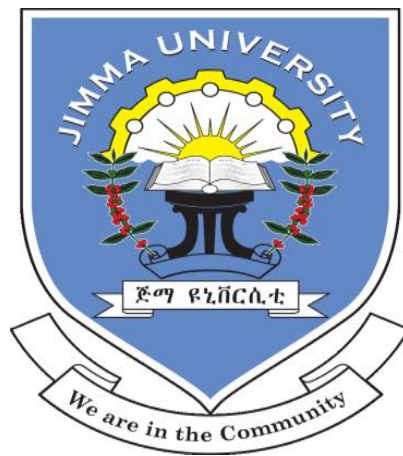


SCHOOL CULTURE AND SCHOOL EFFECTIVENESS IN SECONDARY SCHOOLS
OF JIMMA ZONE OROMIA REGIONAL STATE

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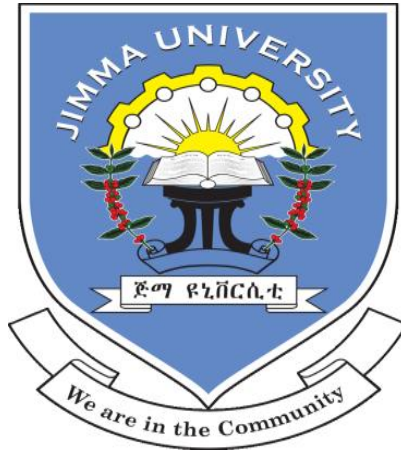
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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JIMMA, ETHIOPIA

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A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING
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JUNE, 2019

JIMMA, ETHIOPIA

DECLARATION

I, the under signed, declared that this research is my original work and has not been presented for a degree in any other university, that all source of materials used for the research have been duly acknowledged.

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This research has submitted for examination with my approval as university advisor

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Date _____

Place: Jimma University College of Education and Behavioral Science Department of Educational planning and Management

Date of Submission _____

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Acronyms and Abbreviations

FDRE:	Federal Democratic Republic of Ethiopia
JU:	Jimma University
MoE:	Ministry of Education
NECO:	National examination Certificate organization.
OCAI:	Organization Culture Assessment Instrument
REB:	Regional Education Bureau
SDPs:	Successful Development plans
SMTs:	School management teams.
UNESCO:	United Nation Educational, Scientific and Cultural Organization
WAEC:	West African Examination Council
WEO:	Woreda Education Office
ZED:	Zone Education Department

ABSTRACT

The main purpose of this study was to assess the school culture and school effectiveness in government secondary schools' of Jimma Zone, Oromia Regional State. The study was a quantitative research method particularly correlational design was employed. A total of 148 respondents (138 teachers, 10 principals) were included into the study. The teacher's respondents were selected by simple random sampling technique because of the method used to get representative of large population while principals were selected by census sampling technique because of their manageability in number and they were needed for the problem under study. The data were collected through questionnaire. Data gathered through questionnaire were analyzed using suitable statistical tool such as frequency, mean, standard deviation and average mean and used by computing the data on SPSS version 23. Whereas the Correlation tests were employed to establish the magnitude and direction of the relationship between school culture and school effectiveness. Accordingly, the overall relationship of both variables show that there is positive strong significant relationship ($r=0.96$, $p<0.05$). Using the multiple regression analysis, the School Culture dimensions of Transformational Leadership ($\beta = .416$, $t=5.57$, $P=0.00<0.05$), Shared Planning ($\beta = .145$, $t=2.28$, $P=0.00<0.05$) and Professional Value ($\beta = .118$, $t=2.89$, $P=0.00<0.05$) were identified as significant predictors of School Effectiveness $F(6,138) = 348$, $p<0.05$, $R^2 = 93.8$) statically significant to influence the status of school effectiveness. It was thus concluded that the overall school effectiveness was affected due to school culture in the secondary schools under study. Thus, based up on finding, and conclusion, this study recommended that offers a significant contribution to the school culture plays its role as catalyst to achieve school effectiveness. But in some cases the school culture may be toxic as well, which is needed to be removed. Therefore, the researchers must investigate into the school culture to decide whether; it is positive, toxic, or in-between, with a focus on how a toxic school culture can be converted into a positive one. Future research might also uncover the hidden truth about the present status of school effectiveness in different geographical areas of Ethiopia. Then one might be able to answer the uncertain situation in Ethiopia schools.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Education has great importance in the development of individuals and countries. Thus, education has been highly valued in modern societies. The quality of the education provided in schools is normally evaluated based on measures of school performance and school effectiveness. Improving school effectiveness, a fundamental aim for school teachers, leaders, and societies, could be affected by a number of factors, for instance school culture (Badri, et al., 2014; Bhengu & Mthembu, 2014; Scheerens, Witziers & Steen, 2013; Vadi, 2007) and teachers job satisfaction (Hosseinkhanzadeh & Yeganeh, 2013; Michaelowa, 2002; Somech, Drach-Zahavy & Anat, 2000; Treputtharat & Tayiam, 2014), among others.

The term of school culture is often referred to organizational culture positioned in the educational background (Schoen & Teddlie, 2008) which constitutes the primary assumptions, convention and principles shared by school members (Maslowski, 2001). School culture is critical because it displays habits, traditions and formalities (Stoll, 1999) and it shapes teacher-student interacts as well as interacts among teachers (Powers, 2009).

School culture shapes how people think, feel, and act in schools. Stolps (1994), notes that those definitions go beyond the business of creating an efficient learning environment. They focus more on the core values necessary to teach and influence young minds. Barth (2002) asserts that a school's culture is a complex pattern of practices that are deeply ingrained in the very core of the organization. It influences everything that goes on in schools: how staff dress, what they talk about, their willingness to change, the practice of instruction, and the emphasis given to student and faculty learning (Deal & Peterson, 1994; Firestone & Wilson, 1985; Newmann & Associates, 1996). Precisely, he asserts that a school's organizational culture has more influence over the life of the school community than "the superintendent, the school board, or even the principal, teachers, and the parents can ever have".

In similar vein, school culture is identified as a value system for school to attain effectiveness (Wagner, 2006; Burrello & Reitzug, 1993; Houtte, 2005; Masland, 1985; Cheng, 1996, 2000; Stolp, 1994; Hargreaves, 1995; Dimmock & Walker, 1998). Cavanagh and Dellar (1997b, 1998, and 2003) also promote cultural intervention as an effective means to school improvement. In fact, different studies have proved that strong culture will lead better productivity, adaptability and flexibility to schools (Cheng, 1993), cause teachers' well-being (Aelterman et al., 2007), increase students' outcomes (Brady, 2005; Cavanagh & Waugh, 2004), and enhance teachers' organizational commitment and job attitudes (Cheng, 1989).

In this context, school effectiveness is also defined as the extent to which the set goals or objectives of a school program are accomplished. A school was regarded as effective if "school processes result in observable positive outcomes among its students, consistently over a period of time" (Iyer, 2011). The parameters for measuring the effectiveness of a secondary school include the level of discipline tone of the school, school climate, teachers' performance and the number of students who successfully pass their school leaving certificate examinations (Purkey and Smith, 1983; Hargreaves, 1995; Uline, Miller&Tschannen-Moran, 1998; Cohen, McCabe, Michelli&Pickeral, 2009). -

The advocators of school improvement and effectiveness approach, identified a school culture besides of others factors as a critical component to maintain, achieve and improve school effectiveness (Reezigt & Creemers, 2005; Bennett, 2001; McMahon, 2001). Accordingly, "The notion of school culture from [improvement-]effectiveness approach assumes an assessment of school culture in terms of the extent to which level it becomes supportive for the attainment of educational purpose of schools" (Cavanagh & Dellar, 1997a, p.3). In addition, it is also considered helpful to profile school culture in order to promote school improvement (Caavanagh & Dellar, 1998; Chang, 2006).

Since 1990s, the Ethiopian government has been announced numerous educational policies, published several educational consultation papers and reports, as registered termoudious successes areas of access and equity issues with encountered problems of educational quality and implemented system-wide educational reforms to improve the quality of education and school. However, such educational initiatives have encountered the problem of suggestion flooding that confuses the visions and directions of the educational system (W. K. Tsang, 2006). In addition,

the Ethiopian educational system is placed in the rapidly changing era. Therefore, schools are expected to perform a wide range of new functions to support these rapid developments at the individual, institutional, community, society, and international levels (Cheng, 2005; Cheng, Tam & Tsui, 2002). Because of this reason, teachers will face different kinds of problems, challenges, difficulties and uncertainties (Cheng & Tsui, 1999) that may affect the school quality. As a result, how to improve and maintain school effectiveness and quality becomes an immediate question for educators, school leaders and policymakers in the Country to answer.

In this connection, scholars in the field, forward some recommendations to school leaders, educational policy-makers and educational researchers. For instance school leaders can improve their schools' effectiveness based on the School Improvement Model of School Culture as Cavanagh and Diller. First, they can profile and identify the structure of the culture of their schools with school based inquires. The profile can provide a rational decision-making framework for them to conduct and evaluate school improvement activities (Cavanagh & Dellar, 1998). Based on the framework, they can also work out a deliberate plan with working staff. Then, it is possible for them to transform schools systemically through creating a strong school culture.

Based on this model, Cavanagh and Dellar (1998) advise the educational policy-makers that "the foundation for cultural intervention is an educative process in which teachers learn about school culture and are empowered to influence its growth. This process needs to commence in pre-service teacher education, continue through post-graduate courses and be built into in-service and professional development programs". Therefore, the governments and the educational policy-makers should enhance the education process by providing more such programs to develop teachers' professionalism and empowerment. In this regard studding about aschool culture as one of the critical factors affecting school effectiveness and improvement become recent occurrences.

School culture is also become a subject that is receiving more and more attention in the debate concerning effective schools and school improvement. An expert in areas of education was started to research different topics in the second half of the twentieth century, when research on organizational culture was begun. Their engagement results as everyone in a school community, especially parents, wishes for and works on providing a 'good school' for their children. The

term 'good school' is not related to scientific research. It is a generally accepted term for a school with a good organizational culture. These schools are the ones that result in obvious indicators of success and trust in the quality of pupil achievement ((Pavlović i Oljača, 2011). This high standard of pupil achievement as a reflection of a good school emanate from the existence of peaceful, collaborative, motivative and goal directive working environment. This becomes real through an inbuilt strong school culture that primarily, purposely initiated planned, and implemented by school principal and teachers in sustainable manner.

According to MOE (2007) report of GEQIP, Secondary School is established to equip the pupil with a wide range of knowledge and skills to make him or her well-balanced individual. For this to be achieved, every aspect of the secondary school's operation must contribute to make education whole. In other words, each and every secondary school must have a culture that is geared towards preparing pupils for education that is in it complete.

School culture significantly, impact school effectiveness and learning partnership was the cultural factor that was a significant predictor of school effectiveness. Gruenert (2005) discovered that learning partnership and unity of purpose were the cultural factors that correlated positively with school effectiveness. The school culture either supports or damages quality professional learning. Developing and sustaining a positive, professional culture that nurtures staff learning is the task of everyone in the school. With a strong positive culture that supports professional development and student learning .When organizational members communicate with one another, they speak a common language, use similar terms, and observe similar rituals and ceremonies. Typical examples of dominant organizational values in schools include high performance expectations of teachers and students.

It is hoped that these secondary schools are mini societies where desirable individual qualities are nurtured and developed. However, facts on the ground attested that education in the country has not fully lived up to this expectation. As it has already been said, Ethiopian schools and educators, including Jimma Zone secondary schools and educators, have faced a lot of challenges and uncertainties due to the rapid changes of the educational policies and drastic educational reforms. Moreover, these challenges and uncertainties are expected to be enlarged in the new changing era. Therefore, how to maintain and improve school effectiveness becomes a critical question to school leaders, educators and policy-makers. It is possible to find the answers

from the concept of school culture. Understanding a school's culture is an essential prerequisite for any educational effectiveness efforts. By assessing school culture and its influence in school performance, the researcher hoped to gain insights into how schools work and learn. Therefore, this study aims to investigate the influence of school culture on schools effectiveness in particular reference to Jimma Zone secondary schools.

1.2 Statement of the problem

Ethiopia as a nation and the government has been currently experiencing a greater problem regarding the outcomes of its education system. As a result; the country has the utmost obligation to provide a high quality education for all its citizens, especially, school children (UNISCO, 2016). Therefore, besides of other factors, pupils' performance in every walk of life as a result of education is generally determined by the teaching and learning that occur in schools. The education and training policy in Ethiopia in the two decades have addressed a number of issues of which the introduction of standardized education in secondary schools. Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the outcomes of school effectiveness because of different factors.

An empirical study on the standard of education in Ethiopia conducted by MoE (2012) shows that the standard of education quality in the country has reduced. Some of the reasons that were assigned to the declining standards of education in the country include inadequate funding, insufficient teaching and learning materials, tools, equipment and up-to-the minute classrooms. Other reasons shared were wide spread corruption in school administration, over-population in the classrooms, poor numerations, poor supervision and monitoring of work and severe shortage of qualified teacher among others. It is therefore, evident from the study that the schools have negative culture since all the factors outlined have adverse impact on the standard of education.

To add to this, Birhanu (2005) argues that one significant contributor of pupils attaining poor education in the secondary school is the inadequate or the total lack of motivation for school administrators, classroom teachers and pupils. He believes that if a school has a culture of high motivation and job Satisfaction for teachers, it would be improved pupils' education and subsequently, their academic progression in the country. All of the above-discussed factors that

affect positively or adversely learners' education are elements of school culture which comprises the values, beliefs, play, rituals, symbols, ceremonies and cultural objects, to mention a few.

In this study, an attempt was made to explore the relationship between secondary school culture and school effectiveness. In this regard the literature ranging across a number of different educational fields strongly suggests the presence of positive and complex relationships between the concepts of school culture and school effectiveness.

These studies revealed that a positive school culture is associated with positive student learning and school effectiveness, increased student graduation rates, and teacher retention, decreased student absenteeism in secondary school with lower rates of student suspension in Secondary School (Lee, Cornell, Gregory & Fan, 2011).

Previous studies have also shown that school culture has a substantial influence on workers' and work results. This also holds true in an educational context because school culture can influence students' academic achievement (Badri et al., 2014). One study investigated the relationships between school culture evaluation and actual school performance in 60 Estonian secondary schools. Estimates of school culture were measured by an organizational culture questionnaire and school performance was measured based on national examination results. The study found that organizational culture could affect the performance of schools (Vadi, 2007). In another study, a meta-analysis of 155 researches on school effectiveness from 1984 to 2005 was conducted. After examining 1,211 associations between school effectiveness-enhancing factors and variables on student outcomes, an orderly school environment was found to affect students' achievement (Scheerens, Witziers & Steen, 2013).

Similarly, more recently, a number of empirical studies have addressed the relationship between school culture and school effectiveness in a more systematic manner. Cheng (1993) performed a cross-sectional survey of Hong Kong secondary schools. In his study, Cheng compared the effectiveness of 'strong culture' schools with 'weak culture' schools. School culture was found to be related to perceived organizational effectiveness. In schools with strong cultures, school members expressed that their school was highly effective in terms of productivity, adaptability, and flexibility. In order to relate this perceived effectiveness with the actual performance of schools, Cheng further analyzed the effect of cultural strength on the pass rates of final examinations. For this purpose, the pass rates for Chinese, English, and mathematics plus a

composite measure based on these three rates, were taken into account. The analyses revealed a significant relationship between cultural strength and pass rates of students in English and on the composite pass percentage. For Chinese and mathematics no significant relationship was found.

Another study into school culture and performance was reported by Heck and Marcoulides (1996). They studied organizational values in Singapore secondary schools. Heck and Marcoulides found that schools, where positive social and professional relations among staff members were developed, reported higher student achievement. Furthermore, their findings indicated that organizational norms and values were only indirectly related to higher student outcomes. More specifically, schools that foster innovation and risk taking, encourage teacher participation in decision-making and provide time for collaboration were more effective. As Heck and Marcoulides indicate, these effects of organizational values on performance are likely to be mediated by teachers' attitudes and to a lesser degree by the school's organizational climate.

Gaziel (1997) has studied the impact of culture on the effectiveness of secondary schools with disadvantaged students in Israel. His aim was to determine to what extent the culture of effective schools differed from 'average' schools, and what the contribution of each cultural variable was in explaining these differences in performance. His findings indicate that academic emphasis; norms of orderliness, continuous school improvement, teamwork and adaptation to customers' demands were related to the mean scores of students in mathematics, English and Hebrew over two subsequent years. Furthermore, academic emphasis proved to be the variable that best predicted the differences in effectiveness across schools.

The most recent research conducted in Jimma by Abebe Kinde (2015) identified the type of middle school academic motivation; a missing element in a General Education Quality Improvement program in Ethiopia is that not indicate the relationship between school culture and school effectiveness. In these cultures, staff, students, and administrators, value learning, work to enhance curriculum, and instruction, and focus on students .some school have the negative subcultures. With norms and values that hinder growth and learning. Schools with negative cultures lack a clear sense of purpose. Have norms that reinforce inertial, blame students for lack of progress. Discourage collaboration, and often have actively aggressive relations among staff. These schools are not healthy for staff or students.

Negative cultures can seriously impair staff development. Negative norms and values, hostile relations, and negative stories reduce the culture. Although each of them may have a direct or indirect impact on school effectiveness. Cultures are the heart and soul of a school. Yet for many, school cultures are abstract and intangible concept that is often misunderstood or completely overlooked (Jankens, 2011). Therefore, school effectiveness is a product of many factors either positively or negatively. Some of the factors are related to surrounding school cultures. In order to bring change and development, each school needs to satisfy successful achievement of organizational goals and to achieve the common dimensions of school culture.

In the effectiveness enhancing factors Edmonds (1979) has identified, as well as the models of school effectiveness developed by Scheerens (1992) and Creemers (1994b), factors emerge that reflect a school's culture, like achievement orientation, a shared ideology or mission, cohesion and collaboration among teachers.

One of the founding studies in this field, Rutter et al.'s (1979) suggests that cultural aspects may be the guiding principle for effective schools. They argue that it is valuable to think of schools in terms of their characteristics as social organizations.

Levine and Lezotte (1990) identified nine characteristics of unusually effective schools. The first they mention is a productive school climate and culture. More specifically, effective schools are characterized by an orderly environment. According to both authors, an orderly environment is rather associated with interpersonal relationships, than with regulations. As they note, "discipline derives from 'belonging and participating' rather than 'rules and external control' (p. 9). Other effectiveness-enhancing factors reflect a similar point of view. For instance, 'faculty cohesion, collaboration, consensus, communications and collegiality' were identified as a crucial feature of effective schools. Staff members have to work as a team to ensure a sense of unity and consistency in their relation with students. Furthermore, faculty input in decision-making was identified as an effectiveness-enhancing factor. This refers to a more participatory approach of decision-making, which is likely to enhance the commitment of faculty members.

As Levine and Lezotte indicate, the commitment of staff members and the impetus for collaboration and communication has to be directed towards student achievement. Not only do staffs members need to be committed to a shared and articulated mission focused on

achievement, Levine and Lezotte argue, but also a school wide emphasis on recognizing positive performance is indispensable. Staff members need to have a problem-solving orientation, a willingness to experiment and actively search for solutions that might overcome obstacles in student learning, especially with respect to low achievers.

When we see many schools, particularly in Jimma zone secondary schools were highly exposed to different factors specially school culture factors that affect the teaching learning process and school effectiveness. These effects were not properly studied and identified by the concerned stakeholders in Jimma zone secondary schools. In Jimma zone the school effectiveness at every woreda of zonal level in community mobilization program, seminars and workshops repeatedly, indicated that schools effectiveness issues and their success is not as much as expected. In spite of these, there is not properly studied and identified studies were found that address the relationship between school culture and school effectiveness in the study area secondary schools. Hence, this study will examine the relationship between school culture and school effectiveness in Jimma zone secondary schools. Based on the above considerations, the following research questions were set up in this paper:

Based on the above considerations, the following research questions were set up in this paper:

1. What extent relationship exists among the school culture and school effectiveness in Jimma Zone Secondary schools?
2. Does school culture have positive and/or negative effect on school effectiveness in Jimma Zone Secondary schools?

1.3 Objectives of the Study

The objective of the study consist General and specific objective.

1.3.1 General Objective:

The overall objective of the study was to investigated and identified effect of school culture on school effectiveness in governmental secondary schools of Jimma zone.

1.3.2 Specific Objectives

1. To examine the relationship of school Culture and school effectiveness in secondary schools of Jimma zone.

2. To assess the influence of school culture on school effectiveness in secondary schools of Jimma zone.
3. To describe the extent of relationship of school culture and school effectiveness have positive and/or negative effect in Government secondary schools of Jimma zone.

1.4. Significance of the study

The researcher believed that the following are some of the significance of the study

- a) The study may provide possible strategies of developing strong organizational culture to improve school effectiveness in secondary Schools.
- b) The study may provided important information that the policy makers on education should consider in education reform program.
- c) It could serve as a basis for detailed and further study for those who have the target to make research on the effects of school culture on educational effectiveness.

1.5. Delimitation of the Study

The study a resume the problem is not only to the 10 mentioned secondary schools of Jimma zone. Therefore, it affects others secondary and preparatory schools of the whole the zone. In case of culture drives everything in the school, however, the study was delimited to Jimma zone. This zone has 21 woreda. From this zone the researcher select 5 woredas..

To conduct the study on all secondary schools consume time, finance and problem to manage the research. Because of this, it is not to do on all of the general secondary schools of the zone. Due to this reason the researcher was selected 10 (45%) of secondary schools .particularly with regard to that the following are the scope in which the study were focused only on to assessed and identified the effects of school cultures on school effectiveness and increases student's achievement, motivations and with teachers' productivity and satisfactions. The main concern of the study is to assess the major effects of school culture that school effectiveness faced in the area of understanding and address the effects of school culture dimension.

1.6. Limitations

This research study has some limitations given below. This research study was conducted in 10 government secondary schools of Jimma Zone and was visited as per sample size to study 10 principals and 138 sample teachers. The researcher tried to target government schools of Jimma

Zone. The Jimma zone Education Office allowed for the distribution of survey instrument among principals and teachers. Secondly, a closed ended questionnaire was used to collect data from secondary schools for this study, and the researcher was unable to conduct interviews from teachers and principals due to lack of time and the school culture can be examined from different perspectives using several different tools and also lack of doing research skills, and budget. . Therefore, qualitative aspects were not considered for this study.

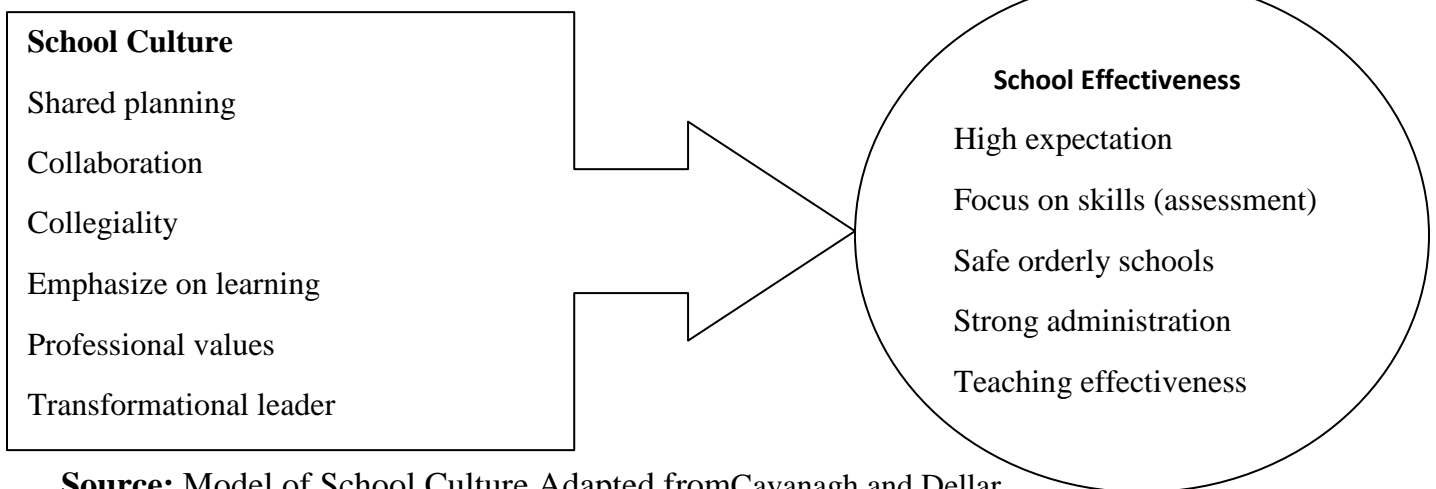
1.7. Conceptual Framework

The achievement of school effectiveness donated from various factors, including the culture and climate of the school. The school culture is conducive to contribute with the school effectiveness and their school achievement.

There are three prevailing approaches used to understand the concept of school culture and school culture phenomena. The approaches are typology-functionalist approach, process approach, and improvement-effectiveness approach. Compared with the other two,improvement-effectiveness approach is identified as more appropriate to conceptualize school culture when the concept is applied to promote school improvement and effectiveness. This School Improvement Model of School Culture is developed by Cavanagh and Dellar, and it has wider practical implications to Ethiopian school leaders, policy-makers and educational researchers.

Independent Variables

Dependent variable



Source: Model of School Culture Adapted fromCavanagh and Dellar

The School Improvement Model of School Culture (Figure 1) has an open systems structure consistent with the notion of schools being open social systems. It assumes that the culture of a school is in continuous interaction with the external environment, including the educational system, statutory agencies and government.

The internal structure of the model includes six cultural elements: Professional values concern the importance of the social institution of education and the need for school growth is grounded on pedagogical principles;

An emphasis on learning produces a learning community in which there is a commitment to professional growth and improved outcomes for students;

Collegiality empowers teachers to exercise professional judgments through the development of supportive inter-personal relationships;

Collaboration is interaction between teachers in which information is shared on school operational matters including the instructional program; Shared planning is a collective process whereby a common vision of the school is actualized by logical planning; and

Transformational leaders share power and facilitate a school development process that engages the human potential and commitment of teachers

These six elements are interactive and in a state of dynamic equilibrium. The elements were also considered as the vehicles of school effectiveness as they transform individual values and norms into the collective values and norms that constitute the culture of a specific school.

The dimensions of school effectiveness are taken from the work of Edmonds. Edmonds was the leading researcher in school reform in the 1970s, and his work is still highly respected by education leaders. He created what is now known as the “effective schools model.” Edmonds’ research noted the five following characteristics of successful schools (Daggett, 2005):

- Strong administrative leadership
- Focus on basic skills
- High expectations for student success
- Frequent monitoring of student performance
- Safe and orderly schools

1.8. Definitions of Key Terms

Culture: - is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other habits acquired by man as members of society (Brinkman, 1999).

Effectiveness: - refers to an organization accomplishing its specific objectives (Beare, Caldwell & Millikan,

General Secondary school (GSS): - a school system following the primary schooling established to offer general education consists to students from grade 9-10(Educationalstatics Annual Abstract, 2002).

School culture:-is explained as the basic assumptions, norms and values, and cultural Artifacts that are shared by school members, which influence their functioning at School (Maslow ski, 1997).

School effectiveness:-is explained by Scheerens, Glas, and Thomas (2003) as the extent to which the desired level of output is achieved. According to Van Kesteren (1996) (as cited in Scheerens et al., 2003) organizational effectiveness is the degree to which an organization manages to control internal organizational and environmental conditions, in order to provide the outputs expected by external constituencies.

Organization Culture Assessment Instrument (OCAI):- is a psychometric tool developed by Cameroon and Quinn (2006). Its purpose is to help organizations identify their current and preferred culture.

1.9. Organization of the study

The study was organized in to five chapters. The first chapter deals about the background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, delimitation of the study and organization of the study. In the second chapter the theoretical part or review of the literature were reviewed, the third chapter about research design and methodology. the fourth chapter deals about data interpretation and analysis.The last chapter presented summary, conclusion and recommendation of the study.

CHAPTER TWO

2.REVIEW OF THE RELATED LITERATURE

The review of related literature as part of this study dealt with the theoretical as well as empirical evidence of the organizational culture and school effectiveness. The review of literature begins with the definition and concepts of organization culture, sources, school culture, types of school cultures and difference between school culture and school climates of an organization. It continues with the importance of culture for organizations. Culture and school effectiveness is the coin of two faces, due to this the link between organizational culture and school effectiveness. Finally the positive and negative effects of organizational culture on the school effectiveness in the general secondary school will be review

2.1. Concept and Definition of School culture

For comprehensive understanding of the school culture, this section explores the culture and organization culture as well. This section also explores the relationship between the school culture and other variables; like school effectiveness and school climate based on the related literature.

2.1.1. Definition of culture

The definition of culture found in Dupont (2009) is very comprehensive: it is an abstract concept that is found among the individuals of an organization with the background of shared history that includes shared experiences, purpose, conflicts, rituals, celebrations, myths, and traditions known as culture. The factors discussed, become a part of the teachers 'personality that are thoughtfully reflected in schools and in the personality of students through the hidden curriculum of school Culture is an intricate life inside a group of people, to solve the problems relating to them in society. On the maturity of this system, it is no longer of interest, except for new members of the culture to be guided, as in schools at the end of every term new comers enter. Therefore culture can be stated as a pattern of shared basic assumptions that was learned by a group as it solves its problems of external adaptation and internal integration that has worked well enough to be considered invalid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (DuPont, 2009). DuPont (2009) also mentioned that the term culture defines personality for example a well cultured person while, culture of

organization means, the shared and collective experiences of individuals or group/s within the organization. In this organizational culture, individuals learn from social environment where they survive (Hofstede & Hofstede, 2005). Therefore, in a more focused way one can say that culture is the way we do things around here (Deal & Peterson, 1999). Although, this study has not focused the linkage between the culture and organizational culture, but in fact, learned culture becomes personality, and personalities develop organization/s and organizational culture.

The term "Culture" originally comes from social anthropology. According to Social Anthropologists, concept of culture was coined to represent in a very broad and holistic sense, the quality of any specific group that is passing form one generation to the next. They have also produced a literature rich in descriptions of alternatives cultural system containing, profound implication of managers working outsides their native countries (Kotter and Heskett, 1992)

The contemporary understanding of culture in society has evolved since the definition proposed by Taylor in primitive culture first published in '1871' "culture is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other habits acquired by man as members of society (Brinkman, 1999).

The idea of viewing organization as a culture where there is a system of shared meaning among members is a relatively recent phenomenon .Until the mid 1980,s organizations were for the most part, simply of thought of rational means by which to coordinate and control a group of people (Robins,2007). What is the most visible for people about organization had vertical levels, departments, authorities, relationships, and so on. However, organizations are more than this.

They possess personalities too, just like individuals; they can be rigid for flexible, unfriendly or supportive, innovative or conservative (Robbins, 2005).

Organizational theorists now acknowledge culture by recognizing it is important roles that plays in the lives of organizational members, besides, they began to understand what makes up an organizational culture, and how it is created, sustained, and learned will enhance ability to explain and predict the behavior of people at work.

Schein (2002) calls culture as an abstraction "an empirically `abstraction", culture has been used by different individuals or groups in different ways. In the several decades, it has been used by some organizational researchers and managers to indicate the climate and practice that

organization developed around their managing of people, or supporting (espoused) values and beliefs of organizations. In this context, managers for example, speak developing “the right kinds of culture” suggesting that culture has to do with certain values that managers are trying to introduce in their organization. Another implication in this usage is the thought that their better or worse culture. However, Schein criticizes these usage of culture display not only a superficial and wrong views of culture, but also a dangerous tendency to evaluate a particular culture in an absolute way and to suggest that there are actually a “right cultures for organizations are argue that whether or not a culture is “good” or “bad” depend on the culture alone. However, the relationship of the culture of the environments in which it exists (Schein, 1992). According to American Heritage in Kotter and Heskett (1992) “culture” is defining as more formally as “the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thoughts characteristics of community or population”. Based on other author like Deal and Kennedy (1999) certain phases have been using to describe organizational culture.

2.2 Organizational Culture

The development of organizational culture is not simple. The emergence of organization culture in the shape of a product resulted from many interactions. It involves different variables such as rituals, authority, socialization, technology, language, influence, and economy (Turan & Bektas, 2013). DuPont (2009) studied organizational culture from Hofstede and Hofstede (2005) and focused its six dimensions namely: 1.Process oriented versus results oriented, 2. Employee oriented versus job oriented, 3. Parochial versus professional, 4. Open system versus closed system, 5.Loose control versus tight control, and 6. Normative versus pragmatic. These dimensions were adopted from their study at the Institute for Research on Intercultural Cooperation (IRIC) developed in 1987. While Bergiel, Bergiel and Upson (2012) discussed the four dimensions of organizational culture such as: 1. Power distance, 2. Individualism, 3. Masculinity and femininity, and 4. Uncertainty avoidance. Furthermore, DuPont (2009) added that the study of Chinese Culture Connection (1987) disclosed a fifth meaningful dimension labeled as Confucian dynamism later called as long-term orientation.

Bolman and Deal (1984, 2003) explored four approaches within organizations namely: Structural approach emphasizing on goals, policies and chain of command within the organization; human resource approach which embodies skills within the organization; political approach which focuses on power, conflict and resources; symbolic approach which touches on the values cultivating organizational cultures and rituals (DuPont, 2009). The dimensions like humility, flexibility and adaptability to changing circumstances are discussed by other researchers (e.g. AbdollahiMohammad & Ja'afar, 2015; Hofstede & Minkov, 2010) as well.

The strong culture of an organization always caused strong results (e.g. Bolman & Deal, 2003) that are related to the different approaches to effectiveness by arguing that many of these approaches function in organizations to produce results (DuPont, 2009).

2.2.1. Phases of Organizational Culture

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

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

Eventually a clear and more comprehensive definition of culture have given by Schein (1992) which is states a patterns of basic assumptions invented or discovered or developed by a given groups. As its learns to cope with its problem of external adoptions and internal integration-that

has worked well enough to be considered valid and therefore to be thought to new members as the correct way to perceive think and level in relation to those problems.

In general, they are pointing out that all have a common sense notion of organizational culture and agree that it exists and it is important in its effects besides when we try to describe it. We may have completely different ideas of what organizational culture is similarly for whatever reason it is many of those authorities who have studied organizational culture often came up with rather directly definitions. The variety of elements that people perceive to be culture was reviewed learning experiences that lead, in turn to share taken-for-granted basic assumption held members of the organization. The basic assumption of an organization shows how members of groups such as teachers, administrative staff, and other stakeholders in the general secondary school areas (Schein, 2002).

2.2.1.1 Source of Organizational Culture

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

The broad external influence: factors that over which the organization has little or no control such as the natural environments and historical events that have shaped the society.

The societal value and national culture: the dominant beliefs and values of the broader society values such as individual freedom, beliefs, about goodness of humanity orientation towards actions, power distance, norms and so forth. For example, societies differ in time orientation, differences in time orientation within the society will be reflecting in the cultures of organizations.

Organizational specific elements: are the third sets of factors affecting the organization culture. Volatility of the technological environment will affect the, organization's culture. In more volatile context it is likely that there will be more educated employees who come with strong professional values developed thorough occupational socialization. This could create fragmented occupational sub cultures, such as group with different ideologies and values, which may make it quite difficult to develop a strong single culture.

Environmental volatility affects the organizations power structure. Those groups which interact with the more volatile environment will have more power and therefore, become the dominate

coalition, whose values will be drive the culture. Another organizational specific source of culture in the significant people and events in the organization's own history are also important. Boeker cited in Tossi et al. (1995) showed that the durability of the influence of the dominant coalition which builds up around the founder in the organization's every years. The durability of power of the dominant collation was directly relates to the length of time the founder remained with the firm. Critical events may for member's values and beliefs.

2.3 School culture

It is evident from organizational theories that the most important function a leader can perform is paying attention to the school's culture because, the principal's impacts on learning has no direct-effect but, through, climate and culture of the school (e.g. Hallinger & Heck, 1998; MacNeil , Prater, & Busch, 2009; Schaufeli, 2015; Neves &Story, 2015; Wu, Kwan, Yim, Chiu, & He, 2015). Although, it is clear that the idea of school culture is a borrowed concept from anthropology, but its linkage to organizational studies as a dependent and independent variable is for increasing its importance (Brady, 2008; McNeal, 2015). Therefore, many researchers (e.g. Gruenert & Whitaker, 2015; Houtte, 2005; Hoy & Miskel, 2001; Martin et al., 2004; Teddlie & Reynolds, 2000; Ubben, Hughes & Norris, 2015) have developed studies about school culture and school climate that led school culture to become a popular concept in educational research. Conceptualizing the above discussion, school culture has been defined by different scholars in different ways including; values, behaviors', norms, system, social activities heritage, and interaction etc. in a society.

In conclusion, it can be stated that school culture is the total of thoughts and habits learnt mentally; as the system of symbols that are a product of mental processes structurally; as a vehicle and mechanism that helps harmony functionally; as the total of meaningful symbols symbolically; as a social heritage transferred to the next generations historically; as the total of learnt behaviors' behaviorally; as the total of moral values and rules that determine the activities of human beings normatively (Ayik & Atas, 2014 Hopkins (1994) has also highlighted that the observed patterns of behaviors' among the individuals within the school is school culture, for example, how the individuals within school a context behave and interact with each other in different situation to succeed professionally and socially.

Deal and Peterson (1999) viewed that, school cultures become like tribes and clans, with deep ties among people and with values and traditions that give meaning to everyday life. Furthermore, they added that school culture have a great impact on school performance as school culture clear the people's feelings, beliefs, thoughts, and act. In fact, school culture has proven to be a symbolic tool, influential in effectiveness (Sahin, 2011). But still there exist a consensus problem in the organizational culture (Abu-Jarad et al., 2010). The school culture is influenced by the culture of the society. The general culture possessed by an organization must be accepted by all members of the society. In case, if it has no contradiction with the culture of society it will become school culture (Yeşilyurt, 2009). As a conclusion, it is the duty of old members of the school culture to transfer it in a meaningful way to the new teachers. New teachers should also understand school culture for their own professional and social development and mutual understanding to reform school. While describing competing approaches to school reform in their book entitled *shaping school culture* Deal and Peterson (1990) discussed some approaches such as: human approach, structural approach, political approach, free market economic approach with the addition of new fifth approach i.e. school culture or ethos approach. This new approach was described as focuses on behavioral patterns, and the values, beliefs, and norms that define and sustain those patterns (Deal & Peterson, 1990). Furthermore, an assumption was made by them that students and teachers accept a strong influence by the routines, mores, morale, and conscious and unconscious conventions about how things are accruing in their schools (Deal & Peterson, 1990). Two other models for school reform were also studied by the researchers (e.g. Kytte & Bogotch, 2000, 2014) and *reculturing-model* was appreciated as compared to *restructuring-model* in school reform efforts.

The *Reculturing-model* has focused on school culture which was aimed at effectiveness. In simple words, the researchers favored to bring a change, through changes in school culture rather than making a change in system. There are two different functions of school culture discussed by the researchers (e.g. Kuen, 2009; Newton-John, et al., 2016; Rackow, Scholz, & Hornung, 2014). They are *instrumental-social control* and *expressive-social cohesion*. These include *welfarest* school culture (high cohesion and low control); *survivalist* school culture (low cohesion and low control), *hot house* school culture (high cohesion and high control); *formal* school culture (low cohesion and high control); and *ideal* school culture (the optimal levels of the two domains). Furthermore, it was found that some variables like: optimal control, optimal

cohesion, and support in facilitating high achievements and high expectations are effective in achieving ideal school culture (Hargreaves, 1995; Kuen, 2009). Similarly, another six factors were discussed by Gruenert (1998) regarding school culture such as: collaborative leadership, teacher collaboration, professional development, collegiate support and unity of purpose, and learning partnership considered essential for school effectiveness. The above factors state different functions and dimensions of school culture which were focused in different approaches.

2.3.1 School culture approaches

Cavanaugh and Dellar (1997a) stated that the concept of school culture has evolved from the studies of organizational culture and school climate in the disciplines of organizational management and school administration. The above statement was supported by Papolngam (2011) as well. On the basis of this statement, the school culture concept was developed from the research on school climate and organizational management social-system theories. The social-system theories highlighted the bonding of teachers grouping based on their personal and social needs (e.g. Cavanaugh & Dellar, 1997; Follett, 1941; Getzels, Lipham & Campbell, 1968; Olsson et al., 2015; Scott, 1961).

According to Cavanaugh and Dellar (1997) the school social system developed a system of norms and group climate. This notion of the school climate was studied by Halpin and Croft (1962) with the profile of six climates as perceived by the teacher which are related to the principal's behavior in elementary schools (Cavanaugh & Dellar, 1997). In fact, A school's culture builds commitment to and the identification with core value (Peterson & Deal, 2011). Similarly, Anderson (1982) also studied the cultural aspects of school climate on student learning, and considered the school culture as a social dimension of school climate concerned with belief systems, values, cognitive structures and meaning (see also Amstutz, 2015).

According to Cavanaugh and Dellar (1997a) school culture was considered as an important factor in the school improvement programmed. On the basis of these thoughts, the schools were viewed as a community with the process of bonding between people and exercised control (e.g. Cavanaugh & Dellar, 1997; Wise, 2015). This community is dependent on shared ideas, through norms, purposes, values, professional socialization, collegiality, and natural interdependence (Sergiovanni, 1993).

In fact, the differences between social interaction system and traditional management were caused to introduce a school culture model (Cavanaugh & Dellar, 1997). The school culture model of Cavanaugh and Dellar (1997) regarding school effectiveness research provides an emphasis on both cultural constructs (interaction system) and school mission. Furthermore, approaches to school culture regarding school effectiveness were also adopted by other researcher like Hargreaves (1995), who developed a model describing expressive and instrumental domains. Similarly, Erikson (1987) presented school culture with three conceptions such as: cultural knowledge that exists in small bits spread throughout the school; school culture as a conceptual structure with the presence of central organising constructs and core symbols; systematic variation in cultural knowledge between the groups (Cavanaugh & Dellar, 1997). Maxwell and Thomas (1991) stated that school culture is the system of behaviors composed of ideas, beliefs and values. It is evident from the literature that different researchers (e.g. Cavanaugh & Dellar, 1997; Dalin & Kleekamp, 1993; Fullan, 1993; Osman & Ongeti, 2013) studied the improvement effectiveness approach of school culture. In addition Keun (2009) studied three approaches to the school culture namely: typology functionalism, process approach, and improvement-effectiveness approach to make an understanding of the school culture and school culture phenomenon.

According to this study, improvement-effectiveness approach proved to be more appropriate as compared to the other two approaches. Other researchers (e.g. He, 2014; Osman & Ongeti, 2013) also studied these approaches. Details are given as below: Typology Functionalist Approach: This perspective explains that a variety of functions are performed by school culture in order to help the school as: help to 1- convey identity of members, 2- generate school commitment 3- create social system stability 4- shape behaviors 5- bind organization 6- defining behavioral standards 7- combined organization and 8- create soft corner for members of organization (Burrello & Reitzug, 1993; Cheng, 1993; Hoy & Miskel, 2005; Kuen, 2009; Smircich, 1983). Hargreaves (1995) converted this typology model as collegial culture (e.g. Ribando & Evans, 2015; Naidoo, 2013) and traditional culture, and suggested principals to adopt collegial culture. Process Approach: This was adopted by scholars to fill the gaps in the typology model discussed above and this process focuses on the school development and maintenance process mechanism (Cavanaugh & Dellar, 1997a; Keun, 2009).

This approach considered school culture as dynamic having continuous interaction with the outer environment (Cavanaugh & Dellar, 1997b, 2003; Keun, 2009). It simply explains how the school culture was developed and maintained (Houtte, 2005). Improvement-effectiveness Approach: This was developed with the background that the process approach model and typology-functional models were unsophisticated for school effectiveness and improvement (Keun, 2009). While this approach was used to achieve school effectiveness and school improvement, school culture is considered as critical component to do this function (Bennett, 2001; McMahon, 2001; Reezigt & Creemers, 2005). Besides these different approaches, school culture also consists of different elements that make attempts to clarify the term school culture.

2.3.2 The Elements of School Culture

In the light of the school culture definitions, it seems very difficult to understand school culture at a glance. For organizational analysis the framework of Bolman and Deal (1984) was favored by the researchers (DuPont, 2009). To understand the elements of school culture, it is just like understanding the individual letters from an alphabet, because school culture elements create a cohesive school identity (DuPont, 2009; Deal & Peterson, 1999). The elements of school culture found in (Dupont, 2009) are

I) Vision and value

Vision is the most important object in the school's success. Schoen (2005) argued that defining school mission-statement and beliefs-system cause an understanding of the teachers; as a result they show cooperation that shapes a strong culture. This vision and beliefs combine to make a strong myth that creates a spiritual source for developing school culture. This myth makes an internal cohesion and support that enables an institution to answer internal and external challenges (Bolman & Deal, 1984; DuPont, 2009). Furthermore, Deal and Peterson (1999) added that the schools may have different visions and when they are shared they make a reason for the school's existence. The school themes like performance, learning, change, community involvement and students' potentials are shared through the communicational role of the principles to get output or success.

II) History and stories

Different studies show that history and stories play a vital role in creating school culture (e.g. Berry III, Ellis, & Hughes, 2014; Olson, 2015). It is a fact that a learning organization is one that mines past and present experiences for important lessons and principles (Deal & Peterson, 1999). As a common belief, humans naturally learn from their past experiences. In schools different subjects are taught by telling st These stories forward messages and morals convincingly (Bolman & Deal; 1984). Different past experiences, values and traditions are transferred from parents and teachers to children through stories. Values and traditions are the elements that strengthen language, past heroes, meanings and present practices by playing an important role in school culture (Handy, 1993; Hollins, 2015). Against this background, today's history and stories play a vital role in school culture.

III) Rituals and ceremonies

To achieve the school's purpose and mission; rituals and ceremonies play an important role in making people connected. Rituals should be manifested in an effective way to all teachers, students and principals (Sahin, 2011; Trueba, Jacobs, & Kirton, 2014). Rituals and ceremonies connect principals, teachers, students and parents (Deal & Peterson1999). These types of activities provide a chance to recognize

IV) Architecture and artifacts

Some researchers also claimed that school architecture and artifacts are part of school culture (Deal & Peterson, 1999; DuPont, 2009; Karadag, Kilicoglu, & Yilmaz, 2014). School buildings and its different parts represent the school's culture as green areas and sports corners of the school; or artifacts on the walls of the schools explain the school culture. The combination and interaction of different school culture elements resulted in the development of different types of school culture.

2.4. Types of school culture

Literature shows different types of school culture. School culture must be either positive, toxic or anywhere in between (DuPont, 2009). Schools are stuck and moving regarding its culture (Rosenholtz, 1989). She further explained that in stuck schools no progress is noted while moving schools have a collaboration of stakeholders and progress is noted. There are five types of school culture in which the first one is fragmented individualism in which teachers keep themselves protected from the outside environment and no collaboration is noted. In a relative position the second one is balkanization in which a little cooperation occurs as compared to fragmented individualization. The third one is contrived collegiality in which the principal struggles to make collaborative elements without involving teachers. The fourth one is comfortable collaboration that includes teachers 'conversation to solve the problems of their classrooms. While the fifth or final one is the collaborative culture where individuals and teams feel equal responsibility and show full collaboration (Fullan & Hargreaves, 1996). Later, the Four Mind-Set Model was presented by Charles Elbot and David Fulton (2008) that uncovered four stages as: dependence, independence, interdependence, and the mind-set of integration. The first one that is dependent, a top-down manner is followed by everyone and has a respect for each other. The second one is independence in this manner every person works individually and no acknowledgement is found for others. The third one is interdependence that includes a collaborative approach. The fourth is mind-set of integration that collects all the qualities from other three approaches to develop a collaborative and flexible model (DuPont, 2009). Regarding this Four-Mind Set model, Elbot and Fulton (2008) conducted a survey from teachers, students and parents to find the category of school with respect to the Four-Mind Set model. The study of school culture has become an inquiry into the phenomenon of social order (Smircich, 1983). But The point is that assessing your school's culture isn't just a nice, trendy thing to do. Anything less is a dereliction of duty (Ramsey, 2008).

Many researchers examined the school culture either by qualitative or quantitative method. The aim was to reach inside into the school culture regarding school effectiveness. The school culture was examined on different variables such as: academic achievement, length of service, teaching level, gender and SES (Sahin, 2011). School culture has indicators like: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Dupont, 2009). Cavanaugh and Dellar (1996) used a tool to assess school culture with the dimensions like professional values, collegiality, collaboration, and shared planning. Gonzalez-Prendes (2011) discussed the core professional values of the teachers who created the school culture such as social justice, importance of human-relationship, dignity and worth of the person, integrity, and competence. Later, the dimensions stated above were studied by different researchers.

2.5. Difference between school culture and school climate

The literature on school culture shows that the two terms, school climate and school culture used interchangeably, but in fact they are two different terms. The term school climate⁴ shows people's perception towards the essential attributes or characteristics of a school (e.g. Anderson, 1982; Moos, 1979; Tagiuri, 1968), while the term school culture is a system of shared beliefs, assumptions, norms and values among the school members (e.g. Cheng, 2000; Maxwell & Thomas, 1991; Stolp & Smith, 1995). Therefore, Deal and Peterson (1999) argued that the school culture is the underlying tone of school, that permeates everything such as; expectations, actions, relationships, behavior, beliefs, values collaboration and assumptions. While School climate is considered to be the only superficial level of school culture (e.g. Cheng, 1989; Schein, 1992; Stolp & Smith, 1995). According to Gruenert (2008) for many decades, the term school climate was used to denote the ethos, or spirit, of an organization but, more recently, school climate represents the attitude of an organization while, culture of organization show its collective personality. Furthermore, it was described that although the characteristics of these two terms are the same but, in fact they are widely different. For example, if culture is personality of an organization then climate is its attitude, and to change attitude is much easier than to change personality (Gruenert, 2008).

2.6. The concepts and definitions of school effectiveness

2.6.1. 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.

2.6.2. School effectiveness

According to Creemers (2002) the root cause for development of educational effectiveness comes from reactions to the work undertaken by James Coleman and his colleagues (e.g. Coleman et al., 1966) on equality of opportunity, and (Jencks et al., 1972). Further, it was argued that two different backgrounds like sociological and psychological were served behind these studies, and their variance can be explained through educational factors. Similarly, Scheerens and Creemers (1989) stated that School effectiveness research has its roots in quantitative sociological input-output studies and economic research on educational production functions (p. 691). The resource input of school is concentrated by the production function approach of school effectiveness research (Scheerens, 2013). The inputs are consistent with tangible and intangible resource.

Tangible inputs/resources were discussed by Glewwe, Hanushek, Humpage and Ravina(2011) and Iqbal (2012), while, both tangible and intangible inputs were discussed by other researchers (e.g. Awan& Saeed, 2014; Kazemi et al., 2012; Khan, 2013a; Khan, 2004). But the second (psychological) approach concentrates on ‘process’ rather than tangible ‘input’, and correlates it with school output (e.g. Brookover, Beady, & Flood, 1979; Edmonds, 1979;Rutter et al., 1979; Scheerens &Creemers, 1989). For example, Kristic (2012) discussed the authors contributing to the situational contingency theories such as: House (1971) and House and Mitchell (1974) with respect to the Path Goal Theory; Vroom and Yetton (1973) with Decision Process Theory; Hersey and Blanchard with the Life Cycle Theory in 1969; and Fiedler and Garcia with Cognitive Resource Theory in 1987; which focused process for the sake of output.

In fact, conditions that enhance the effectiveness at school level is called school effectiveness (Scheerens, 2004, 2013). It contains all the contextual variables related with schools such as

administration, community involvement, teaching, learning, and students 'motivation etc. (Saleem et al., 2012).

The contemporary programmers like Head start in USA and comparable programmers in other countries were also the cause to develop school effectiveness research (Creemers, 2002; MacDonald, 1991; Schon, 1971). Regarding school effectiveness, further studies (e.g. Edmonds, 1979; Brookover et al. 1979) have addressed school effectiveness in the period of correlative studies. In this period, the above studies tried to explore why some schools were different from others regarding students achievement. But criticism on these studies gave way for reorientation of school effectiveness studies after 1985 (Creemers, 2002; Murphy, 2013; Ralph & Fennessey, 1983). Reynolds also continued his studies regarding school effectiveness from 1970s to 1980s (Creemers, 2002). In the period of reorientation, the researchers (e.g. Murphy, 2013; Scheerens, 2013; Teddlie & Reynolds, 2000; Townsend, Clarke, & Ainscow, 1999; Wrigley, 2013) also addressed school effectiveness.

Initially, the school effectiveness research was started in the United Kingdom and United States, addressing to the effectiveness of teachers, and later further countries like Germany and Australia also took part in this movement (Creemers, 1983; Creemers, 2002; Creemers & Schaveling, 1985). Different studies and their dimensions caused the development of the effectiveness-model of Carroll (1963) and the five-factors-model of Edmonds in 1979. Further, research work on school effectiveness caused to explore different models and approaches which in turn resulted to new theories.

2.7. School effectiveness from approaches and models to theories

Among the one hundred and nine research studies about school effectiveness, only six can be found to be theory driven (Scheerens, 2015). Furthermore, Scheerens (2015) also discussed different theories and models of school effectiveness such as: Micro-economic theory, Quinn and Rohrbaugh model, Coleman's functional community theory, Parson's social systems 'theory, Dynamic model, Creemers comprehensive model, Carroll model, and Schools as high reliability organizations model. But, the literature review showed that in educational effectiveness, Carroll's model for learning was a favorite model for learning in schools (Carroll, 1963). The reason for its popularity was its ability to relate the characteristics of education that are important

as instructions to individual student's characteristics that are important for learning (Creemers, 2002). For in-school learning the concepts of quality instruction, quantity of instruction, and time were considered as important concepts.

Similarly, Edmonds (1979) in USA developed a five-factor model starting with leadership and students' progress assessment. These factors were described as: high expectations of student's achievement, strong educational leadership; safe and orderly climate; frequent evaluation of pupil's progress; an emphasis on basic skills (Creemers, 2002).

Later, Mortimore et al. (1988) conducted a research to find the effective primary schools in London and found that those schools were effective with the following characteristics as: 1- deputy head's involvement, 2- leadership with purpose, 3- consistency among teachers, 4- teachers' involvement, 5- intellectually challenging teaching, 6- a planned day, 7- a limited focus within sessions, 8- an environment with focus on work, 9- maximized communication, 10- involvement of parents, 11- a positive climate, and 12- record-keeping (Creemers, 2002). On the basis of Carroll's (1963) model of effectiveness, Creemers (2002) developed a comprehensive model.

This model has four levels described as: the classroom level, student level, the context level, and the school level (Creemers, 2002). The model of this study rely on Creemers (2002) model among all the above mentioned models. Because each of the six dimensions of school effectiveness given in the conceptual framework is related to each of the four levels of Creemers' (2002) model. The aim of relating the study to a theory is to confirm generalisability because, without an evidence-based theory of educational processes and mechanisms, pragmatic evidence of effectiveness may not be generalizable to new settings or different populations (Scheerens, 2015, p. 10).

Though, there are different models and theories of school effectiveness, but the problem of consensus still exists. For example, Reid, Hopkins and Holly (1987) have narrated that "...all reviews assumed that effective schools can be differentiated from ineffective ones there is no consensus yet on just what constitutes an effective school" (p. 22), the reason is that there is very

little theory on school effectiveness (Scheerens&Cremers, 1989, p. 692). In fact, the variation and/or insufficiency of school effectiveness theories resulted in a consensus problem.

Adding to the school effectiveness Scheerens (2015) described the process of theory formation, and agreed that multi-level frameworks came under effectiveness e.g. integration of system, teaching, and school effectiveness which focused on the organization and school level theories.

Basically school effectiveness is the extent or degree from which a school's educational goals are achieved. Literature review is witnessed for different perceptions by researchers, for example: linking school effectiveness to input, output, process, internal factors, external factors, socioeconomic status of students and teachers or a combination of two or more of these. In a situation described above, a question arises that, what are the determinants for school effectiveness (Saleem et al., 2012). To answer the question, the literature review shows that there are two main conceptions about the factors or determinants of school effectiveness.

Firstly, school effectiveness is caused by external factors and **secondly**, it is caused by internal factors. The study of Coleman et al. (1966) agreed that external factors like, socioeconomic status of students make a difference rather than internal factors of the school because schools make no difference. In school effectiveness studies the role of Coleman et al. (1966) was considered as the settler. They viewed that characteristics regarding background of students were most suitable in determining the achievement of students. And there can be made no comparison with this factor.

But meanwhile, agreeing to the second perception (internal factors) the studies of (Brookover et al., 1979; Edmonds, 1979; Rutter et al., 1979) claimed that an effective school is culture oriented, expressed in terms of high expectations from stakeholders and standards, emphasizes on basic skills, professionalism, shared decision making, clear policies, cohesiveness, and behaviors etc. Also the relationship of stakeholders is an important factor in institutional effectiveness (e.g. Ahmad & Bin Said, 2013; Chung, Chen, & Reid, 2009; Stelmach& Preston, 2008; Van Velsor& Orozco, 2006). The findings of different research studies have shown that Schools can make a difference (e.g. Brookover, 1979; Brookover, Beady, Flood, &Scweithzer, 1979; Khan, 2013b; Maki et al., 2015; Saleem et al., 2012) and Schools matter (e.g. Ayeni&Adelabu, 2011; Day et al., 2010; Hallinger, 2003, 2010; Leithwood, Wahlstrom et al.,

2010; Leithwood et al., 2008; MacBeath & Cheng, 2008; Mortimore et al., 1988; Saleem et al., 2012).

Accordingly, the study of Reynolds and Teddlie (2000) included the processes of effective teaching, a positive school culture and a pervasive focus on effective leadership, learning, staff development, and high expectations of students and staff to make school effective. Leithwood, Sarah Patten, and Doris Jantzi (2010) have also claimed that, the school climate and school culture are the essential factors in school effectiveness. In addition, Aggarwal-Gupta and Vohra (2010) advocated that school effectiveness underlined the powers, values and preferences of stakeholders in different school contexts. Therefore, if the stakeholders change their context, these variables will also be changed, which will result in affecting the change process in school. The Five Factors Model of Edmonds (1979) is also related to the lateral conception of internal factors, which is based on: the high expectations of student achievement, strong educational leadership, safe and orderly climate, an emphasis on basic skills, and frequent evaluation of student progress (Creemers, 2002).

Besides, the above two major conceptions of school effectiveness, another conception emerged which combined both the conceptions. For example, findings of the earlier research of Edmonds (1982) has described seven variables including both external (as home school relation) and internal variables such as: (1) instructional leadership: based on the principal's role to maintain and assess continuously instructional programmes and involving teachers in academic decisions, (2) clear vision and mission: underlines a consensus to develop school vision and mission, and to communicate with teachers effectively to achieve the prescribed goals, (3) safe and orderly environment: that makes collaboration and collegiality possible for better achievement, (4) high expectations: for students achievement, that develops minds for zero tolerance to failure, (5) continuous assessment of student achievement: relating assessment on regular basis to increase academic achievements which is a visible indicator in school effectiveness, (6) opportunity and time on task: recommended as necessary to use opportunities including time in an effective way, and (7) positive home-school relations: required to involve parents and community in school matters because schools are social institutions.

By adding more, Edmonds (1982), and Ostroff and Schmitt (1993) have also tied two external-factors such as community support and parents involvement to some internal factors (e.g.

leadership behaviors, school culture and climate, administrative functioning, students achievement mastery basic skills, teachers' commitment and efficacy, teachers' loyalty and satisfaction) to develop a comprehensive model of school effectiveness. Although, the above discussed factors are important in school effectiveness, but the question may arise about how to assess all these factors.

Therefore, let consider the important ones, that suit better in the context, because, measuring all these factors is very difficult (Ostroff& Schmitt, 1993). For this study, the dimensions of school effectiveness were selected in the light of literature review, and were validated through expert opinion in the given context. Also, the levels of school effectiveness were found with the perceptions of stakeholders.

Different stakeholders' interest and attachment indicate towards different theories for example Gaziel (1996) (as cited in Saleem et al., 2012) stated that, the key stakeholder were involved to find school effectiveness in relation to different theories such as: students give greater importance to teaching skills which support the system resource model. While parents have given greater value to school outputs, as compared to the other stakeholders, and so goal model is supported. Similarly, the diffusion of values among students by the teachers indicates towards school effectiveness, which supports process model. The principal seeks school effectiveness in terms of inputs, processes, and success; therefore, system resource model is supported.

Similarly, the School Effectiveness Research (SER) of Teddlie and Reynolds (2000) mentioned three main categories of research studies for more comprehension of the phenomenon as: (i) School Effects Research which seeks the scientific aspects of school effectiveness such as stability, consistency, magnitude etc., (ii) Effective School Research which has focused on the process of school for effectiveness, such as school culture process, instructional leadership process, and (iii) School Improvement Research which checks the extent of school processes for improvement. This seems a continuation to the study of Uline, Miller and Tschannen-Moran (1998) who divided school effectiveness in two categories as: (1) instrumental activities that include the measures of reading, writing and arithmetic.

(2) Expressive activities or instructional activities that include principal and school health and teachers 'trust in colleagues.

Beside the above categorization of school effectiveness research, Goddard, Sweetland and Hoy (2000) agreed that the factors like: strong principal leadership, high teacher, expectations for student achievement, an emphasis on basic skills, an orderly environment and frequent systematic evaluation of students are involved in school effectiveness. The above statement was supported by the different researchers (Ayik&Atas, 2014; DuPont, 2009; Le Clear, 2005; Ohlson, 2009). Lingard, Ladwig, and Luke (1998) have assumed that school outcomes can be measured in conventional terms of knowledge and competences, skills, and behavior. Making a difference between effective and ineffective schools Mortimore (1991) was of the view that effective school is one in which student's progress is reported more than its consideration on an intake basis. But by contrast, in an ineffective school students make less progress than expected given their characteristics at intake (Sammons, Hillman & Mortimore, 1995).

In conclusion, the literature review shows that to see school effectiveness at a glance is very difficult. Uline, Miller and Tschannen-Moran (1998) have narrated that school effectiveness has been difficult to conceptualize because, it is a complicated construct. It is multifaceted; it is not one thing recognizing the complexities of assessing effectiveness as a multifaceted phenomenon and accepting the inherent difficulties in studying it, we are challenged to find more practical ways to manage the endeavor.

This is not to suggest we should over simplify the task. Yet if we are to consider a number (p. 462). The study by Howard (2010) also supported the above statement. On one hand the above literature review shows that there is consensus problem regarding factors of school effectiveness. But on the other hand, the application of a suitable statistical technique also remained a problem. The fact is that, the research into educational effectiveness improved considerably during the last 25 years, but mostly criticized for research design, the sampling, and statistical techniques (Creemers, 2002).

But now, to analyze multilevel data of research studies, advancement in methodologies, and the availability of particular software resulted in estimates may be called as more efficient (Goldstein, 2003; Snijders, 2011).

The researchers who worked on school effectiveness can be divided into three distinct groups: scientists, pragmatists and humanists. Although, humanists and scientists had nothing in common, but pragmatists had something in common with both, scientists and humanists; simply

this concept tells us that it is difficult to collect all the people within the field with consensus. Therefore, it is suggested let alone others outside of the field altogether (Townsend, 2001).

Although, the researchers of school effectiveness studies advocate to consider both, outside and inside factors of the school, but the theories regarding school effectiveness may not be ignored (Townsend, 2001). The Three waves approach has discussed the inside and outside factors of school effectiveness in detail.

2.7.1. Three Waves approach to school effectiveness

Since the 1970s, the worldwide reforms are experienced by the three waves approach. This approach is revolving around the different theories of education effectiveness and patterns which gives way to employ different strategies (Cheng, 2001a; 2002a; 2003).

Generally, the first wave pursues on the emphasis of internal-effectiveness by involving process-improvement through input approach or external intervention(e.g. Ayeni&Adelabu, 2011; Brookover, 1979; Brookover, Beady, Flood, &Scweithzer, 1979; Day et al., 2010; Hallinger, 2003, 2010; Khan, 2013b; Leithwood et al., 2010; Leithwood et al., 2006; MacBeath and Cheng, 2008; Mortimore et al., 1988; Saleem et al., 2012). The second wave emphasized on the interface-effectiveness in term of quality assurance, accountability, school-based management, and satisfaction of stakeholders (e.g. Khan, 2013a; Niqab, 2015; Shahnaz&Burki, 2013). The third wave was focused on the pursuance of future-effectiveness (Cheng, 2003; Scheerens, 2015).

In the first wave, a top-down approach is applied with the belief that policy makers have clear goals for education with optimal solutions for experiencing problems. To understand education effectiveness Cheng (1996, 2002c, d) used eight models to highlight the role of the principal who responds to different waves. In which the goal and specification model, the process model and the absence of problem model are concerned with the first wave reform focusing on internal goal achievement, internal process improvement, and internal problem avoidance (Cheng, 2003).

According to Cheng and Townsend (2000) the first wave approach was used by different countries to pursue internal school effectiveness, but unfortunately, they failed to identify the increasing needs and expectations of the public.

In such a situation, the principalship turned to the term quality and is known as interface effectiveness focusing on quality indicators and benchmarks, community and parental involvement in governance, survey of key stakeholders' satisfaction, planning about institutional development, charter of school, funding based on performance, and accountability of reporting to the community (Cheng, 2003).

According to (Cheng, 1996; Cheng, 2002c,d) the interface leadership wave of principal ship contributes to the total quality management model for school effectiveness, the satisfaction model, the resource-input model, the organizational learning model, and the legitimacy model (Cheng, 2003).

At the turn of the millennium and in order to answer the question like: whether the challenges in a new era of globalization can be answered effectively by the second wave of education reforms (e.g. Cheng, 2003), shifted the paradigm of education, including learning and teaching, content, reforming the aims, practice, and management of education to ensure future effectiveness (e.g. Burbules& Torres, 2000; Cheng, 2000a, b; Cheng, 2003; Daun, 2002). This paradigm resulted in future effectiveness wave approach that focused individualized, localized and globalised schooling (Cheng, 2003). The future effectiveness wave combines both, internal effectiveness and interface effectiveness.

2.8. School effectiveness studies

The constitution's gradually explains about the achievement of moral values and education for all, irrespective of gender, caste, creed, or race; whereas the Ethiopian shall endeavor to remove illiteracy and provide free and compulsory secondary education within the minimum possible period (Ministry of Education FDRGE, 1994).. In Ethiopia context, very little consideration is given to develop research studies on school effectiveness to meet all these challenges of education system. The Education and Training Policy (1994) was framed to focus upon four educational goals namely quality, access, relevance and equity. This policy was basically drafted to meet the overall educational developmental challenges within the country with greater stress on the teacher education programs. In fact the close relationship between learning and doing as a commendable approach of the traditional education was included in the present Educational and Training Policy of Ethiopia.

The Education and Training Policy has a basic objective to, “Develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all” (FDRGE, 1994).

In summary, the relationships between students’ backgrounds, early grade literacy and numeracy attainment and certain school characteristics have been investigated (Tassew, Jones, and Bekele 2005; Piper 2010; DeStefano and Elaheebocus 2010); outcomes in other subjects, later grades, values, engagement or social skills have not been researched. Within the school, the provision of textbooks was associated with increased reading fluency but other factors such as the use of time and teacher training were not found to have a significant effect on student attainment (DeStefano and Elaheebocus 2010).

The previous National Education Policy of 1998-2010 has stressed to conduct school research enhancing school effectiveness. Therefore, to conduct such studies, there is always a need of some standards or dimensions of school effectiveness that has remained a problem among the researchers. The current National Education Policy of 2009 has mentioned that clearly articulated standards for educational inventories is a key deficit, due to which a clear picture of organizational effectiveness cannot be drawn. It is also articulated that there is no measurement programme to check standards for educational institutions, somehow the National Education Management Information System (NEMIS) has computing indicator borrowed from UNESCO (Ministry of Education, NEP-2009).

Assessment and evaluation, Safe and Orderly environment, Community Involvement , Professionalism, Leadership, Student motivation, High Expectations, Home Environment, Professional Development, Quality Assurance, Social Skill, and Coordination between the head teacher and the staff to study school effectiveness. First, the context of the conceptual model developed by Salem et al. (2012) is not similar to the context of this study and secondly, in contrast to this study the model is monivariate. From the study by Salem et al. (2012) only four factors (Community Involvement, Professionalism as teacher efficacy, Quality Assurance and High Expectations of stakeholders) were included in this study aimed at avoid overlapping among the factors The reason is that government schools are run by emerging graduates resulting to the poor quality of education (Saleemetal. 2012). Similarly, Salfi et al. (2014) also conducted a study on school effectiveness used two types of indicators:

(1) The process and environment indicators that include clear goals and consensus about goals, maximized learning time, high academic standards and recognition of academic success, staff development and stability, order and discipline, evaluation process, and cooperative and friendly atmosphere.

(2) Product indicators that show indicators like secondary school certificate examination result. This second dimension is included in the tool for this study aimed to assess school effectiveness. The others were found to be common to the remaining dimensions of Management Rating Scale (MRS) and Schools.

2.9. School culture & school effectiveness

Abu-Jarad et al. (2010) stated that there is no consensus on the definition of organizational culture found in the literature. The statement shows that different definitions of school culture are found in the related literature. These definitions abased on the development, maintaining, communicating the school culture and finding its relation to school effectiveness. Cavanaugh and Dellar (2003) believed that school culture is manifested, developed, maintained and transformed by the sharing of beliefs, values and norms amongst the teachers resulting in the commonality of purpose and actions intended to improve the learning of both students and teachers. In the above statement improvement in the teaching-learning process and the commonality of purpose shows the school's effectiveness.

To study the relation of school culture and school effectiveness Kuen (2009) has given different citations for example: better productivity, adaptability and flexibility of the schools are the result of a strong culture of the school (Cheng, 1993), teachers wellbeing is related to school culture (Aelterman et al., 2007), cause to increase pupil outcome (Brady, 2005), increase job attitudes and organizational commitment of teachers (Cheng, 1989). Similarly Cavanaugh and Dellar (1997b, 1998, & 2003) added that an effective mean for the school improvement is to promote cultural intervention. The statement by Cavanaugh and Dellar (1997b, 1998, & 2003) further clarified that to imagine school effectiveness without proper promotion and intervention of school culture is mere thinking. Therefore, the role of school culture is considered very important in school effectiveness (Hollins, 2015; Kartal, 2016). Jurasaitė-Harbison and Rex (2010) have given importance to school culture by arguing that the defining research focused on culture supports the idea that culture is instrumental in any change, innovation, or reform.

When the schools are getting their target outcome in a specific time period and maintaining their efficiency through collective efforts within the parameters, the school culture is effective one. Yesil and Kaya (2012) related school culture and school effectiveness as they argued that empirical studies provide evidence of link between organizational culture and organization related performance outcome. School culture was found by the researchers as a critical component to achieve, maintain, and improve school effectiveness (Kuen, 2009). Further, research studies (Crow & Pounder, 2000; Hollins, 2015; Kartal, 2016; Pounder, 1999) also supported the idea of linking school culture and school effectiveness.

They advocated that school effectiveness undergo different dimensions of school culture that develop a teamwork spirit. Team work is only possible in a cooperative, collaborative and collegial school culture. The literature review shows that school culture is acting behind school effectiveness. If there is such a school culture, in which social interaction between individuals, and knowledge building through learning and teaching exists, then it should be a good place to bring change (Busher, 2006).

If the instructional leaders focus on school culture and school climate definitely it will improve student achievement (MacNeil, Prater, & Busch, 2009; Pellicer, 2003). A strong school culture motivates teachers and students which smoothen the way for school effectiveness. Simply, the only change in the structure through high expectations has failed to achieve school effectiveness. Therefore, a positive change in the school culture is needed aimed at high output (Saranson, 1996). During the change process of the structure, if the school culture is ignored it will results to no change because, to bring change is the ability of school culture (e.g. Alvsson, &Sveningsson, 2015; Schlechty, 1997).

In fact Organizational culture is the basic need of the individual to strike the excellence within the organization (AbTalib, Don, Daud, &Raman, 2015). Patterson, Purkey and Parker (1986) (as cited in Ebadollah, 2011) have summarized the knowledge about school culture as follows:

1. the achievement and behavior of students and school effectiveness at secondary Level is affected by school culture;
2. the school culture is developed and gerrymander by the school members, and not fallen from the sky;
3. school culture in different schools is different and it may not be the same;

4. though the authors focused the positive aspect of the school culture but it may also have negative aspects for various sub groups within the school which affects negatively the educational success;
5. everlasting school effectiveness and change is based on the understanding of School culture

To characterize the internal capacity of school effectiveness/improvement, Harris and Chapman (2004) proposed two dimensions such as: 1. Collaborative school culture instead of an individualized school culture, and 2. Continuum between external and internal accountability most conducive to school improvement. In individualized school culture, members of the school concentrate on their personal interest, while in a collaborative school culture, in contrast, members of school concentrate on the collective interest for the sake of institution. Internal accountability in a sense is a professional responsibility in the shape of teachers' experience as peer commitment.

While the second one (external accountability) indicates towards incentives and hierarchical pressures, which acts as a catalyst for teachers motivation regarding improvement (Bellei, Vanni, Valenzuela, & Contreras, 2015).

Collaborative school culture is, in fact, a collective responsibility, which is also termed as teachers' professional culture. It is the extent to which the teachers have a sense of responsibility to educate their students, have high expectations for students' learning and teachers' performance, keeping shared beliefs about teaching and learning in the school environment. In a nutshell, this indicates the trust of teachers on school leaders, doing things well, and having institutional commitment resulting from colleagues' pressure (Bellei, Vanni, Valenzuela, & Contreras, 2015; Elmore, 2003, Harris & Chapman, 2004).

When the school culture is created and aimed at school effectiveness, it develops shared identity among the teachers, which cause to produce motivation. This collective identity of the teachers also combines personal identity to fuel in the process of school change. Thus, it enables the achievement of an institutional mission.

The above literature has revealed that school culture is the system of interaction among individuals of a school, which is necessary to bring change and innovation to get school's effectiveness.

CHAPTER THREE

3.RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research presents the methodological aspects of the research, which include the research design, research method, sources of data, population, sample size and sampling techniques, data collecting tools, data collection procedures, method of data analysis, validity and reliability checks, ethical considerations, time and budget plan.

3.1 Research Design

This research is correlation research design was selected for this study. Because of its quantitative nature in examining whether a relationship exists between school cultures on school effectiveness. Co relational research design was provided information that allows predictability based on associations.

In this study, was an interested in the variables of school cultures on school effectiveness thus, a co relational study were employed to determine if any relationship exists between the two variables. Correlation research allows for employed to determine the association between the school cultures and school effectiveness of the variables.

According to Creswell (2012) a basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting data. To realize this objective, a correlational design was utilized to conduct the study. Data were analyzed a correlation design that allowed for the examination of relationships among variables (Gay&Airasian2006).Regression techniques were appropriate for this investigation because the non parametric test is functional at establishing correlations among variables (Yan, 2009). In light of this researcher was eager to use this design because of its appropriateness to assess the school cultures and school effectiveness in Jimma zone secondary schools.

3.2 Research Approach

The study was employed descriptive survey quantitative research method/approach through close-ended of the data. Quantitative approach was emphasized because investigating the relationship between school cultures and school effectiveness by means of correlation research study design in order to examine the relationship between school cultures and school effectiveness in selected government secondary schools at Jimma zone could better understand by collecting large quantitative data. It was helpful to obtain reliable and relevant information from a variety of groups on the actual practices of school effectiveness of the issue under study.

3.3 Sources of Data

The researcher was used primary sources of data for this study. To obtain reliable information about the relationship between school cultures and school effectiveness under the study locality.

a. Primary Sources

Primary data were gathered from school principals and teachers secondary schools in Jimma Zone. These two groups of respondents were selected because their day-to-day activities are related to the objectives of the study.

3.4 Sample and Sampling Techniques

In selected secondary schools of Jimma Zone there were twenty one woredas and all of them have secondary schools. Out of twenty one Woredas (21), the researcher selected five woredas multistage cluster sampling and included them in the study by assuming they were representative out of twenty one woredas from Jimma Zone. In multistage cluster sampling, the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large. If this is the case, it can be difficult to obtain a complete list of the members of the population. The sample woredas were selected by using twostage cluster sampling techniques. However, getting a complete list of groups or clusters in the population might be possible (Vogt, 2005). The target population of this study 220 consisted of school principals and teacher in the selected government secondary schools of five woredas namely, Sekoru, Dedo, kersa, Gomma, and Limmu Kosa from Jimma zone.

Out of these 22 schools the researcher selects 10(45%) of secondary schools by employing simple random sampling were to get good representative sample. This is because it gives equal

chances for selecting these secondary schools and the selection of the others does not affect the chance of the others to be selected (Teddlie and Yu, cited in Furi, 2016). Accordingly, Kolobo, Dedo Sekoru, Natry, Deneba, Limmu Genet, Serbo, bulbul, Jidda and Koye secondary schools, were selected.

Population

ZONE				
WOREDA				
Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Sekoru	Mencho	Dedo	Goma	Limu Seka
Omo Nada	Kersa	Seka Chokorsa	Gumay	Nono Benja
OmoBeyam	Tiro Afeta	Mana	Gera	Botor Tolay
		Shabe	Sigmo	Limu Kossa
				Chora Botor
Sample Woreda				
Sekoru	Kersa	Dedo	Goma	Limu Kossa
Sample secondary School				
Sekoru	Serbo	Dedo	Jidda	Limu Genet
Deneba	Bulbul	Kolobo	Koye	
Natry				

Sources: Data Collected from Jimma Zone Education Office (January, 2019)

Regarding the sample size of respondents the researcher based on the idea of Creswell (2012) that says a general rule of thumb is to select as large sample as possible from the population. The larger the sample, the less the potential error is that the sample were different from the population. So that in this study a total number of teachers sample are 138 (67%) by using yemane (1967:886) formula. Principals 10 (100%) by using census and teachers were selected by using simple random sampling this as summarized in the following table. Gay and Airasian (as cited in Furi, 2016) define simple random sampling as one which involves selecting a sample based on large numbers.

The sample size to collect data through questionnaire (teachers) for this research is determined

by using Yamane (1967) formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

Therefore: $n = \frac{210}{1+210(0.05)^2} = 138$

After determined the sample size and the proportional sample size from each stratum was calculated by using the following formula:

$$n_i = (n \times N_i) / N$$

Where: n_i = sample size for respondents

n = the total number of selected for each secondary schools

N_i = the total sample size for each selected secondary schools

N = the total number of secondary schools

Therefore, the distribution of the Sampling technique and sample size in relation to their respective population for each of the 10 secondary schools In Jimma Zone is precisely summarized in table1.

Table 3.1. Sample and sample size to be taken from each selected schools

Samples Woredas	Sample secondary schools	Samples	Target	Sample		Sampling techniques
			Populatio n	n1=	%	
			N	$n = \frac{N1}{N}$		
1. Sekoru	Sekoru	Principals	1	1	100	Census
		Teachers	25	16	64	Proportional
	Natry	Principals	1	1	100	Census
		Teachers	13	9	69	Proportional
	Deneba	Principals	1	1	100	Census
		Teachers	27	18	67	Proportional
2. Dedo	Dedo	Principals	1	1	100	Census
		Teachers	24	16	67	Proportional
	Kolobo	Principals	1	1	100	Census
		Teachers	25	16	64	Proportional
3.Gomma	Jidda	Principals	1	1	100	Census
		Teachers	16	11	69	Proportional
	Koye	Principals	1	1	100	Census
		Teachers	23	15	65	Proportional
4. Kersa	Serbo	Principals	1	1	100	Census
		Teachers	20	13	65	Proportional
	Bulbul	Principals	1	1	50	Census
		Teachers	19	12	63	Proportional
5.Limu Kosa	Limmu Gennet	Principals	1	1	100	Census
		Teachers	18	12	67	Proportional
	Total	Principals	10	10	100	Census
		Teachers	210	138	62	Proportional

Source: Research Data collected from field survey of Jimma Zone (2019)

3.5 Data Gathering Tools

Using different types of tools for gathering data help to get adequate and sufficient data for the problem under the study. In supporting this idea, John (2010) says that employing multiple

methods of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method is used independently. Therefore, the researcher was used one type of data gathering instruments in this study. This is a closedquestionnaire for school culture and school effectiveness, Because of quantitative in nature.

I. Questionnaires

The main reason to use questionnaire were for obtaining factual information, opinions and attitudes from large number of subjects with-in a short period of time. Questionnaire based on Kumar's (1999) advice that the choice of instrument to collect primary data is mainly determined by the purpose of the study, the resource available and the skills of the researcher.

Questionnaires include one type of items that is, closed ended. A closed ended item was used to collect data from the above groups of respondents to principals, and teachers regarding the school effectiveness. The closed ended items were arranged in five point rating Likert type scale from very low to very high this means 1= very low,2= low,3= moderate, 4= high and 5 = very high was used for the study.

3.6 Data Collection Procedure

Two assistant data collectors were selected to gather data from the sample schools. The assistants were selected because of their conversant of the location and their English languages. Their languages and familiarity of the research areas thought to facilitate the data collection process. To make the data collection procedure smart and clear from confusions, the data collectors were properly orient about the data collection procedures by the researcher.

Furthermore, the researcher was provided orientation for all respondents concerning the objective of the study and how the items were answered. Then, questionnaires were dispatched to sample teachers, principals. The researchers have initial contact with them to explain the objective of the study. While conducting questionnaires the researcher was use only notes.

3.7 Methods of Data Analysis

The data collected has been quantitative. The researcher was used both descriptive and inferential statistics tools to analyze the data obtained from the respondents. The quantitative data were collected through closed-ended questions, The quantitative data gathered from

respondents', through closed-ended questions were recorded, categorized, coded, tabulated, and analyzed using tally, frequency count, mean,.

The calculation of mean, the values was done by using SPSS 23.0. The mean were used to test whether significance relationship existed between respondents in (school cultures on school effectiveness) at significance level of 0.05 at various levels of rating scales (very low to very high). Besides, quantitative data collected from teachers, and principals through closed ended questions concerning perception of school stakeholders towards the school cultures and school effectiveness were analyzed and interpreted using respondents' frequency and percentage. Whereas mean were used to test factors affecting the school cultures that affect school effectiveness in the school at various levels of rating scales (very low to very high).

Finally, the results obtained were summarized, concluded and recommended depending on the data analyzed and interpreted. The quantitative data which was gathered through questionnaire was coded and enter into Statistical Package for Social Science (SPSS).

3.8. Validity and Reliability of the Questionnaire

In order to assure data quality, the questionnaire prepared for this study were validated and tested at pilot level for its reliability before distributed for sample respondents and used as data collection instrument. Primarily, the validity of the instruments was tested by instructors from the department including the research advisor to judge the items on their appropriateness and clarity of its contents. Then, amendments were made using the comments forwarded on appropriateness and clarity of few items of the questionnaire. Subsequently, the reliability of the questionnaire was tested through pilot study.

A pilot study was carried out at Jiren secondary school; which was found in Jimma Town from 1 principal and 19 teachers and not included in this study. To this effect 86 questionnaires were distributed for teachers and principals. To measure the reliability of the questionnaire, Cronbach's alpha coefficient was calculated for all parts of the questionnaire.

In Table below: Reliability Statistics: Cronbach's Alpha of the Pilot Test

	Cronbach's Alpha	Number of Items
Shared planning	.98	6
Collaboration	.92	8
Collegiality	.91	6
Emphasis on learning	.93	8
Professional Value	.73	5
Transformational leader	.95	12
High Expectation	.93	7
Assessment	.93	8
Safe and orderly school	.94	8
Strong leadership	.97	17
Teaching Effectiveness	.93	7

Concerning the acceptability of Cronbach's alpha results most authors suggested 0.67 or above. More specifically, Cohen et al., (2007) suggested that, Cronbach's alpha can be used on the basis of the following guidelines: >0.90 = very high reliable; 0.80–0.89 = highly reliable; 0.70–0.79 = reliable; 0.60–0.69= marginally reliable; and <0.60= lowly reliable or unacceptable. The value was 0.98 for Shared planning, 0.92 for Collaboration, 0.91 for Collegiality and 0.93 for Emphasis on learning, 0.73 for Professional Value 0.95 for Transformational leader,

In addition, School effectiveness also assessed. The values for High Expectation were 0.93, for Assessment 0.93, and for Safe and orderly school 0.94, for Strong leadership 0.97, and for Teaching Effectiveness 0.93

The calculated Cronbach's alpha coefficient for all parts of the questionnaire was found at 0.924. Thus, the result showed that the instrument was highly reliable and the final version of the questionnaire was administered to the respondents.

3.9 Ethical Consideration

In order to conduct the study first, the researcher went to the study area with the letter of entry which was prepared by Jimma University, College of Education and Behavioral science,

Department of Educational Planning and Management to Jimma Zone Education department office. After the researcher has obtained letter of entry from the zone and explain the objectives of the study. Then, the study was conducted after getting permission from the selected sample of secondary schools in the zone.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE STUDY

This chapter deals with results and discussion of the study. This section of the report is categorized into two major parts. The first part presents personal information of the respondents whereas the second part deals with the results and discussion of the data. Analysis and discussion was made by using the data gathered from principals, and teachers of secondary schools of Jimma Zone.

Questionnaires were distributed to teachers and principals. One hundred forty eight (148) questionnaires were distributed to respondents and interestingly all were properly filled in and returned. In order to validate the data from questionnaire were conducted with teachers and principals. The data gathered through questionnaires were tallied, tabulated and quantified.

Table 1. *Return rate of questionnaires (Principals N=10, and Teachers=138 Total=148)*

A total of 86 questionnaires was prepared and distributed to 148 teachers and principals. teachers 138, and principals 10 respondents had properly filled in and returned the questionnaire 145 in 98% and the response rate was ranged to 92.3% - 100% which was very scared to represent the views of the target population and Table 1 precisely showed the response rate of 10 sampled government secondary schools.

Table: .1. Return rate of questionnaires (Principals N=10, and Teachers=138 Total=148)

No	Name of school	Numberof distributed	Numberof Reponses	Reponses rate in %
1	Sekoru	17	17	100%
2	Natry	10	10	100%
3	Deneba	19	19	100%
4	Jidda	12	12	100%
5	Koye	16	16	100%
6	Dedo	17	16	94.7%
7	Kolobo	17	16	94.1%
8	Serbo	14	14	100%
9	Bulbul	13	13	!00%
10	Limu Genet	13	12	92.3%
Total		148	145	98%

Source: Research Data (2019)

4.2 Background Information of the Respondents

Under this part demographic characteristics of the respondents, which includes Sex, age, educational status, and work experience of them were presented and discussed. Accordingly, the data in table 4.2 illustrates demographic characteristics of the respondents who responded the questionnaire.

The category of includes secondary school principals and Teachers currently working in the schools understudy. Whereas, the categories of teachers constitutes, sample respondents from teaching staffs of the schools understudy.

Table: .2. Demographic Characteristics of the Respondents

Items		Principal		Teachers		Total	
		F	%	F	%	F	%
Sex	Male	10	69	121	83.4	131	90.3
	Female	--	-	14	9.7	14	9,7
	Total	10	100	135	100	145	100
Age	21-25	0	0	3	2.1	3	2.1
	26-30	2	1.4	26	17.9	28	19
	31-35	4	28	74	51	78	53.8
	40-45	2	1.4	15	10.3	17	11.7
	46-50-	1	0.7	9	6.2	10	6.9
	51-55	0	0	6	4.1	6	4.1
	Ab0ve56-	0	0	1	0.7	1	0.7
	Total	10	6.9	135	93.4	145	100
	Educational Backgrounds	Dipiloma	0	0	1	0.7	1
	Level 4	0	0	1	0.7	1	0.7
	BA/BSC/Bed	9	.6.2	128	88.3	137	94
	MA/MSc	1	0.7	5	3.4	6	4.1
Work Experiences	5 and below	0	0	9	6.2	9	6.2
	6-10	1	0,7	25	17.7	26	17.9
	11-15	6	4.1	68	46.9	74	51
	16-20	1	0.7	10	6.9	11	7.6
	21-25	1	0.7	4	2.8	5	3.4
	26 and above	1	0.7	15	10.3	16	11

Source: Primary Data Collected by the researcher from field survey Jimma Zone (2019)

According to the data illustrated in Table 4.2 (item number one), majority of teachers (83.4%) and Principals (100%) are male. Only 9.7% of teachers of the respondents are female.

Regarding age of the respondents, the data in the Table showed that, the age of 51% of teachers were found between 31-35 years. Next to this, the age of 17.9. % of teachers was found 26-30

years old. Similarly, 10, 3 % of teachers' ages were found between 40-45% years. With regards to the age of principals, majority of them (28%) was found between 31-35 years. Moreover, 14% of them were found at the age of 26-30 years.

Concerning educational background of the respondents, the data illustrated in Table 4.1 showed that, almost all teachers (94.97%) and principals (97.67%) had a bachelor's degree level of education. Moreover, very few teachers (3.14%) had master's degree. In relation to this, MOE's standard for secondary school education (MOE, 2009) stated that, a minimum requirement for teachers to work in secondary school is first degree. Accordingly, majority of the respondents participated in this study had the required level of qualification to work in secondary schools of the Jimma zone.

Regarding work experience of the respondents; the data of the Table showed that, 46.9% and 10.3% of teachers had worked for 6-10 years and above 25 years respectively. Moreover, 6.2% of teachers had worked for less than six years. On the other hand, 25.58% and 20.93% of principals had worked above 25 years and 21-25 years correspondingly. Moreover, almost similar number of (from 11.63% to 16.28%) had served from one to twenty years as a teacher or educational manager in the scoter.

In general, the data illustrated in table 4.2 shows that the majority of the respondents are adult male who had bachelor degree level of education, and worked for more than six years. This implies the respondents were matured, educated, and relatively experienced in their respective job position. From this it is possible to assume that, these respondents could able to provide genuine and truthful responses.

4.3 School Culture

In this section respondent response regarding the six dimension of school culture. (Shared planning, Collaboration, Collegiality, Emphasize on learning Professional Value, and

Transformational leadership type) were presented and analyzed with respect to the six dimension of school culture .Under each dimension of school culture respondent's responses regarding the six dimension of school culture were presented and analyzed. The results illustrated in each table showed the extents of each culture dimensions reflected with respects to the six dimensions in the

schools understudy. Finally, summary results about the dimensions of school culture were presented in Table 4. 3 and analyzed accordingly.

Table .3: Shared planning

No	Items	R	N	M	SD
	Expression of the school future vision do not reflect staff consensus	T&P	145	2.9448	1.09150
	We have developed a common vision for the school future	T&P	145	2.8276	1.14470
	We do not gather data for gauging the successesof the school program	T&P	145	2.8621	1.17036
	I have a clear understanding of how I can contribute to realizing the future for the school	T&P	145	3.0621	1.13786
	We have identified ways of determining if school priorities are achieved	T&P	145	3.0552	1.14127
	Teachers have not implemented school priorities	T&P	145	2.7448	1.15337
AM		T&P	145	2.9161	

T=Teacher P=Principals

In Table 4.3 teachers and principals responses regarding the shared planning were illustrated. According to the data of this Table there was no significant difference between the two groups of respondents in rating the shared planning in their respective schools. However, the rating results showed almost lower level of respondents' agreement for each of the item. Nevertheless, based up on overall results; the highest Mean score 3.0621(SD=1.13786) and 3.0552(SD=1.14127) was identified regarding the 4th and 5th item; that is, they have a clear understanding of how they can contribute to realizing the future for the school and identified ways of determining if school priorities are achieved. Next to this the first, second and the third items were rated2.9448 (SD=1.09150).2.8276(SD=1.14470) mean score and 28621(SD=1.17036).respectively. Moreover, the least mean score 2.7448(SD=1.15337) was identified regarding shared planning.

These imply that, in terms of shared planning.; organizational culture of the schools understudy was a little dominated by shared planning, in that, the respondents have a clear understanding of

how they can contribute to realizing the future for the school and identified ways of determining if school priorities are achieved. However, They do not gather data for gauging the successes of the school program and have not implemented school priorities.

Table.4: Collaboration

No	Items	R	N	M	SD
1.	We work together to implement the decision making	T&P	145	3.1241	1.11731
2.	We often compare how we assess student achievement	T&P	145	3.0276	1.17819
3.	Student behavior management strategies are not discussed sufficiently	T&P	145	2.8138	1.15462
4.	Teachers are reluctant to share problems with each other	T&P	145	3.0000	1.20185
5.	There is little debate in meetings	T&P	145	3.0207	1.18127
6.	Teachers learn from each other	T&P	145	3.0069	1.21047
7.	We are willing to help each other when problems arise	T&P	145	2.9310	1.12210
8.	Teachers are not unified in working toward the school's future vision	T&P	145	2.8690	1.19173
AM				2.9741	

T=Teacher P=Principals

The data in Table 4.3 presented mean scores of teachers and principals' responses on the collaboration of school culture.

According to overall results of respondents' responses illustrated in the Table; among the collaboration of organizational culture in the school under study, four of them were rated by both

groups of respondents 3.0276(1.17819), 3.0000(1.20185), 3.0207(1.18127) and 3.0069(1.21047) mean score synonymously.

With regard to item number first the data illustrated in the Table showed the highest Mean Score (M=3.1241, SD=1.11731) than the remaining seven collaboration of school culture. This indicated that, the collaboration in the school is generally considered to work together to implement the decision making.

Table: .5: Collegiality

No	Items	R	N	M	SD
1.	Teachers make an effort to maintain positive relationships with colleagues.	T&P	145	3.1172	1.11495
2.	Teachers of this school support each other	T&P	145	2.9103	1.26336
3.	My professional decisions are supported by colleague	T&P	145	2.9793	1.18127
4.	We encourage each other to take responsibility for new assignment	T&P	145	3.0552	1.19478
5.	I am receptive to advice from colleagues about my teaching	T&P	145	3.0276	1.25800
6.	We always encourage each other to exercise our professional judgment	T&P	145	2.8621	1.25621
AM				2.99195	

T=Teacher P=Principals

For the achievement of organizational objective, members of an organization should work altogether. For these to happen, there should be support each other that holds them together. Concerning the current collegiality that holds the members of the schools understudy together teachers and principals were asked to rate the current practices in their respective schools. Thus, with regards to collegiality, the data illustrated in Table 4.5 presented teachers and principals 'responses.

According to the data of the Table the first item, that states 'the collegiality that holds the school together is make an effort to maintain positive relationships with colleagues was rated the highest mean score (M=3.1172, SD=1.11495). Next to this, with 3.0552 mean score (SD=1.19478) and 3.0276 (1.25800), item number four and that stated 'the collegiality to take responsibility for

new assignment and receptive to advice from colleges that holds the school together' was identified by respondents at the second rank; followed by 2.9103 mean score (SD=1.26336) and 2.9793 mean score (SD=1.18127) for an item number two and three (the collegiality that holds professional decisions are supported by colleague .

However, regarding item number six of the Table (the collegiality that holds the school together is always encourage each other to exercise their professional judgment both group of the respondents were rated the least result (M=2.8621, SD=1.125621) than the remaining five items listed in the Table.

These all showed that, currently secondary schools understudy were characterized by the second organizational form: the collegiality that holds the school together is commitment to new way of doing things and development. This implies that professional decisions are supported by colleague.

Table .6: Emphasize

No	Emphasize	R	N	M	SD
1.	Students are not provided with the skill needed for future educational or vocational	T&P	145	2.8552	1.06705
2.	Educational programs do not contribute to improving the quality of life in our society	T&P	145	2.8621	1.16441
3.	The creative potential is not realised	T&P	145	2.8000	1.22247
4.	We frequently discussed what should be taught in particular curricula or course	T&P	145	2.9793	1.11473
5.	Individual differences between students are not catered for	T&P	145	2.9931	1.19894
6.	Teaching methods and strategies are not discussed sufficiently	T&P	145	2.8552	1.23592
7.	Teaching methods and strategies are not discussed sufficiently	T&P	145	2.7586	1.18601
8.	Improvement in students achievements are rewarded	T&P	145	2.1034	1.11230
	AM	T&P	145	2.77586	

T=Teacher P=Principals

An organization does not give equal importance to all its activities. Every organization has specific organizational issues to focus on them than others. Regarding the current organizational emphasize in the study schools responses of the respondents were presented in Table 4.6.

According to the data illustrated in the Table, teachers and principals were rated the highest mean score 2.9931 (SD=1.19894) for alternative number five (The school emphasizes Individual differences between students are not catered for.; which was followed by 2.9793 mean values (SD=1.11473) for the fourth alternative (The school emphasizes frequently discussed what should be taught in particular curricula or course. Form the data, it was understood that all respondents were agree in alternative the fifth and fourth items of the Table first and second level.

Professional value table .7

No	Professional value	R	N	M	SD
1.	Academic assessment are used to improve the learning activities	T&P	145	3.1379	1.09049
2.	Students academic performance is monitored regularly	T&P	145	2.9379	1.19152
3.	Academic performance is assessed using a Variety of methods	T&P	145	2.9793	1.08953
4.	Parents endorse and assist with the schools learning activity	T&P	145	3.2345	2.70805
5.	Academic progress is reported regularly to parents	T&P	145	2.9517	1.24906
AM					2.775863
			T&P	145	

T=Teacher P=Principals

An organization gives more attention to all its activities. Every organization has specific organizational issue to focus on than others.

Regarding the current organizational professional value in secondary schools, respondents had rated the highest mean score 3.2345 (SD=2.70805) for the 4th item. Next to this, with a mean values 3.1379 (SD=1.09049) the 1st item listed in the Table was ranked second.

According to this results, the school as an organization characterized by the Parents endors and assist with the schools learning activity .and Academic assessment are used to improve the learning activities

However, the results of respondents responses regarding item number four (M=2.9379, SD=1.19152) the responses showed that success in secondary schools understudy was not critically measured on the basis of Students academic performance is monitored regularly.

Table .8: Transformational leadership

NO	Transformational leadership	R	N	M	SD
1.	The mission and vision of the school are effective communicated to staff and students	T&P	145	2.9379	.95903
2.	His/her behavior demonstrate excellent communication sk with teacher/student	T&P	145	2.8966	1.24009
3.	His/her behavior changes the attitude, belief, & values of school community	T&P	145	2.9241	1.11232
4.	The principal and deputies are the most influential members of the staff	T&P	145	2.9586	1.15996
5.	I spend time in personal reflection about my work	T&P	145	2.9103	1.08600
6.	The school administration does not encourage others to take control of new project	T&P	145	2.8138	1.16658
7.	The principal and deputes do not encourage the professional growth of teacher	T&P	145	2.8759	1.21268
8.	We do not always evaluate the success of existing the school program	T&P	145	2.9310	1.15863
9.	We do not always evaluate the success of existing the school program	T&P	145	2.8000	1.16428
10.	Members of the administration show genuine concern for n as a person	T&P	145	2.8414	1.08446
11.	The principal and deputies give teacher sufficient space to operate on with their work	T&P	145	3.0069	1.18143
12.	Members of the administration generate a personal commitment from teachers that ensure the success of innovation	T&P	145	2.9103	1.09872
AM				2.9379	

T=Teacher P=Principals

The data in Table 4.8 presented mean score of teachers and principals responses on the Transformational Leadership of school culture.

According to overall results of respondents' responses illustrated in the Table; among Transformational Leadership of organizational culture in the school understudy, six of them were

rated by both groups of respondents 2.9379 (.95903), 2.9241 (1.11232), 2.9586(1.15996), 2.9103(1.08600) 2.9310(1.15863) and 2.9103 (1.09872) mean score synonymously.

With regard to item number eleven the data illustrated in the Table showed the highest Mean Score (M=3.0069, SD=1.18143) than the remaining items Transformational Leadership of school culture. This indicated that, the Transformational Leadership in the school is generally considered to the principal and deputies give teacher sufficient space to gate on with their work. But the least mean score of 2.8000(SD=1.16428) showed that they did not always evaluate the success of existing the school program.

Table .9: Summary of School Culture

No	Items	Total Mean	SD
A	shared planning	2.9161	.95903
B	collaboration	2.9741	1.24009
C	Collegiality	2.99195	1.11232
D	Emphasize on Learning	2.775863	1.15996
E	professional value	2.775863	1.08600
F	Transformational Leadership	2.9379	1.16658
		2.8759	1.21268

Source: Primary Data Collected by the researcher from field survey (February 2019)

In Table 4.9 respondents' responses regarding the six culture dimensions was summarized and presented for analysis. As indicated in the table, Collegiality culture dimension has rated with the higher mean value (M=2.99195, SD=1.11232) by all respondents. This indicated that the current or existing dominant culture in secondary school of Jimma zone was a Collegiality culture dimension

in nature. This means teachers and principals have the same views concerning the collegiality dimension culture in the schools understudy.

Next to Collegiality culture dimension, the data of the Table showed that collaboration dimension of school culture was rated at second level ($M=2.9741$, $SD=1.24009$). In this regards, Cameron and Quinn (1999) note that, the Collegiality culture dimension is characterized by encourage each other to take responsibility for new assignment Effective teachers and leaders are good coordinators and organizers. Teachers make an effort to maintain positive relationships with colleagues Maintains a smooth-running organization is important. . They always encourage each other to exercise their professional judgment The response of teachers and principals that indicate respondents of this school support each other and receptive to advice from colleges about their teaching considering the situation in the school and/or in the zone. This statement can strengthen the pervious result that the respondents think school to be dominating collaboration culture dimension.

For Emphasize on learning culture dimension the least mean score ($M=2.19$, $SD=0.87$) rated by the respondents showed lower agreements of them. This implies that teachers and principals have the same perception regarding the current Emphasize on learning culture dimension at government secondary schools of Jimma zone..

According to Cameron and Quinn (1999) which was explained in the literature review of the study, Emphasize on learning culture was characterized by frequently discussed what should be taught in particular curricula or course and the teachers and principals of schools reveals similar responses with the above responses. They indicate that, there is high need from government to improve the quality of education and need to develop strategies to change on the parts of teachers. They always try to innovate new ways to do things to make school exemplary. This indicates that in the situation the school is dynamic and in a position of teaching and leading in new ways of doing things. In addition, they have been trying to improve their teaching, leadership and the status of school culture by creating open communication channel, respecting staff creativeness, encouraging their ideas in order to help to interact among each other and pursue school goals.

However, Teaching methods and strategies are not discussed sufficiently Students are not provided with the skill needed for future educational or vocational As well as Educational programs do not

contribute to improving the quality of life in their society In terms of this the creative potential is not realised.

High expectation table.10

No	High expectation	R	N	M	SD
1.	The school has high expectations of achievement for all students	T&P	145	2.9862	1.10545
2.	Teachers take responsibility for students learning; they believe instruction determine achievement far more than family background or other factors.	T&P	145	3.0483	1.17456
3.	Teachers take opportunities to praise students for achievement	T&P	145	2.8828	1.10242
4.	There are current displays of students work throughout the school	T&P	145	2.9793	1.10220
5.	Teachers emphasize success rather than focusing of student failures	T&P	145	2.9724	1.12389
6.	The staff systematically shares ideas for recognizing student performance			2.9310	1.22279
7.	The staff frequently discovers ways to improve achievement	T&P	145	3.0138	1.10545
AM		T&P		2.9734	

T=Teacher P=Principals

The data in Table 4.10 presented mean score of teachers and principals responses on the High Expectation of school effectiveness.

According to overall results of respondents' responses illustrated in the Table; among High Expectation of school effectiveness. Of organizational effectiveness in the school under study, four of them were rated by both groups of respondents 2.9862 (1.10545), 2.9793 (1.10220), 2.9724 (1.12389), and 2.9310 (1.22279) mean score synonymously.

With regard to item number two the data illustrated in the Table showed the highest Mean Score (M=3.0483, SD=1.17456) than the remaining items High Expectation of school effectiveness This indicated that, the Expectation of school effectiveness in the school is generally considered

to the principals and teachers take responsibility for students learning; they believe instruction determine achievement far more than family background or other factors But the least mean score of 2.8828 (SD=1.10242) showed teachers take opportunities to praise students for achievement .

Table .11: Assessment

No	Assessment	R	N	M	SD
1.	Purposes of this school's assessment program include consideration of students performance, program or content are evaluation ,and evaluation of progress on school improve me priorities	T&P	145	3.0207	1.01700
2.	There is a published testing schedule for all major achieveme tests required by the school district or state	T&P	145	2.8345	1.11189
3.	Daily criterion referenced tests are used to assess stude performance	T&P	145	2.9448	1.11666
4.	4.Assessment findings are carefully studied to modify o strengthen the instructional program	T&P	145	2.9034	1.13238
5.	5.Achievement is assessed in variety of way	T&P	145	2.8828	1.07693
6.	6.Affective objectives are assessed in various ways			2.8897	1.08728
7.	7.The teaching staff uses evaluation results in daily instruction planning	T&P	145	2.8897	1.13723
8.	8.Students performance information is reported to parents ,tl school board ,and the general public	T&P		2.9310	1.14658
AM				2.912075	

T=Teacher P=Principals

In Table 4.11 teachers and principals responses regarding the assessment were illustrated. According to the data of this Table there was similar response of the two groups of respondents in rating the assessment in their respective schools. However, the rating results showed almost lower level of respondents' agreement for each of the item. Nevertheless, based up on overall results; the highest Mean score 3.0207(SD=1.01700)was identified regarding the first item; that is, Purposes

of this school's assessment program include consideration of students performance, program or content area evaluation ,and evaluation of progress on school improvement priorities. Next to this the third, fourth and the eighth items were rated 2.9448 (SD=1.11666), 2.9034 (SD=1.12338) mean score and 2.9310 (SD=1.14658). respectively. Moreover, the least mean score 2.8897 (SD=1.08728) was identified regarding shared planning.

These imply that, in terms of assessment .; organizational effectiveness of the schools understudy was perform a little assessment, in that, the respondents have a daily criterion referenced tests are used to assess student performance However, There is no sufficient published testing schedule for all major achievement tests required by the school district or state

Table 12: Save and orderly school

No	Save and orderly school	R	N	M	SD
1.	Students are respected regardless of their achievement leve	T&P	145	3.0345	1.05682
2.	Parent training programs are offered in the school.	T&P	145	2.9172	1.16371
3.	Teachers regularly inform parents of their child educational progress and offer suggestions for improvement	T&P	145	2.8552	1.16058
4.	Many teachers use parent volunteers	T&P	145	2.8621	1.18216
5.	Parents help make decisions through advisory ar accountability committees	T&P	145	2.8483	1.20376
6.	Community persons are invited to the school for variou activities			2.8690	1.19754
7.	community participation at school events is good	T&P	145	2.8345	1.16078
8.	Parents feel welcome in the school	T&P		2.8345	1.11812
AM				2.8819	

T=Teacher P=Principals

An organization gives more attention to all its activities. Every organization has specific organizational issue to focus on than others.

Regarding the current organizational safe and orderly school in secondary schools, respondents had rated the highest mean score 3.0345 (SD=1.05682) for the first item. Next to this, with a mean values 2.9172 (SD=1.16371) the 2nd item listed in the Table was ranked second.

According to this result, the school as an organization characterized by the Students is respected regardless of their achievement level and Parent training programs are offered in the school. However, the results of respondents responses regarding item number 7th and 8th (M=2.8345, SD=1.16078) the responses showed that in secondary schools understudy, community participation at school events wasnot good.

Table 13: Strong leadership

No	Strong leadership	R	N	M	SD
1.	The principal take responsibility for setting clear goals	T&P	145	2.9724	1.10519
2.	The principal involve staff in reaching decisions	T&P	145	2.9103	1.14817
3.	The principal involves parents	T&P	145	2.7448	1.18309
4.	The principal visits classrooms and offers helpful suggestions	T&P	145	2.8966	1.20603
5.	The principal Models positive attitude	T&P	145	2.9655	1.13904
6.	The principal enforces discipline code	T&P	145	2.8966	1.20026
7.	The principal rewards excellences	T&P	145	2.9655	1.15117
8.	The principal develops staff training and in service program	T&P	145	2.9310	1.16461
9.	The principal sets academic achievement as a high priority	T&P	145	3.0000	1.17260
10.	The principal monitors how teachers implement the curriculum	T&P	145	2.8897	1.19674
11.	The principal knows the curriculum	T&P	145	2.8483	1.13854
12.	The principal is accessible and responsive to teacher	T&P	145	2.9724	1.16037
13.	The principal keeps classroom interruptions at a minimum	T&P	145	2.8828	1.16966
14.	The principal maintains good communication with staff, parents, ar students	T&P	145	2.8759	1.20117
15.	The principal shares research with the staff in order to improv instruction	T&P	145	2.9172	1.16371
16.	The principal takes a position on issues and is not as being unfair influenced by anyone	T&P	145	2.8966	1.08477
17.	The principal evaluate staff and provides consequences whe performance standards are not met	T&P	145	2.8759	1.12967
AM				2.90832	

T=Teacher P=Principals

The data in Table 4.13 presented mean score of teachers and principals responses on the strong Leadership of school effectiveness.

According to overall results of respondents' responses illustrated in the Table; among strong Leadership of organizational effectiveness. in the school understudy, six of them were rated by both groups of respondents 1st and 12th 2.9724 (1.10519,1.16037),4th,6th and 16th 2.8966 (1.20603,1.20026, 1.08477),5th and 7th 2.9655 (1.13904,1.15115), 2.8759 (1.12967, 1.20117) mean score synonymously.

With regard to item number eleven the data illustrated in the Table showed the highest Mean Score (M=3.0000, SD=1.17260) than the remaining items strong Leadership of school . This indicated that, the strong Leadership in the school is generally considered to the principal sets academic achievement as a high priority. But the least mean score of 2.7448(SD=1.18309) showed that the principal involves parents they did not always evaluate the success of existing the school program.

Table 14: Teaching effectiveness

No	Teaching effectiveness	R	N	M	SD
1.	Teachers have a specific rules and consequences when rules are not obeyed	T&P	145	3.0621	1.08154
2.	Teacher use the adopted curriculum	T&P	145	2.9517	1.24349
3.	Teachers use diagnostic and assessment measures on a regular basis	T&P	145	2.9931	1.26104
4.	Teachers have specific objectives for individual students	T&P	145	2.9793	1.19297
5.	Teachers model high expectations	T&P	145	3.0690	1.19986
6.	Teachers provide prompt feedback	T&P	145	2.9586	1.26862
7.	Teachers work to increase students time on task	T&P	145	2.9241	1.39982
AM				2.99112	

T=Teacher P=Principals

In Table 4.14 teachers and principals responses regarding the teaching effectiveness were illustrated. According to the data of this Table there was similar response of the two groups of respondents in rating the assessment in their respective schools. However, the rating results

showed almost lower level of respondents' agreement for each of the item. Nevertheless, based up on overall results; the highest Mean score 3.0690(SD=1.19986)was identified regarding the first item; that is, Teachers model high expectations and Teachers have a specific rules and consequences when rules are not obeyed Next to this the third, fourth and the eighth items were rated 2.9931 (SD=1.26104). 2.9793 (SD=1.19297) mean score and 2.9310(SD=1.26862).respectiv1ely. Moreover, the least mean score2.9241 (SD=1.39982) was identified regarding teaching effectiveness.

These imply that, in terms of teaching effectiveness .; organizational effectiveness of the schools understudy was perform little assessed , in that, the respondents have a daily criterion referenced tests are used to assess student performance However, There is no sufficient published testing schedule for all major achievement tests required by the school district or state

4.4 Relationship between School Culture and school Effectiveness

In this part of the chapter the relationship between the six dimension of school culture and school effectiveness in the study school was presented using the data collected for this study. Moreover the effect of the six dimension of school culture on school effectiveness was presented and analyzed through regression results obtained from SPSS output.

Table15: Correlation Matrix between School Culture and school effectiveness

		Correlations										
		Sp	col	colleg	Eon	pvm	TL	HE	AS	SOS	STA	TE
Sp	Pearson Correlation	1										
	Sig. (2-tailed)											

Col	Pearson Correlation	.922**	1									
	Sig. (2-tailed)	.000										
Colleg	Pearson Correlation	.901**	.949*	1								
	Sig. (2-tailed)	.000	.000									
Eon	Pearson Correlation	.935**	.945**	.937**	1							
	Sig. (2-tailed)	.000	.000	.000								
Pvm	Pearson Correlation	.806**	.837**	.840**	.831**	1						
	Sig. (2-tailed)	.000	.000	.000	.000							
TL	Pearson Correlation	.906**	.941**	.937**	.943**	.820**	1					
	Sig. (2-tailed)	.000	.000	.000	.000	.000						
HE	Pearson Correlation	.895**	.923**	.912**	.922**	.846**	.945**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000					
AS	Pearson Correlation	.887**	.925**	.918**	.917**	.839**	.939**	.942**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000				
SOS	Pearson Correlation	.912**	.913**	.905**	.916**	.818**	.924**	.908**	.942**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000			
STA	Pearson Correlation	.880**	.914**	.906**	.906**	.818**	.920**	.913**	.963**	.946**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		
TE	Pearson Correlation	.903**	.920**	.916**	.922**	.825**	.918**	.908**	.948**	.942**	.970**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	145	145	145	145	145	145	145	145	145	145	145
** . Correlation is significant at the 0.01 level (2-tailed).												

The results of correlation test conducted to see the association between the six dimension of school culture and the five dimension of school effectiveness and to see which among them had higher correlation with any of the six dimension of school culture was illustrated in Table 4.15. In relation to this, concerning the acceptability of the results of correlation Coefficients, most authors suggest that the value under 0.2 and above 0.91 are very low and very high coefficient of correlation respectively. Generally, the calculated r value lower than 0.21 indicated Very Weak or negligible correlation; 0.21 to 0.40 a Low degree of correlation; 0.41 to 0.60 a Moderate degree of correlation; 0.61 to 0.80 a High degree of correlation; and above 0.80 was regarded as Very Strong correlation.

The above Table 4.15 shows that, on the basis of analysis there is an overall positive high correlation [$r=0.918^{**}$, $p<0.01$] that exists between school effectiveness variable and school culture variable. The in-depth analysis shows that there is a positive high correlation among the entire dimensions of school culture variable with all the entire dimensions of school effectiveness variable.

4.5: Regression Analysis

Table 16

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.969 ^a	.938	.935	.23866

a. Predictors: (Constant), TL, pvm, sp, colleg, eon, cola

b. Dependent Variable: Scheffe

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	119.036	6	19.839	348.31	.000 ^b
Residual	7.860	138	.057		
Total	126.896	144			

a. Dependent Variable: Scheffe

b. Predictors: (Constant), TL, pvm, spm, colleg, eon, colab

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	.038	.067		.561	.575	-.095	.171

Spmean	.144	.063	.145	2.279	.024	.019	.269
Colabmean	.144	.084	.144	1.709	.090	-.023	.310
collegmean	.087	.073	.093	1.197	.233	-.057	.231
Eonmean	.090	.083	.092	1.090	.278	-.074	.254
Pvmean	.100	.034	.118	2.896	.004	.032	.168
TLmean	.421	.076	.416	5.575	.000	.272	.570

a. Dependent Variable: Scheffe

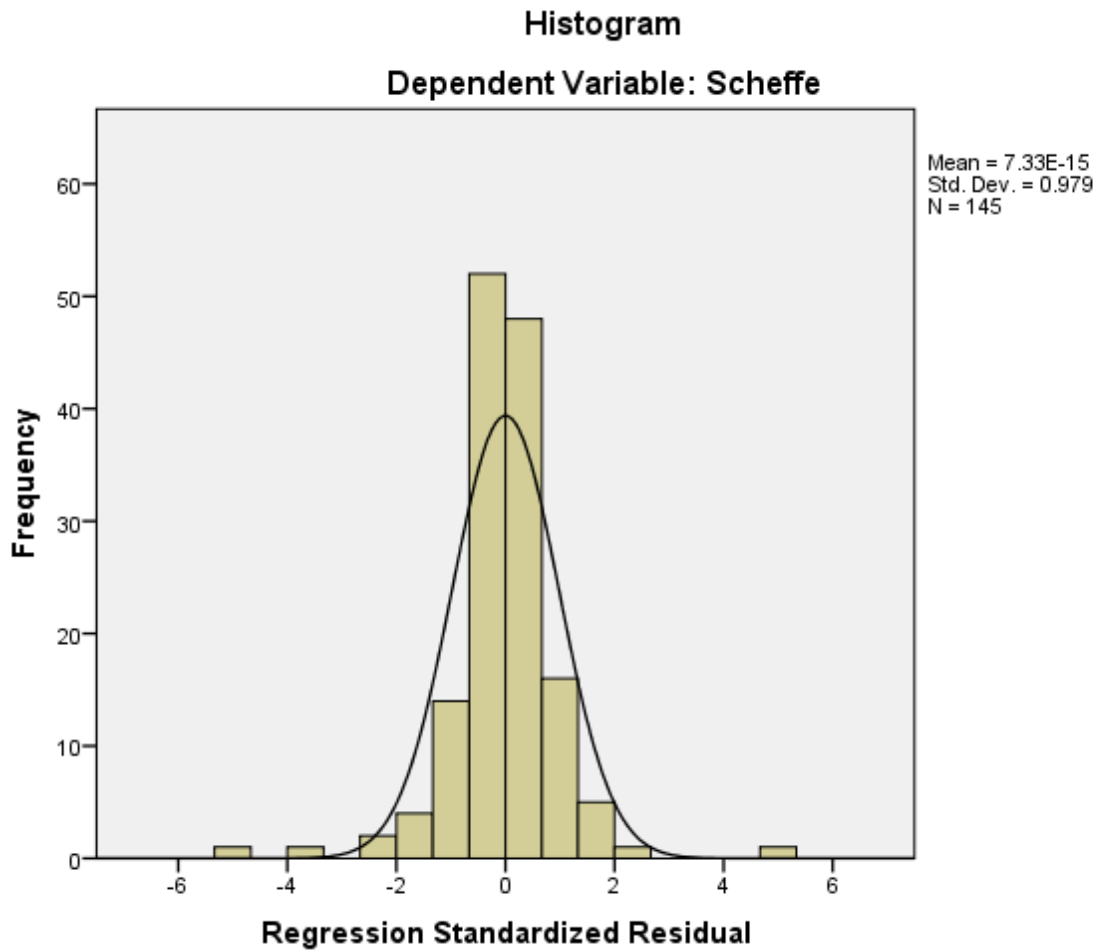
The results of Regression analysis illustrated in Table 4.16 was depend upon the results of data demonstrated in Table 4.11 that describes about the relationship between school culture and school effectiveness in the schools understudy. According to the data of this Table, school effectiveness had strong relationship with the school culture. Thus, the results of Regression analysis illustrated in Table 4.16 were focused on the effects school culture on school effectiveness the study schools. This statically analysis undertaken based on the assumption that the signicance p value of the regression coefficient becomes less than 0.05 considered as highly significance factors. If the value tended to higher than the p value of 0.05 indicate the independent variables (school culture) lacking their significance in affecting the dependent variables (school effectiveness).

Accordingly, if the data obtained and illustrated as in Table 4.16 tended to show the nearest result of the correlation coefficients ($r=0.969$) indicates the existence of strong link between school effectiveness and school culture as determinants. The determination coefficient R-square has the value 0.938 expresses that 93% of the occurrence of school effectiveness can be explained by the school culture taken into consideration. From the Table it has been determined that $f=348.315$ and significant at $.000^b$ level, indicated that, the role of the school culture as independent variables to explain the school effectiveness (the dependent variable). It confirmed that, the regression analysis is valid and can be used to analyze the dependence between the variables.

The results of regression analysis presented in the Table further showed that, among the six dimension of school culture (independent variables) three of them (shared planning $B=11.5(p=0.024<0.05)$, professional value $B= 11.8(p=0.004<0.05)$ and Transformational leader $B= 41.1(p=0.000<0.05)$ are statically significant to influence the status of school effectiveness in the schools understudy. But Collaboration, collegiality and Emphasis on learning of school culture are not statically significant.

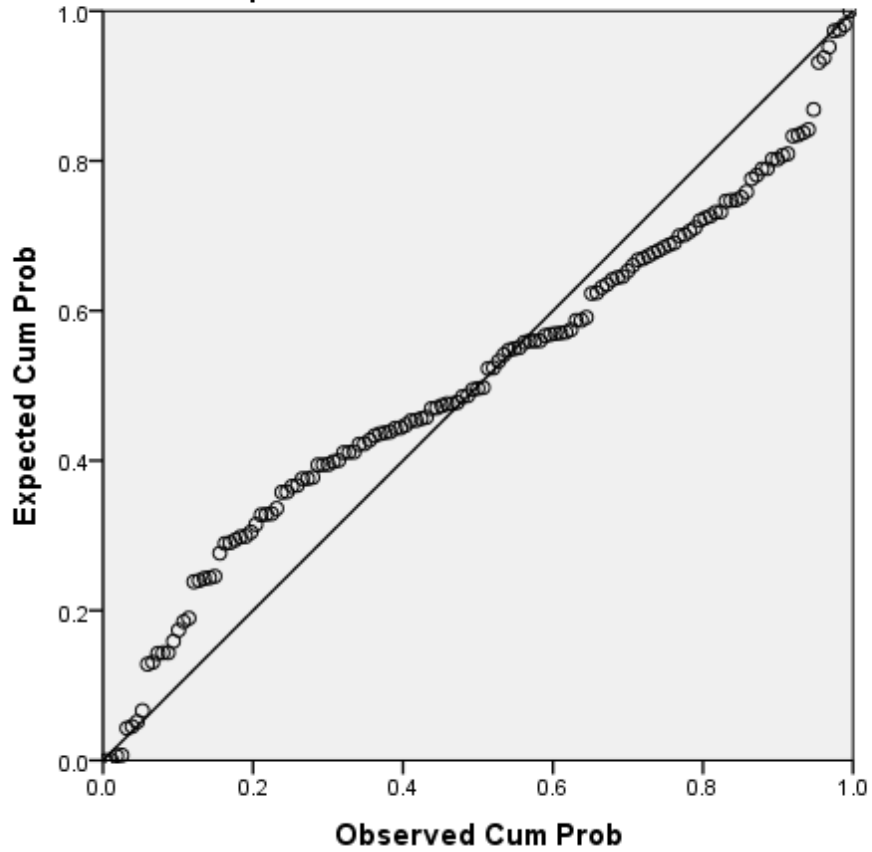
More specifically, Transformational leader ($\beta=0.421$) of school culture obtained significant coefficient results. This means, a one percent improvement on Transformational leader of school culture will improve the school effectiveness by 42.10% in secondary schools understudy. Thus, the above regression model can be resulted from the analysis of the coefficients *Status of school effectiveness 0.421*.

This implies that focusing on internal and external aspect of the school with a need for stability and control can possibly maximize the success of school effectiveness in secondary schools. So, the conclusion that can be drawn from the results of Regression analysis illustrated in Table 4.16 is that, school culture of secondary schools understudy should develop strategies and try to improve issues related to the variables that Transformational leader of school culture in order to improve the status of school effectiveness on continuous bases A pearson correlation analysis was conducted to examine there is a relationship between the school culture and school effectiveness in the secondary schools of Jimma zone. The result revealed of school culture and school effectiveness relationship is ($r+0.96, p<0.05$). This indicate that the high level associate with the high level of school effectiveness. and the low level of school culture associate with the low level of school effectiveness and it indicates direct relationship between school culture and school effectiveness in the study area..



A graph analysis highlights the positive relationship between school cultures and school effectiveness in the study area. Assumption of analysis that the residuals differences between obtained and predicted dependent variable scores are normally distributed about the predicted dependent variable Scores, that residuals have straight line relationship with predicted dependent variable scores, and that variance of the residuals about predicted dependent variable scores is the same for all predicted scores.

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Scheffe



The p-p plot showed that a linear relationship was conducted to observe the relationship between school culture and school effectiveness.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

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

The study was carried out in 10 sampled secondary schools of Jimma Zone. The purpose of this study was to investigate the school effectiveness and school culture in governmental Secondary schools of Jimma Zone, Oromia Regional State. An attempt was also made to identify major hindrances to school effectiveness and school culture.

The purpose of this study was to establish the realities about school effectiveness and school culture with the research questions given below.

1. What extent relationships exist among the school culture and school effectiveness in Jimma Zone Secondary schools?
2. Does school culture have positive and/or negative effect on school effectiveness in Jimma Zone Secondary schools?

The research design was a correlational design. A quantitative approach was used aimed at finding the most appropriate answers for the research questions. This method included descriptive statistics, regression, and correlation, being relevant to the research questions. A quantitative type of research can develop knowledge, through statistical data (Creswell, 2013).

The subjects of the study are 138 teachers were selected by simple random sampling and 10 principals were selected by census availability and small in number.

5.1 Summary of the Findings

A summary of the findings is given for the two variables used in the study such as: school culture and school effectiveness. The correlational design was undertaken to test the relationship between independent variables (school culture) and dependent variables (school effectiveness). The research result indicates positive and significant relationship between the two variables. i.e. school culture and school effectiveness. Accordingly, the overall relationship of both variables show that there is positive strong significant relationship ($r=0.96^*$, $p<0.05$). Using the multiple regression analysis, the School Culture dimensions of

Transformational Leadership ($\beta = .416$, $t=5.57$, $P=0.00<0.05$), Shared Planning ($\beta = .145$, $t=2.28$, $P=0.02<0.05$) and Professional Value ($\beta = .118$, $t=2.89$, $P=0.04<0.05$) were identified as significant predictors of School Effectiveness. The effect size of the above significant predictor of the variables indicated with $F(6,138) = 348$, $p<0.05$, $R^2 = .938$) were observed as statically significant to influence the status of school effectiveness. Therefore, It was concluded that the overall school effectiveness was affected positively due to the above three predictors (Share planning, professional value and Transformational leader) of school culture in the secondary schools under study. Also, the study indicated that school culture in the study area there is less communication to principals, teachers and parents about school effectiveness. The majority of the teachers are well trained to use modern technologies and techniques for better classroom interaction. But, due to the lack of motivation because of transfers the teachers; potential is hindered. It is interesting that professional programmes like B.Ed (Bachelor of Education) and M.Ed (Master of Education) by the teachers have no practical application to a school context, but they know how to use modern technologies.

The principals in the stated schools fail to communicate the school's mission effectively to members of the school community. The school's academic goals are ignored while making curricular decisions with teachers. In fact, these are the principals who are reluctant to promote leadership through communication openly (Zepeda, 2014). Both, the principals and teachers must identify and implement instructional strategies that will make it easy to achieve the school's vision and mission (Halawah, 2005). Effective principals were found to be engaged in curriculum development and instructions. They always focus on education-related issues rather than management-related issues. These types of principals always succeed in accomplishing the school's mission. But, in contrast as per findings of this study, the principals of the stated schools are focusing on managerial tasks rather than leadership concerns.

Principals take less time to observe and support teachers and facilitate the teaching learning also teachers take less time to observe each other in teaching learning. Teachers were not rewarded for experimenting with new ideas and techniques, teachers not maintain a current knowledgebase about the learning process, teachers are generally not aware of what other teachers are teaching and teachers not work together to develop and evaluate programs and

projects, that teachers are not informed on current issues in the school, school leaders not take time to praise teachers that perform well and teachers are not involved in decision making process. So in the study area school culture affects school effectiveness..

5.2. Conclusion

Based on the major finding the following conclusion are made

According to the research result of Pearson product moment correlation indicates positive and significant relationship between the school culture and school effectiveness which implies the existence of positive correlation between variables.

A positive school culture creates best setting for teaching and learning .The school culture become conducive and well facilitated school with the necessary facilities and human resources ,it must supports positively students learning and achievement. On the other hand, when the school culture is not good it contributes negatively for school effectiveness. School culture has both positive and negative effect on school effectiveness.

Improving school culture contributes to trust and respect between principals and teachers, good support and participation from the community and parents give more attention to apply school rules, give more attention to supervises to teachers and monitors everything teachers do, teachers accept the faults of their colleagues. The teachers help and support each other, teachers are satisfied of their school and teachers respect the professional competence of their colleagues, teacher closest friends with other faulty members at school, provide more social support for colleagues are important activities to improve in the study area secondary schools. School principals are responsible for establishing a general culture of teaching and learning in their school to ensure that school effectiveness is always improving.Focusing on the development of the school culture as a learning environment is fundamental to improved teacher morale and ultimately student achievement. The school principal plays a key role in establishing a schools culture. The school principal ensures that all decisions made in his/her school align with the school mission and vision, and all stakeholders hold this mission and vision.

To improve school culture contributes to more communication to teachers and parents about school effectiveness. Teachers are aware of what other teachers are teaching and teachers work together to develop and evaluate program and projects, teachers are informed on current issues in

the school, school leaders take time to prize teachers that perform well and teachers would be involve in the decision process are important activities.

The school improvement activity plan is to improve school effectiveness. In study area of secondary schools school effectiveness result is low. So, to improve this effectiveness school culture must be improved and support based relationship and participatory environment. In general, education is the process of bringing change in the human beings. To bring the necessary change school cultures are important component and it plays a great role. When the school cultures were well-maintained the school effectiveness would be improved.

5.3. Recommendations for future research

Based on the finding the following recommendations have been given.

1. First, and for most school leaders should create conducive condition for all stakeholders the active participation on the effects of school culture should be enhanced in the sample secondary school by identifying the major factors that contribute for school effectiveness contribute both positive and negative. Secondly, encouragement of positive school culture factors by concerting the coordinated effort of the community.
2. Regarding caring and supportive relation between the concerned bodies were found poor. Therefore, all concerned bodies such as principals, teachers, parents and community members need to work jointly on correcting this school culture by creating good relationship and develop school effectiveness.
3. Future studies should focus on how to achieve school effectiveness with the help of tangible and intangible resources including professional trainings.
4. The school culture plays its role as catalyst to achieve school effectiveness. But in some cases the school culture may be toxic as well, which is needed to be removed. Therefore, the researchers must investigate into the school culture to decide whether; it is positive, toxic, or in-between, with a focus on how a toxic school culture can be converted into a positive

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APPENDIX-A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

Questionnaire to be filled out by School principals and Teachers

Dear Respondents:

I am a post graduate (MA) student of Jimma University, Ethiopia. I am carrying out a study on the topic: The School culture and school effectiveness in secondary schools of Jimma zone. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a secondary school principals and teacher like you who is expected to perform well in the school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality.

Thank you in advance for your genuine opinion

NB: Please **do not** write your name in any part of this questionnaire.

Personal information

Direction 1: write name of your school on the blank space provided and put (√) mark on the box you chose as answer for each question.

Woreda _____ Name of the school _____

1.1. Your role in school: principals /principals Teacher Dip, Head

1.2. Sex Male Female

1.3. Age: below 20 21-25 26-30 31-35 36-40

41-45 46-50 51-55 above 56

1.4. Level of Education attainment: certificate Diploma Level III level IV

BA/BSc/BEd MA/MSc other

1.5. Work experience in years: 5 and below 6-10 year 11-15 year

16-20 year 21-25 26 and above

Part II, School culture

Direction 2: The following statements show the characters, School culture, and school vision and school priorities. Please indicate your level of fillings the extent to which each statement characterizes your school culture by making circle in one of the boxes against each item ranging 1 to 5. The numbers indicate: 5= Very High 4= High 3= Moderate 2=Low 1= Very Low

The numbers indicate: 5= Very High 4= High 3= Moderate 2=Low 1= Very Low

1. What relationships, exist among school culture and school effectiveness in government secondary schools.

Section – I School Culture

No	Item : principals and Teachers	Rating scale				
		1	2	3	4	5
	Shared planning(SP)					
1	Expression of the school future vision do not reflect staff cosuness	1	2	3	4	5
2	We have not developed a common vision for the school future	1	2	3	4	5
3	We do not gather data for gauging the successes of the school program	1	2	3	4	5
4	I have a clear understanding of how I can contribute to realizing the future for the school	1	2	3	4	5
5	We have identified ways of determining if school priorities are achieved	1	2	3	4	5
6	Teachers have not implemented school priorities	1	2	3	4	5
	Collaboration (col)					
1	We work together to implement the decision making	1	2	3	4	5
2	We often compare how we asses student achievement	1	2	3	4	5
3	Student behavior management strategies are not discussed sufficiently	1	2	3	4	5
4	Teachers are reluctant to share problem with each other	1	2	3	4	5
5	There is little debate in meeting	1	2	3	4	5
6	Teachers learn from each other	1	2	3	4	5
7	We are willing to help each other when problems arise	1	2	3	4	5
8	Teachers are not unified in working towards the school future vision	1	2	3	4	5
	Collegiality(coleg)	3	4	5		
1	Teachers make an effort to maintain positive relationships with colleagues.	1	2	3	4	5
2	Teachers of this school support each other	1	2	3	4	5
3	My professional decisions are supported by colleague	1	2	3	4	5
4	We encourage each other to take responsibility for new assignment	1	2	3	4	5
5	Iam receptive to advice from colleges about my teaching	1	2	3	4	5
6	We always encourage each other to exercise our professional judgment					
	Emphasize on Learning					
1	Students are not provided with the skill needed for future educational or vocational experience	1	2	3	4	5
2	Educational programs do not contribute to improving the quality of life in our society	1	2	3	4	5
3	The creative potential is not realised	1	2	3	4	5

4	We frequently discussed what should be taught in particular curricula or courses	1	2	3	4	5
5	Individual differences between students are not catered for.	1	2	3	4	5
6	Teaching methods and strategies are not discussed sufficiently	1	2	3	4	5
7	Teaching methods and strategies are not discussed sufficiently	1	2	3	4	5
8	We believed that every child can learn	1	2	3	4	5
9	Improvement in students achievements are rewarded	1	2	3	4	5
Professional value (PV)						
1	Academic assessment are used to improve the learning activities	1	2	3	4	5
2	Students academic performance is monitored regularly	1	2	3	4	5
3	Academic performance is assessed using a variety of methods	1	2	3	4	5
4	Parents endors and assist with the schools learning activities	1	2	3	4	5
5	Academic progress is reported regularly to parents	1	2	3	4	5
Transformational leader (TL)						
1	The mission and vision of the school are effectively communicated to staff and students.	1	2	3	4	5
2	His/her behavior demonstrate excellent communication skill with teacher/student	1	2	3	4	5
3	His/her behavior changes the attitude, belief, & values of school community	1	2	3	4	5
4	The principal and deputies are the most influential members of the staff	1	2	3	4	5
5	I spend time in personal reflection about my work	1	2	3	4	5
6	The school administration does not encourage others to take control of new project	1	2	3	4	5
7	The principal and deputes do not encourage the professional growth of teacher	1	2	3	4	5
8	We do not always evaluate the success of existing the school program			3	4	5
9	We do not always evaluate the success of existing the school program	1	2	3	4	5
10	Members of the administration show genuine concern for me as a person	1	2	3	4	5
11	The principal and deputies give teacher sufficient space to gate on with their work	1	2	3	4	5
12	Members of the administration generate a personal commitment from teachers that ensure the success of innovation	1	2	3	4	5

2. What are the effects of school culture on school effectiveness in government secondary schools?

Section II: School Effectiveness

No	High Expectation	Rating scale				
		1	2	3	4	5
1	The school has high expectations of achievement for all students	1	2	3	4	5
2	Teachers take responsibility for students learning; they believe instruction determine achievement far more than family background or other factors.	1	2	3	4	5

3	Teachers take opportunities to praise students for achievement	1	2	3	4	5
4	There are current displays of students work throughout the school	1	2	3	4	5
5	Teachers emphasize success rather than focusing of students failures	1	2	3	4	5
6	The staff systematically shares ideas for recognizing student performance	1	2	3	4	5
7	The staff frequently discovers ways to improve achievement	1	2	3	4	5
	Focus on basic skills (FBS) Assessment					
1	Purposes of this school's assessment program include consideration of students performance, program or content area evaluation ,and evaluation of progress on school improvement priorities	1	2	3	4	5
2	There is a published testing schedule for all major achievement tests required by the school district or state	1	2	3	4	5
3	Daily criterion referenced tests are used to assess student performance.	1	2	3	4	5
4	Assessment findings are carefully studied to modify or strengthen the instructional program	1	2	3	4	5
5	Achievement is assessed in variety of way	1	2	3	4	5
6	Affective objectives are assessed in various ways	1	2	3	4	5
7	The teaching staff uses evaluation results in daily instructional planning	1	2	3	4	5
8	Students performance information is reported to parents ,the school board ,and the general public	1	2	3	4	5
	Safe and orderly schools Positive school climate					
1	Students are respected regardless of their achievement level	1	2	3	4	5
2	Parent training programs are offered in the school.	1	2	3	4	5
3	Teachers regularly inform parents of their child's educational progress and offer suggestions for improvement	1	2	3	4	5
4	Many teachers use parent volunteers	1	2	3	4	5
5	Parents help make decisions through advisory and accountability committees	1	2	3	4	5
6	Community persons are invited to the school for various activities.	1	2	3	4	5
7	Community participation at school events is good	1	2	3	4	5
8	Parents feel welcome in the school	1	2	3	4	5
	Strong administration leader (Principal Leadership)					
1	The principal take responsibility for setting clear goals	1	2	3	4	5
2	The principal involve staff in reching decisions	1	2	3	4	5
3	The principal involves parents	1	2	3	4	5
4	The principal visits classrooms and offers helpful suggestions	1	2	3	4	5
5	The principal Models positive attitude	1	2	3	4	5
6	The principal enforces discipline code	1	2	3	4	5

7	The principal rewards excellences	1	2	3	4	5
8	The principal develops staff training and in service program	1	2	3	4	5
9	The principal sets academic achievement as a high priority	1	2	3	4	5
10	The principal monitors how teachers implement the curriculum	1	2	3	4	5
11	The principal knows the curriculum	1	2	3	4	5
12	The principal is accessible and responsive to teachers	1	2	3	4	5
13	The principal keeps classroom interruptions at a minimum	1	2	3	4	5
14	The principal maintains good communication with staff,parents,and students	1	2	3	4	5
15	The principal shares research with the staff in order to improve instruction	1	2	3	4	5
16	The principal takes a position on issues and is not as being unfairly influenced by anyone	1	2	3	4	5
17	The principal evaluate staff and provides consequences where performance standards are not met	1	2	3	4	5
	Teaching Effectiveness					
1	Teachers have a specific rules and consequences when rules are not obeyed	1	2	3	4	5
2	Teacher use the adopted curriculum	1	2	3	4	5
3	Teachers use diagnostic and assessment measures on aregular basis	1	2	3	4	5
4	Teachers have specific objectives for individual students	1	2	3	4	5
5	Teachers model high expectations	1	2	3	4	5
6	Teachers provide prompt feedback	1	2	3	4	5
7	Teachers work to increase students time on task	1	2	3	4	5