school culture and increased student achievement. The assumption in his research is that ''when positive relationship are established between instructional leadership and school culture, it result in teacher collaboration that increase student learning'' (Gruenert, 1998).

4.2.2.Thematic .Lack of collegial Support:

Most of the secondary school principals or an instructional leaders of secondary school didn't facilitated teachers to work cooperatively in group ,even though the principals tried to cooperate in group most of the teacher prefer to be alone or isolate himself or themselves. One of the secondary school supervisors for instance responded that: most of the secondary school principals did not worked for teachers' trust each other's in the secondary school. Not only this but also the secondary school principals did not encouraged teachers to spend considerable time to planning together.

Similarly, others secondary school supervisors stated that secondary school principals did not motivated teachers to observe each other are teaching. In addition, he responded that: When we evaluate our secondary school principals, the result showed that they did not established and maintained teachers (the school communities) to work together effectively. Most of head of woreda education stated that Most of the secondary school principals and colleagues did not offer support and feedback.

4.2.3.Thematic . Limitation of unity of purpose:

Most of head of woreda education and secondary school supervisors stated that most of the secondary school principals did not encouraged teachers to understand the mission of the school. The teachers themselves also did not care and concern about knowing the mission of the school. In addition, the teaching performance did not reflect the mission of the school. One of the head of wored education responded that: most of the secondary school principals did not worked for the school mission provided the clear sense of direction for the teachers. Generally, our most of secondary school principals or instructional leaders did not establish and maintained as teachers work toward a common mission for the school.

4.2.4.Thematic . Lack of resource mobilizes and limitation of optimum use of resources:

Majority of the secondary school supervisors and head of Woreda education responded that; the secondary school principals did not evaluated the effectiveness and efficiency of the school in utilization of the available resources to make positive school culture. In addition, most of secondary school principals did not use properly the availability of man power in their school. One of the head of Woreda education for instance responded: most of our secondary school

leaders were promoted the existing human resources to accomplish their job duties in well-organized manner.

Again, one of the secondary school supervisor said that our secondary school principals were not facilitated the available classroom materials during the instructional time. One of the other secondary school supervisors stated that: most of the secondary school principals did not have skill of practicing good time management techniques. Even though, the use of time is one of the parameters to measure an effective school administration. In the school system, time managed using timetable. Consequently, time management stands as an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals (ugwuiashi, 2012).

4.2.5.Thematic . Lack of job satisfactions:

Majority of the secondary school supervisors responded that most of the communities of the school did not satisfies by teaching profession because the teaching profession did not have incentive. Even the salary and the work load were unbalanced and also there was no attention from government to educational sector. One of the secondary school supervisor for instance responded that the general working environment and payment scheme in the educational sector specially, in school is not satisfactory

4.2.6.Thematic : Being Occupied by Routine work:

Most the secondary school supervisors and head of Wored education responded that they spend most of their time allocating with such things as staff and students' concerns. This, affording to a secondary school supervisors and head of Woreda education it would harmfully affect the roles of principal in creating positive school culture and the total of work done by their stakeholder. In order to increase the instructional leadership performance, the instructional leaders should focus on major missions of the school to create positive school culture in secondary school. Unless the principals should be free themselves from the routine tasks of the office. (Roaden, 1970).

In short, spending more time to routine activities, that have less strategic relevance for the materialization of the school' missions force instructional leaders to be scarce in time they need to work on key purposes of the school which ultimately influences the realization of institutional missions destructively.

CHAPTER FIVE

5. MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this section, it will be attempted to present major findings, conclusions and recommendations are forwarded.

5.1 Major Findings

The main purpose of this study was to assess the roles of principals in creating positive school culture in governmental secondary schools of Jimma Zone on the duties of The basic questions of this research involved investigating the extent to which a secondary school principals to what extent the school principals practice collaborating leadership, To what extent do the school principals promote collegial support, To what extent do secondary school principals promote unity of purpose and To what extent school principals mobilize and ensure optimum use of all resources in the secondary school of Jimma zone have also been assessed.

A descriptive survey research design was employed in this study with an assumption that it was helpful to gather a large variety of data related to the problems under study. Sample Woredas were selected by using simple random sampling technique with the intention to give each Woredas equal chance of being included in the sample. All secondary schools in the selected Woredas and all secondary school instructional leadership the selected secondary schools were used as a subject of the study since their number is assumed few and manageable for the study.

All instructional leaders 150 (60 department heads, 15 principals, 15 vice-principals, 15 unit leaders and 45 PTA) and 279 secondary school teachers, with 429 respondents for the questionnaire. Furthermore, all school secondary school supervisors 7(100%) and all heads of woredas education that were found in the selected woredas were used for interviews. Totally from 789 sampled population 429 (56.14%) of respondents in the questionnaire and 14 (100%) secondary school supervisors and heads of woredas educations were participated in the interviews.

Questionnaires, interviews and document analyses were employed in order to gather the necessary data for the study. Quantitative data collected through questionnaires were tallied, tabulated and analyzed by percentage, mean, standard deviation and independent t-test using SPSS version 26 to check whether there is significance difference on the preferences of response or not.

Generally, the finding of this study shows that both the instructional leaders and teachers in the secondary school understudy think that the secondary school principals are moderate in the four dimensions of the instructional leadership effectiveness. Even though this finding is positive, it

does not mean that the secondary schools have all the necessary leadership skills to the desired level. The major findings of the study are independently presented hereunder. The principals' roles regarding practices of collaborative leadership are limited. Moreover, even though the secondary school principals had the opportunity to practices collaborative leadership in secondary school, the result generally shows that their effectiveness is not to the desired level. Accordingly, to the results of the data analysis, the major findings of the study are the following:

Concerning practices of collaborative leadership in secondary school of Jimma Zone, the study revealed that the secondary school principals roles and responsibilities on practices of collaborative leadership were not carried out properly at standardized level and also they were hardly effective in working cooperatively with staff for solving problems and making participatory decisions and provision of continuous assistance to give constructive feed backs to create positive school culture in secondary school.

As far as a secondary school principals promote collegial support in governmental secondary school work is concerned, the result shows that the secondary school principals have also limitations in this regard. Because the secondary school principals have limitation with their skills to facilitate with regard to work cooperatively in-group and spend most of their time with routine works, most of the secondary school principals were not worked for teachers trust each other's in the school , they seem to manage their school works in a less effective manner.

As far as promoting unity of purpose in secondary school is concerned, principals are doing various things as ensuring the mission of the school, and arranging various things for the school mission to provide a clear sense of direction for the teacher with the ultimate aim of in creating positive school culture. However, the result of this study shows that, the secondary school principals' effort with regard to the issue under consideration is not to the desired level. The result also shows that most of the secondary school principals would not work for teaching performance reflects the mission of the school.

Concerning the secondary school principals mobilize and ensure optimum uses of all resources in secondary school; the result shows that the secondary school principals in sufficient in facilitating available classroom materials during the instructional time. In addition, the finding implies that the school principals promote staffing were moderately practice. This is not enough when compared with the desired level. Not only this but also; were the secondary school principals not promoting human resource to carry out their job duties in well-organized manner. More ever, this

indicates that most of the secondary school principals were not worked to ensure the beginning of instructional process according to the school calendar.

5.2. Conclusion

Based on the aforementioned results and discussions, the following conclusions were drawn:

The effectiveness of the instructional leadership in creating positive school culture specially, practices of collaborative leadership are not to the desired level. This would ultimately leads to low organizational performance as ineffective in practices of collaborative leadership in secondary school tends to unsuccessful of the school. In addition, Ineffective problem solving and less innovative way of thinking and doing things as well. This implies that the secondary school principals do not practice collaborative leadership with in the staff and stakeholders. It further implies the need to assist the school principals to become more effective in practice collaborative leadership in the secondary school.

Generally, the secondary school principals in secondary school under consideration are moderate in their effectiveness in practices of collaborative leadership in their school this would ultimately lead to toxic cultures of the institution. This, therefore, entails that the secondary school principals should practice collaborative leadership in their leading of the school so that they would considerably contribute for the achievement of the school' objectives.

Promoting collegial support is demanding skill for creating positive school culture in secondary school. It also builds trust between the stakeholders and staff members, improves relationship, motivates staffs, and ultimately leads to high organizational performance. The result of this study showed that the secondary school principals are modest in promoting collegial support. This, therefore, implies the need to improve collegial support in their school so that they would discharge errands expected of them with the eventual goal of realizing core functions of the school. The result of this study also shows that though the secondary school principals are attempting to do various things to promote collegial support, it seems that their effort is not to the expected level. Thus, the implication of this finding is that, it is unlikely that the secondary school achieves its mission to the desired level with regard to creating positive school culture in secondary school.

The finding of this study also revealed that the secondary school principals in creating positive school culture in the school are moderately effective in their effort to promote unity of purpose in

secondary school. This implies that the secondary school in jimma zone is not at desired level regard creating positive school culture. In addition, this entails that if the secondary school has to need to improve their endeavor with regard to promoting unity of purpose in creating positive school cultures. The result of this study as well shows that most of the secondary school principals in secondary school are moderate in promoting unity of purpose. This result would lead to less efficiency, effectiveness of the secondary school. This implies the need to improve skills of principals to promote unity of purpose to create positive school culture.

The finding of this study The school principals to effective in creating positive school culture in secondary school they should be establish and maintain teachers (the school community) to work together effectively. Not only this but also; the secondary school principals should have evaluated the effectiveness and efficiency of the school in utilization of the available resources to make positive school culture in secondary school. In the school system, time managed using timetable. Consequently, time management stands as an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals.

As far as the analysis of the study is concerned, the general conclusion reached at the end of this study was that there was a gap on the roles of secondary school principals in creating positive school culture in the secondary schools of Jimma zone. Particularly, Lack of performance for Secondary school principals, In order to increase the principals'performanc; they should focus on the major mission of the school to create positive school culture in secondary school. Unless, the principals used be free themselves from the routine tasks of the office.

The roles of principals in creating positive school culture In secondary school under consideration is hampered by Such things as isolation of teacher , lack of adequate preparation, limited power to decide on resources allocation and utilization, ineffective incentive scheme, and bottle necked structure. This implies that the roles of principals in creating positive school culture in secondary school is being hampered by not only factors related to the role so principals themselves but also factors that are related to the secondary school. This also implies that if the school principal' roles have to be improved, the aforementioned impediments should be tackled effectively.

5.3. Recommendation

On the basis of the findings and conclusions arrived at , the following recommendations were forwarded so that the roles of the secondary school principals in creating positive school culture in governmental secondary school could be improved. Therefore, the researcher recommended the following:

1. For the success and effectiveness of the roles of secondary school principals in creating positive school culture in secondary school; the secondary school principals are advised to practices collaborative leadership in school with teachers and all concerned stakeholders and the secondary school principals should be improve the level of collaboration among staff in the school because it is the major determinant weather the school culture positive or negative

2. There was little commitment of the secondary school principals in promoting collegial support in creating positive school culture in secondary school. The researcher recommends that the instructional leaders should be committed to promoting collegial support in secondary school by encouraging, establishing and maintaining teachers (the school community) to work together effectively.

3. There was a minor commitment of the instructional leadership in promoting unity of purpose in creating positive school culture in secondary school. The researcher recommends that the instructional leaders should be committed to promoting unity of purpose in secondary school by cheering, establishing and maintaining teachers and the concern stakeholders to work toward a common mission for the school.

4. Woreda Education Office in collaboration with the instructional leadership are advised in creating positive school culture in secondary school in create and facilitate different resources ,training , seminars and workshops in order to provide teachers with current information and update them for positive school culture in secondary school.

5. Regional Education Bureau and Zone Education Office should facilitate and solve the educational resource constraints found in the schools and provide regular support for the schools. In order to increase the roles of the secondary school in creating positive school culture in secondary school, it is recommended that the instructional leaders are advised to give due attention to instructional activities and defend things that come other than this

responsibilities through continuous discussion with concerned bodies based on data and concrete evidence on the benefits and disadvantages of unwise interference.

6. Although this research may have its own contribution in understanding the roles of a secondary school in creating positive school culture in secondary school of Jimma Zone, the outcomes of the study were not completed as it was initially anticipated. Therefore, the researcher recommends that those who want to conduct further study on the roles of the secondary school in creating positive school culture in the secondary schools of the zone

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APPENDEX – A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGENMENT

Questionnaire which will filled by respondents (Principals, Vice Principals, Unit Leader and Dept. head)

Dear Participants/ Respondents!

I am a postgraduate student of Jimma University specializing in the field of school Leadership. Currently, I am conducting a research on the roles of Principals' in creating positive school culture in secondary school of jimma zone. The main objective of this questionnaire will be to collect primary data for the study on the roles of Principals' in creating positive school culture in secondary school of jimma zone. More specifically, it seeks to have your views and opinions about ''the roles of principals' in creating positive school cultures in secondary school. The information you provided will only be utilized for the purpose of this research and will keep confidential. The result and success of the study depends on the quality of your responses. Thus, you are kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give responses

Thank you in advance for your cooperation

Instructions**:**

A. Please do not write your name on the questionnaire

B. Please complete each part of the questionnaire by putting an $''\times''$ mark in the space provided for your responses given in a multiple choice form. For items that require short answers in space provided corresponding to the questions.

Note: Roles of principals in creating positive school culture refers to instructional leadership practices (roles of Principal Vice principal, Unit leaders, Department head, teachers, Woreda head of education, supervisors Parent teacher association) to sustain the school**.**

Part I:

General Information

1. Name of the school _____

2. Sex: A. Male (_____) B. Female (_____)

3. Age. A. 20-25 (____) B. 26- 30(_____)   C. 31- 35 (____)   D. 36-40(____)   E. 41- 45(____)

      F. Above 45(_____)

4. Educational Status

   A. Diploma   (_____)   D. PHD   (_____)

   B. BA/BED/BSC (_____)   E. Others   (_____)

   C. MA/MSC/MED(_____)

5. Educational role in the school

   A. Head of school (_____)   D. Department head (_____)

   B. PTA   (_____)   E. Teacher   (_____)

   C. Vice Principal (_____)   F. Unit leader   (_____)

6. Total years of service   A. 1 – 5 (_____)   B. 6 – 10 (_____)   C. 11 – 15 (_____)

              D. 16 – 20 (_____)   E. 21 – 25 (_____)   F. 26 – 30 (_____)

              G. 31 – 35(_____)   H. 36 – 40(_____)   H.> 40(_____)

Part II:

Please read each item carefully and give your roles in creating positive school culture by marking in the box against the choice.

        5. Strongly agree

        4. Agree

        3. Undecided

        2. Disagree

        1. Strongly disagree

Objective 1**:** To what extent the school principals practice collaborating leadership in jimma zone secondary school

Duties and Responsibilities: Level of School Principals establishes and maintains collaborative relationship with community of the school.

	Duties and responsibilities of instructional leadership	Level of agreement establish and maintain collaborative relationship with community of the school				
		5	4	3	2	1
1.	The school principals value teachers' ideas	5	4	3	2	1
2.	The school principals in this school trust the professional judgment of teachers.	5	4	3	2	1
3.	The School Principals take time to praise teachers that perform well	5	4	3	2	1
4.	The School principals are involved teachers in the decision –making process.	5	4	3	2	1
5.	The school principals are encouraged teachers ideas valued by others teachers	5	4	3	2	1
6.	The school principals are facilitate teachers are kept informed on the current issues in the school	5	4	3	2	1
7.	Teachers involvement in decision –making is taken seriously by the school principals	5	4	3	2	1
8.	The school principals encouraged and rewarded teachers for experimenting with new ideas and techniques	5	4	3	2	1
9.	The school principals support risk-taking and innovation in teaching	5	4	3	2	1
10	The school principals protect instruction and planning time	5	4	3	2	1
11	The school principals encouraged Teachers to share ideas	5	4	3	2	1
12	The school principals encouraged parents school relationship to strength collaborative work	5	4	3	2	1
13	The school principals encourage participation of parents in the management of the school.	5	4	3	2	1
14	The school principals encourage parents trust teachers' professional judgments.	5	4	3	2	1

Objective 2: To examine the extent of principals promote teachers work together effectively.in secondary school of jimma zone.

	Promote Collegial support to accomplish the task of the school organization	Level of agreement				
		5	4	3	2	1
1	The school principals work for Teachers trust each other's in the school	5	4	3	2	1
2	The school principals work for teachers are willing to help out whenever there is a problem	5	4	3	2	1
3	The school principals work for teachers idea are valued by others teacher.	5	4	3	2	1
4	The school principals in your school facilitate teachers to work cooperatively in group	5	4	3	2	1
5	The school principals motivate teachers to observe each other's teaching	5	4	3	2	1
6	The School principals encouraged teachers to spend considerable time to planning together.	5	4	3	2	1

Objectives 3: To what extent principals promote unity of purpose to create positive school climate in secondary school of jimma zone.

No	The degree to which teachers work toward a common mission in the school	Level of agreement				
		5	4	3	2	1
1	The Principal foster teachers to support the mission of the school	5	4	3	2	1
2	The principals work for the school mission provides a clear sense of direction for the teachers	5	4	3	2	1
3	The principals encouraged teachers to understand the mission of the school	5	4	3	2	1
4	The principals carryout the statement of the school mission reflects the values of the community	5	4	3	2	1
5	The school principals work for teaching performance reflects the mission of the school	5	4	3	2	1

Objective 4: The extent school principals mobilize and ensure optimum use of all resources in jimma zone secondary school.

No	Items	5	4	3	2	1
	The school leaders					
1	The School principals evaluate the effectiveness and efficiency of the school in utilization of the available resources.	5	4	3	2	1
2	The school principals encouraged the implementation of Instructional strategy in this school.	5	4	3	2	1
3	The school principals facilitate available class room materials during the instructional time.	5	4	3	2	1
4	The School principals prevent instructional time is not interrupted by announcement.	5	4	3	2	1
5	The School Principals promote Staffing (the function of recruiting the right individuals in the right position at a right time) is implemented in this school	5	4	3	2	1
6	The School principals promote Human resources to carry out their job duties in well-organized manner	5	4	3	2	1
7	The School Principals evaluate the activities of school regularly	5	4	3	2	1
8	The School principals prepared timely schedule to improve all activities of the school	5	4	3	2	1
9	The School principals ensure the beginning of instructional process according to the school calendar.	5	4	3	2	1
10	The School principals schedule co-curricular activities in support of the formal instructional process.	5	4	3	2	1
11	The School principals ensure the existing resources (Human, Material and time) necessary for instructional process according to the school calendar.	5	4	3	2	1
12	The School principals provide materials need to accomplish instructional roles.	5	4	3	2	1
13	The principals use properly the availability of man power in the school.	5	4	3	2	1

Interview Guide Questions

A. The purpose of this interview is to gather information about the roles of principals' in creating positive school culture in secondary school of jimma zone.

1. Are there activities in creating positive school culture in secondary school especially concerning collaborative school leadership? What are those activities indicates positive school culture?

2. Is creating positive school culture practice effective specially in promoting collegial support in secondary school to tackle the challenges and move further?

3. Would you explain challenges that forced in secondary school to creating positive school culture?

4. What measurements take place to creating positive school culture in secondary school?

5. What do you suggest as a possible strategy for future to creating positive school culture?

APPENDEX –B
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGENMENT

Questionnaire which will filled by Teachers

Dear Participants/Respondents!

I am a post graduate student of Jimma University specializing in the field of school Leadership. Currently, I am conducting a research on the roles of Principals' in creating positive school culture in secondary school of jimma zone. The main objective of this questionnaire will be to collect primary data for the study on the roles of Principals' in creating positive school culture in secondary school of jimma zone. More specifically, it seeks to have your views and opinions about ''the roles of principals' in creating positive school cultures in secondary school. The information you provided will only be utilized for the purpose of this research and will keep confidential. The result and success of the study depends on the quality of your responses. Thus, you are kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give responses

Thank you in advance for your cooperation

Instructions:

A. Please do not write your name on the questionnaire

B. Please complete each part of the questionnaire by putting an ″×″ mark in the space provided for your responses given in a multiple choice form. For items that require short answers in space provided corresponding to the questions.

Note: Roles of principals in creating positive school culture refers to instructional leadership practices (roles of Principal Vice principal, Unit leaders, Department head, teachers, Woreda head of education, supervisors Parent teacher association) to sustain the school.

Part I:

General Information

1. Name of the school _____

2. Sex: A. Male (_____) B. Female (_____)

3. Age. A. 20-25 (___) B. 26- 30(____)   C. 31- 35 (___)   D. 36-40(___)   E. 41- 45(___)

      F. Above 45(____)

4. Educational Status

   D. Diploma   (____)   D. PHD   (_____)

   E. BA/BED/BSC   (____)   E. Others   (_____)

   F.   MA/MSC/MED(____)

5. Educational role in the school

   A. Head of school (_____)   D. Department head (_____)

   B. PTA   (_____)   E. Teacher   (_____)

   C. Vice Principal (_____)   F. Unit leader   (_____)

6. Total years of service   A. 1 – 5 (____)   B. 6 – 10 (____)   C. 11 – 15 (____)

                                    D. 16 – 20 (____)   E. 21 – 25 (____)   F. 26 – 30 (____)

                                    G. 31 – 35(_____)   H. 36 – 40(____)   H.> 40(____)

Part II:

Please read each item carefully and give your roles in creating positive school culture by marking in the box against the choice.

        5. Strongly agree

        4. Agree

        3. Undecided

        2. Disagree

        1. Strongly disagree

Objective 1: To what extent the school principals practice collaborating leadership in jimma zone secondary school

Duties and Responsibilities: Level of School Principals establishes and maintains collaborative relationship with community of the school.

	Duties and responsibilities of instructional leadership	Level of agreement establish and maintain collaborative relationship with community of the school				
		5	4	3	2	1
1	The school principals value teachers' ideas	5	4	3	2	1
2	The school principals in this school trust the professional judgment of teachers.	5	4	3	2	1
3	The School Principals take time to praise teachers that perform well	5	4	3	2	1
4	The School principals are involved teachers in the decision – making process.	5	4	3	2	1
5	The school principals are encouraged teachers ideas valued by others teachers	5	4	3	2	1
6	The school principals are facilitate teachers are kept informed on the current issues in the school	5	4	3	2	1
7	Teachers involvement in decision –making is taken seriously by the school principals	5	4	3	2	1
8	The school principals encouraged and rewarded teachers for experimenting with new ideas and techniques	5	4	3	2	1
9	The school principals support risk-taking and innovation in teaching	5	4	3	2	1
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11	The school principals encouraged Teachers to share ideas	5	4	3	2	1
12	The school principals encouraged parents school relationship to strength collaborative work	5	4	3	2	1
13	The school principals encourage participation of parents in the management of the school.	5	4	3	2	1
14	The school principals encourage parents trust teachers' professional judgments.	5	4	3	2	1

Objective 2: To examine the extent of principals promote teachers work together effectively.in secondary school of jimma zone.

	Promote Collegial support to accomplish the task of the school organization	Level of agreement				
		5	**4**	**3**	**2**	**1**
1	The school principals work for Teachers trust each other's in the school	5	4	3	2	1
2	The school principals work for teachers are willing to help out whenever there is a problem	5	4	3	2	1
3	The school principals work for teachers idea are valued by others teacher.	5	4	3	2	1
4	The school principals in your school facilitate teachers to work cooperatively in group	5	4	3	2	1
5	The school principals motivate teachers to observe each other's teaching	5	4	3	2	1
6	The School principals encouraged teachers to spend considerable time to planning together.	5	4	3	2	1

Objectives 3: To what extent principals promote unity of purpose to create positive school climate in secondary school of jimma zone.

No	The degree to which teachers work toward a common mission in the school	Level of agreement				
		5	4	3	2	1
1	The Principal foster teachers to support the mission of the school	5	4	3	2	1
2	The principals work for the school mission provides a clear sense of direction for the teachers	5	4	3	2	1
3	The principals encouraged teachers to understand the mission of the school	5	4	3	2	1
4	The principals carryout the statement of the school mission reflects the values of the community	5	4	3	2	1
5	The school principals work for teaching performance reflects the mission of the school	5	4	3	2	1

Objective 4: The extent school principals mobilize and ensure optimum use of all resources in jimma zone secondary school.

No	Items	5	4	3	2	1
	The school leaders					
1	The School principals evaluate the effectiveness and efficiency of the school in utilization of the available resources.	5	4	3	2	1
2	The school principals encouraged the implementation of Instructional strategy in this school.	5	4	3	2	1
3	The school principals facilitate available class room materials during the instructional time.	5	4	3	2	1
4	The School principals prevent instructional time is not interrupted by announcement.	5	4	3	2	1
5	The School Principals promote Staffing (the function of recruiting the right individuals in the right position at a right time) is implemented in this school	5	4	3	2	1
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7	The School Principals evaluate the activities of school regularly	5	4	3	2	1
8	The School principals prepared timely schedule to improve all activities of the school	5	4	3	2	1
9	The School principals ensure the beginning of instructional process according to the school calendar.	5	4	3	2	1
10	The School principals schedule co-curricular activities in support of the formal instructional process.	5	4	3	2	1
11	The School principals ensure the existing resources (Human, Material and time) necessary for instructional process according to the school calendar.	5	4	3	2	1
12	The School principals provide materials need to accomplish instructional roles.	5	4	3	2	1
13	The principals use properly the availability of man power in the school.	5	4	3	2	1

Interview Guide Questions for Secondary school supervisor and Woreda education heads

A. The purpose of this interview is to gather information about the roles of principals' in creating positive school culture in secondary school of jimma zone.

1. Are there activities in creating positive school culture in secondary school? What are those activities indicates positive school climate?

2. Is creating positive school culture practice effective in secondary school to tackle the challenges and move further?

3. Would you explain challenges that forced in secondary school to creating positive school culture?

4. What measurements take place to creating positive school culture in secondary school?

5. What do you suggest as a possible strategy for future to creating positive school culture?

APPENDIX C
JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide Questions for Secondary school supervisor and Woreda education heads

B. The purpose of this interview is to gather information about the roles of principals' in creating positive school culture in secondary school of jimma zone.

1. Are there activities in creating positive school culture in secondary school? What are those activities indicates positive school climate?

2. Is creating positive school culture practice effective in secondary school to tackle the challenges and move further?

3. Would you explain challenges that forced in secondary school to creating positive school culture?

4. What measurements take place to creating positive school culture in secondary school?

5. What do you suggest as a possible strategy for future to creating positive school culture?