



**SCHOOLS OF GRADUATE STUDIES,
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**THE CHALLNGES OF SCHOOL LEADERS IN CRATING
EFFECTIVE SCHOOL CULTURE IN SECONDARY
SCHOOLS OF BORENA ZONE**

BY:

ABDI HUSSEIN BARISO

ADIVISOR: BIREHANU MOATA (PhD)

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**THE CHALLENGES OF SCHOOL LEADERS IN CREATING
EFFECTIVE SCHOOL CULTURE IN SECONDARY SCHOOLS
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ABDI HUSSEIN BARISO

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AT
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SCHOOL LEADERSHIP**

DECLARATION OF THE AUTHOR

I, the undersigned, declare that this thesis is my original work and contains no material published elsewhere or extracted in whole or in part from any thesis submitted for previously completed degrees. Moreover, no other person's work has been used without due acknowledgment.

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Signature:-----

Date of submission;-----

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As the thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Abdi Hussein entitled “*The Challenges of School Leaders in Creating Effective School Culture in Secondary Schools of Borena Zone*”. I recommend that it can be submitted as fulfilling the thesis requirement.

Name

Signature

Date

Advisor

Board of Examiners' Approval sheet
Dilla University
School of Graduate Studies
Institute of Education and Behavioral Studies, Department of Educational
Planning and Management

As members of the Board of Examiners of the M.A thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Abdi Hussein and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Arts in School Leadership

Name

Signature

Date

Department head

Chair person

External examiner

Internal examiner

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ABBREVIATIONS AND ACRONYMS

BZEO:	Borena Zone Education Office
CRC:	Cluster Resource Center
GM:	Grand Mean
KETB:	Kebele Education and Training Board
MoE:	Ministry of Education
PTA:	Parent Teachers Association
SD:	Standard Deviation
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WEO:	Woreda Education Office

ABSTRACT

This study was conducted to assess the Challenges of School Leaders in Creating Effective School Culture in Secondary Schools of Borena Zone. To conduct this study, cross sectional descriptive survey design along with mixed research method was employed. A multi-stage sampling was employed to choose woredas, secondary schools and sample respondents. Then Firstly 5 woredas and 1 administrative town were selected randomly from 14 woredas and 1 administrative town in the Zone. Secondly from 12 secondary schools of selected woredas and administrative town 6 secondary schools namely, Moyale, Tuka, Mega, Hidi, Surupa and Yabelo were selected by using simple random sampling techniques, which accounts 50% of secondary schools in the selected woreda. Thirdly 16 principals/vice principals and 6 supervisors were selected by using purposive sampling. At last 26 department heads out of 56 and 76 teachers out of 228 were selected by using simple random sampling techniques. Therefore, Participants of the study were 76 teachers and 42(16 principals/vice principals and 26 department heads) school leaders selected by using simple random sampling and purposive sampling method respectively. The data were collected by using questionnaires and interviews. Data collected through questionnaire were analyzed and summarized using statistical tools, such as, means, Grand mean, standard deviation and t-test while qualitative data were analyzed using content analysis approach. The findings of the study indicated that teachers' attitudes at secondary school were not good to their profession as well as to creating effective school culture. The low attitudes of teachers towards their profession result in the poor practice of creating effective school culture in secondary school. The study also shows that there were factors which affect in creating effective school culture that are emanated from in school related factors and out of school related factors. Based on the major findings, it is important to work to change teachers attitudes, accountability and transparency should be created, participatory and comprehensive strategic planning should be designed as well as the curriculum also need revision.

CHAPTER ONE

INTRODUCTION

This study was conducted to study the challenges of school leaders in creating effective school culture in secondary schools of Borena zone. Thus, this chapter specifically deals with background of the study, statement of the problem, general objective, specific objective and significance of the study, delimitation of the study, limitations of the study and definition of key terms and organization of the study.

1.1 Background of the Study

All nations attempt and claim to nurture good citizens who have the knowledge, skills, attitudes and the overall personality to fit in and serve for the socio- economic system (Mulugeta, 2011). Thus, education is one of the basic tools to achieve such attempts.

Education plays a great role in establishing suitable conditions for development process by producing skilled manpower and raising the human capital for national development and it helps to foster changes in technology (MoE, 1994). Education would promote economic growth and provide skilled man power needed for the country's development. It means that education at different levels is expected to play an active role in the socio economic and cultural transformation of the society. In this regard, it is crucial to a country's success in every field of the individual and national endeavor. Due to this focus,(MOE,2009) forwarded that students of Ethiopia are expected to be creative thinkers, problem solvers, active innovators, IT literate, informed decision makers, democratic and tolerant and able to adapt to change world. Therefore, in producing such effective learners the atmosphere of school culture has undeniable role. On this point, MOE (2013) stated that school culture has a loin share for the positive change of the school.

The concept of school culture is very broad and complex. This is due to the fact that, the formation of an organizational culture is a complex process that involves different inputs (Turan and Bektas, 2013). That is why different scholars defined it in a slightly different ways. According to MOE (2013) school culture is defined as 'the common sets of beliefs, values, behavioral norms, and assumptions that organizational members use to guide their surroundings.'

In a similar way, Solomon and Setegn(2018) defined it as school culture is the belief, perceptions, relationships, attitudes ,written and unwritten rules that shape and influence every aspects of how school functions .The above definition of school culture imply that all cultural practices that exist around a school has a strong linkage with school day to day practices. It means that school culture has a direct relation with students' achievement. To support this, MOE(2013) stressed that school culture has a more powerful effect on students achievement next to socio economic factor.

School cultures also include symbols and stories that communicate core values, reinforce the mission, and build a shared sense of commitment. Symbols are an outward sign of inward values. Stories are group representations of history and meaning. In effective school cultures, these features reinforce learning, commitment, and motivation, and they are consistent with the school's vision. In addition, these schools often have a common professional language, communal stories of success, extensive opportunities for quality professional development, and ceremonies that celebrate improvement, collaboration, and learning (Peterson & Deal, 2002). All of these elements build commitment, create motivation, and foster learning for staff and students. In viewing school culture, Roland (2002) cited in Mary and McCulloch (2003) noted that a school's culture is a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply inbuilt in the very core of the organization. Here, it is possible to understand that school culture is not an overnight issue observed in schools, but is inherent in the schools established as organizations. The definition given by Roland (2002) seems to be well explained by Peterson (1979). He stated about sociologists' view of culture as norms, values, beliefs, or expressive symbols. Mentioning the sociologists' idea, he stated that norms are the way people behave in a given society; values are what people hold dear; beliefs are how people think the universe operates and expressive symbols are representations of the culture. According to, Turan and Bektas (2013) good leaders have the power to change organization ,while better leaders have power to change people .From this perspective, we can understand that school leaders have a great role in creating a strong school culture. Based on this view, MOE (2003) declared that the main role of school leaders is to contribute to the creation of effective school culture.

School leaders from every level are key to shaping schools as effective culture in which experiences are structured in such a way that students have opportunities to investigate, explore and take risks in developing new ideas and insights.(www.tllg.unisa.edu.au) School leaders communicate core values in their everyday work. Teachers reinforce values in their actions and words. Parents bolster spirit when they visit school, participate in governance, and celebrate success. In the strongest schools, leadership comes from many sources.

Peterson and Deal (2002) categorized school culture as effective and toxic. In schools with effective school culture, there are traditions, ceremonies, and celebrating students' success, recognizing teachers who have worked hard and new ideas in the classroom and there is a sense of effectiveness and hopefulness. Similarly, Peterson and Deal (1998) defining what constitutes a "good" or "effective" school culture is a matter of perspective. Regarding this idea, many other researchers also have noted that every school needs to have a healthy and effective school culture that promotes teaching-learning for both the students and teachers to enhance quality education in schools.

The effectiveness of school culture is determined by the way school leaders exercised it. To strengthen this, Dinsdale(2017) states school leaders are in the front line in implementing effective school cultures. In this regard, students learning successfully and teachers teaching effectively can be determined by the way leaders exercised school culture in the school. In supporting to this idea, MOE (2005) declared that educational leaders play an important role in implementing effective school culture. Successful leaders can create strong sense of vision and mission, can build strong culture of collaboration, and can plan for effective learning teaching process. Therefore, we can conclude that school leaders have great role in implementing effective school culture.

1.2 Statement of the Problem

The aim of modern school is to become more efficient, effective and flexible. A prerequisite for achieving a successful school is the quality, creativity, innovation, speed of change and adaptation. This fact indicates that school management should be focused on changing the school

system. Effective school leaders are continually working on changing the school, analyzing and examining why their school needs to become a better place for all students and employees. In accordance with the most important task of school leaders is: building vision, understanding and development of people, redesigning the organization, management of the teaching and learning processes in school. Modern trends in education are advocating students' independent work and this is only possible if the school developed a culture that encourages students to critically overlook problems, first try to understand them, understand the importance of school attendance and develop an atmosphere in which the effective realization of a given activity is possible (Schein,2004).The culture of a school can be described as a way of living and working in it, and it gives meaning to teachers on how to behave in the entire educational process and to students on how to develop an effective climate in the classroom so they can fully use the potential that helps them to quickly and efficiently learn lessons and gain the necessary competences.

Concerning school leaders practice of creating effective school culture, there are many research works done in abroad regarding school culture. For example, a study by Mary and McCulloch (2003) on “*School Culture and the Changing Role of the Secondary Vice Principal*” in Toronto reveals the important role that vice principals play in relation to school culture. Vice principals clearly articulate various aspects of school culture including atmosphere, tone, history and traditions. While they comment on aspects of school culture as uncontrollable and dependent on people's perceptions. This study did not include the challenges vice principals faced. Moreover, the study did not clearly show the strategies that had been employed to create effective school culture. For this reason, the present study is different from the research done by Mary and McCulloch (2003). Furthermore, the context in abroad may be different from the context in Ethiopia because of many variables, such as experience, economy, culture, etc.

Simillarly, a study by Keshni (2012) on “*The Role of the Principal in Creating a Functional School Culture*” in South Africa revealed that in two schools under investigation, the principals' knowledge, skills, behavior, attitudes and beliefs towards the creation of culture and school functionality were different. This means that the role of the principal in the one school was in authority and takes responsibility and is accountable for creating and reinforcing good behavior and attitudes regarding teaching and learning. The school leader's role in the other school was

found to be negative that led the school to develop negative school culture in his study, Keshni (2012) has also found out that the principal in the school that had effective school culture had taken training on how to lead schools and how to welcome the staff. However, the principal in that had negative school culture and environment reported that there were no training given to him about how to lead schools and the principal was inexperienced in leading schools. Like the research works done in abroad, there are also researchers done in Ethiopia about school culture and principals' role in maintaining effective school culture. For instance, a study by Berihun (2016) on: *the Role of School Principal as Instructional Leader: The Case of Bale Zone Primary School* revealed that the administrative tasks took much of principals' time rather than instructional activities. It was also found out that the principals gave less emphasis for: instructional supervision, extra-curricular activities, teachers' training and development, provision of instructional materials and protection of teaching time. Finally, it was recommended that the principals need to be trained in school management and leadership in order to be competent as instructional leader along with suggestions for further empirical investigation.

In Berihun's study, the challenges principals faced was not included. Moreover, he focused only on the principals' instructional role. However, administrative and instructional roles are not separable in a school. This is because principals as school leaders need to have effective administrative as well as instructional leadership skills. Thus, Berihun seems to miss the most important aspect of school leadership. Other administrative issues need to be included.

Similarly, a research by Teshome (2014) on: *the principal's instructional role: a case of four secondary schools in southern nations, nationalities and people's region of Ethiopia* revealed that there is strong evidence of effective instructional leadership at the selected schools. However, despite the existence of this instructional leadership, these schools, like all other organizations, are still faced with a number of challenges that limit the effectiveness of the teaching and learning process. These challenges, according to Teshome (2014) include lack of discipline, inadequate support, poor time management, lack of teaching and learning resources and poor training system. At last, Teshome recommended that principals had to be committed to their work and be capable of creating a safe environment and a school culture conducive to effective teaching and learning.

Unlike the aforementioned studies, in Teshome's study, challenges principals face in leading the school is included. Moreover, Teshome recommended principals to work towards creating conducive school culture. However, his study gives special focus on principals' instructional role. This seems to be too specific to focus only on the instruction. Thus, in the present study, the researcher will focus on the challenges of school leaders in creating school culture in secondary schools. Thus, emphasis will be given for the challenge. But, in Teshome's study, less emphasis was given for challenges. However, studying the challenges was more important to find some possible solutions.

In order to change school culture it is very important to determine at what level it is in a school, and which elements are essential to be changed with the goal of improving them. Peterson and Deal (2006) describe a good school as a place where teachers are aware of the common goal, which is dominated by the norms of behavior such as collegiality, professional development and hard work, a place where student success is celebrated, and where innovations are brought by teachers as well as parents, and where there is plenty of success, joy and humor. Evidence from successful school leaders suggests that focusing on development of the school's culture as an effective school culture is fundamental to improved teacher morale and student achievement (Angus, Macneil, Doris, Prater & Steve, 2009).

In line with this the above mentioned good school cultures have been partially noticed in secondary schools of Borena zone. However, some problems are: lack of strong supervision and inspection, less teachers' commitment and implementation problems regarding teaching methodologies have been seen as critical challenges in Borena zone secondary schools. It also includes inappropriate use of schools materials, lack of accepting new ideas (reluctant) and criticizes those teachers concerned about student's achievements (BZEO 2021 annual report). In addition to this lack of collaborative work interest, inadequate training facilities, unable to tolerate diversity and absence of flexible leadership styles (BZEO 2021 annual report). While the issue under study has been little insight by the researchers and there is a gap in the Borena zone secondary schools.

This problem are not scientifically proved, therefore, conducting study on practice and challenges in school culture is timely issue. That is why, the researcher intended to assess the overall practice and challenges of school leaders in creating effective school culture on secondary schools of Borena zone.

1.2.1 Research Questions

This study was aimed at to answer the following basic research questions?

- 1 .What are teachers and school leaders' attitudes in creating effective school culture?
- 2 .How far does effective school culture is currently practiced in Borena Zone?
- 3 .What are the factors that affect school leaders in creating effective school culture in the study area?
4. What strategies could be employed to create effective school culture in the study area?

1.3 Objectives of the Study

1.3.1 General Objective

The overall objective of this study was to assess the challenges of school leaders in creating effective school culture in secondary schools of Borena zone.

1.3.2 The Specific Objectives

The specific objectives of this study were:

- ❖ To investigate teachers and school leaders attitudes towards creating effective school culture in secondary schools of Borena zone.
- ❖ To investigate the current practice of school culture in Borena Zone Schools.
- ❖ To find out factors that affect school leaders while working to create effective school culture.
- ❖ To suggest the strategies in order to create effective school culture

1.4 Significance of the Study

This study would have several significances. Though limited, the study may add literature to the sparse body of knowledge on school culture.

Furthermore it is important in putting base line information to the next work who would like to conduct detailed and comprehensive studies in the zone. In addition to this the study is useful to amplifying energy and motivation of staff members and students. More over it is also improving collegial and collaborative activities that in turn promote better communication and problem solving.

Finally the study were contribute to building commitment and helping students and teachers identify with the school and this study may help school leaders to understand the school environments and work towards maintaining school culture. The study also is expected to help concerned bodies at regional, zonal, woreda, and school level to understand the practices and challenges of school leaders in creating effective school culture. Moreover, based on the findings of the study, the Borena zone may have a clear insight about the practices and challenges of school leaders in creating school effective culture, and then may take appropriate measures to improve the practices and challenges of school leaders in creating effective school culture.

1.5 Delimitation of the Study

In order to make the study more manageable, it is better to delimit it geographically and conceptually. Geographically, the study is delimited to secondary schools (9-12) of Borena Zone, Oromia Regional State. The researcher has served for 17 years as a teacher, CRC supervisor and school leader in Boren Zone. Thus he closely knows the existing problems in the selected area. This would help the researcher to get genuine information in the way teachers work together to solve school problems scientifically and how to improve negative school culture in the study area. Despite the fact that, the zone has 32 secondary schools and large teacher population, for this reason including all secondary schools in Borena zone is unmanageable due to time and coast. So, six secondary schools are selected out of 12 schools from selected Woredas. Namely

Moyale, Tuka, Mega, Hidi, Surupa and Yabelo secondary schools. Conceptually, school culture deals with diversified dimensions. Including all dimensions were beyond the researcher's resources capacity. Therefore, the scope of the study was delimited on the diametion of school culture consisting of creating effective school culture in school leaders and ,teachers in school and out of school factors hindering school leaders in creating effective school culture

1.6 Limitation of the Study

It is obvious that research work cannot be totally free from limitation. Since, the data were collected using a descriptive survey instrument designed to collect general information regarding teacher and school leader behaviors and perceptions on educationally related topics. Therefore, the survey questions used to establish teachers' and principals' perceptions of the associated practices reflective of each leadership responsibility may have been narrow in scope. Also the indicators of evidence reported by teachers that reflect the associated practices of the school leader may also be narrow in scope. In addition the interview was conducted only with supervisors mainly because of time constraint;.

1.7 Operational Definition of Key Terms

Culture: culture is a shared set of values (assumptions) learned by the group as the people in the group lead their daily lives.

School culture: refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions.

Effective school culture: .Effective school culture is a condition in the school which manifested by students' activities, teachers' activities and school leaders' activities. It means in effective school culture students' respect each other, they respect their teachers, and they go and come on time, late comers and absentees minimized, cheating exam minimized, Anthem ceremony respected, work together and keep school property properly. In the same way, when teachers and school leaders are respect each other, work properly and timely, solve school problem and when they are managed by their plan as well as when they have positive attitude learning-teaching process.

Secondary School: refers to a school that encompasses students from grade 9-12.

School leaders: is refers to, principals, vice principals and department heads.

Education: The total process in developing human ability and behavior. According to UNESCO education is organized and sustained instruction designed to communicate a combination of knowledge, skill and understanding valuable for all activity of life.

1.8 Organization of the Study

This study consists of five sections. The first section is introduction. In this section, the background of the study, the statement of the problem, the objectives, the research questions, the significance of the study, the scope or delimitation of the study, limitation of the study, organization of the study, and the definition of key terms were included. The second section is about review of related literature. In this part, some related works and literatures were discussed. The third part is the methodology part. In this section, design of the study, sampling techniques and participants, data collection instruments, and data analysis techniques were present. The fourth part of this research work is about the data analysis and presentation. The data collected were analyzed and discuss in this part. The last section is the summary, conclusion and the recommendation. After the analyses were making, conclusions is made based on the findings. Finally, conclusions and recommendations were drawn.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study mainly emphasized on the challenges of school leaders in creating effective school culture in the secondary schools of Borena Zone. Therefore, this chapter consists of theoretical literature which contains theories and concepts of school culture and some challenges of school leaders in creating effective school culture, are briefly explained below.

2.1 The Concepts of School Culture

The concept of organizational culture originates in the 1950's and 1960's when industrial psychologists began to focus on groups larger than individuals (Schein, 1990). People started to look for patterns of behavior or norms that cut across a whole group. Culture serves to delineate different groupings of people on the basis of how each group is perceived and perceives itself. The establishment of culture comes from people with a shared history, and develops over time as groups establish patterns of behavior and beliefs, and they are designed to help people interpret and deal with the world in which they live (Schein, 1990; Willcoxson & Millett, 2000).

Busher (2006) supports this idea by stating that organizational culture is a way of providing meaning for the organization. It provides a series of rules and guidelines through which members can address challenges (Stoll & Fink, 1996). The culture reflects the beliefs and values of the group, and in a school they change over time through the interactions of teachers, students and parents, and the socio-political context in which they exist (Busher, 2006; Sergiovanni, 2007).

The culture of an organization determines what it pays attention to. The culture is not separate from the organization but inextricably linked to it (Willcoxson & Millett, 2000). It is also reinforced by the subgroups which exist within the organization. Schools are pluralistic and contain many sub-cultures such as departments, young teachers, older teachers, students. These subgroups may reflect many elements of the school's culture but they also have their own perspective. Organizational success requires effective leadership of these groups because culture is built through "a process of debate of interactions between individuals and groups, which lead to the implementation of some values and ideas rather than others" (Busher, 2006, p. 83).

School culture can be viewed in different ways by different authors. In fact, it is possible to conceptualize what “culture” is meant at first. Thus, it will also be possible to connect school and culture to understand the concept of school culture in general. An effective school culture, which many people call “school climate”, is the cornerstone of all good schools (Character Education Partnership (CEP), 2010). CEP has also noted that effective school culture is the foundation for school improvement. Here, it is to mean that the performance of schools can be affected with the school climate; effective school climate will lead to better school improvement.

In viewing school culture, Roland (2002) cited in Mary and McCulloch (2003) noted that a school’s culture is a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply inbuilt in the very core of the organization. Here, it is possible to understand that school culture is not an overnight issue observed in schools, but it is inherent in the schools established as organizations. The definition given by Roland (2002) seems to be well explained by Peterson (1979). He stated about sociologists’ view of culture as norms, values, beliefs, or expressive symbols. Mentioning the sociologists’ idea, he stated that norms are the way people behave in a given society; values are what people hold dear; beliefs are how people think the universe operates and expressive symbols are representations of the culture.

Similarly, Peterson (2002) viewed school culture as “It is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school”. These unwritten expectations build up over time as teachers, administrators, parents, and students work together, solve problems, deal with challenges and, at times, cope with failures.

The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity. Like the larger social culture, a school culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school’s particular institutional history.

2.1.1 Definition of School Culture

A school's culture can be defined as the traditions, beliefs, policies, and norms within a school that can be shaped, enhanced, and maintained through the school's principal and teacher-leaders (Short & Rinehart, 1992). According to Hinde (2014), school culture is an all-encompassing element of schools, yet it is hard to find and difficult to define. However, Overseas Trained Teachers Organization states that the use of the term 'culture' in the school context refers to the basic assumptions, beliefs and practices that are shared by the members of a school community. These assumptions, beliefs and practices mould how a school views itself and its environment and shapes its operations and how it functions. School culture affects the way people in a school think, perform and learn.

Although hard to define and difficult to put a finger on, culture is extremely powerful. This ephemeral, taken-for-granted aspect of schools, too often over-looked or ignored, is actually one of the most significant features of any educational enterprise. Culture 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 student and faculty learning (Deal & Peterson, 1994; Turan & Bektas, 2013).

Hopkins, Ainscow and West (1996: 86) emphasize that "the culture of the school is the key to successful school improvement", where culture is defined as "the deeper level of basic assumptions and beliefs that are shared by members of the organization, that operate unconsciously, and that define a basic "taken for granted fashion an organization's view of itself and its environment" (Schein, 1999: 238). It is the leader who needs to embed and transmit culture (Schein, 1999). Schein also emphasizes that leaders start the culture formation process by imposing their own assumptions on their subordinates.

Widely recognized as an important feature to understanding the functioning of schools, school culture has been studied from as early as the 1960s (Prosser, 1999), often as a pre-requirement to understanding some other school-level phenomenon or with the aim of examining its effects on say, school effectiveness (Maslowski, 2006; Pol et al, 2005) as did Rossman et al. (1988).

Schein's (1992) first level of culture is the artifacts of the organization. Artifacts are things a person sees, hears, and feels. Schein cautions that this level is easy to see but should not be the sole criterion for analyzing an organizational culture because an individual's personal interpretation of artifacts will affect the findings. The second level of culture according to Schein (1992) is espoused values. Espoused values do not have to be in line with Schein's (1992) final level of cultural analysis, basic assumptions. It is far more likely though that the organizational values which are put into action, not just espoused, are in line with the basic assumptions of the organization (Schein, 1992). Basic assumptions are the actions which are taken for granted and usually not confronted or debated within the organization (Schein, 1992). Therefore, basic assumptions are such an integral part of culture that individuals who do not believe in these basic assumptions are considered outsiders.

In 2002, the United Nations Educational, Scientific and Cultural Organization (UNESCO) described cultures as follows: "...culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs" (UNESCO, 2002, p. 7).

While definitions of school culture speak of the elements and properties previously outlined, they neglect to say about what and held by whom a shortcoming of these definitions. Cavanagh and Dellar (1998) believe school cultural values and beliefs are about "...the education of children and the social interaction within the school" (p. 4), held by teachers. In an indirect way, Schoen and Teddlie (2008) assert that they are those manifested in "the Professional Orientation, Organizational Structure, Quality of the Learning Environment and Student-Centered Focus of the school that determine and sustain the norms of behavior, traditions and processes particular to a school" (p. 139). However, Schoen and Teddlie (2008) do not say who subscribes to the school culture; is it all school members or just teachers? Within schools, differing and, possibly, competing value systems are likely to exist (Morgan, 1997). This draws attention to the notions of holistic school culture as distinct from the existence of subcultures to a more dominant one within schools.

Every school has its own unique culture. It is either an unproductive culture, characterized by the absence of vision and cohesiveness, or an effective culture, where staff and students exhibit such qualities as confidence, trust, cooperation, and commitment to do their best. Research evidence from both old and new studies indicate that school culture influences student and teacher motivation, school improvement, leadership effectiveness, and academic achievement (Stolp & Smith, 1995).

Finnan (2000) as cited in Hinde (2014) further mentions that school culture is not a stagnant body. It is constantly being built and shaped through interactions with others and through reflections on life and the world in general. Hinde (2014) concurs that school culture develops as members of staff interact with each other, the students and the community. It becomes the guide for behaviour that is shared among members of the school at large. Culture is shaped by the interactions of the personnel, and the actions of the personnel become directed by culture. It is a self-repeating cycle.

The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity. (The Glossary of Educational Reform, <http://edglossary.org/school-culture>).

2.1.2 School Culture and School Climate

Culture and climate tend to be used synonymously although each has its own unique meaning. Therefore, culture and climate will both be explained, with culture being the embraced term throughout the paper. To begin, climate can be thought of as the atmosphere or attitude of a school, while culture can be understood as the personality of the school (Gruenert & Whitaker, 2015). Adeogun and Olisaemeka (2011) refer to climate as, “an aggregate measure of school’s characteristic, such as relationships between parents, teachers, and administrators, as well as the physical facilities on the ground” (p. 552). Likewise, Peterson and Deal (2009b) claim that, “climate emphasizes the feeling and current tone of the school, the emotional content of the relationships, and the morale of the place” (p. 9). Hence, the climate of a school can change

hour-to-hour, day-to-day. Think about how often the attitude of an individual can vary throughout one day. Imagine the morning brings about a gloomy outlook on the day because there is ten inches of snow on the ground, but a few minutes later, the individual receives an email that he or she has been promoted; that would greatly shift a person's attitude in a matter of minutes.

Alternatively, Tharp (2009) explains culture very simply as, "involving three basic human activities: what people think, what people do, and what people make" (p. 3). The author goes on to further explain that culture is "shared, learned, transmitted cross-generationally, symbolic, adaptive, and integrated" (p. 3). Therefore, culture is much more difficult to change because of the numerous elements involved. Some of these include: the climate, the mission and vision, routines, rituals, ceremonies, norms, symbols, stories, values, and beliefs (Gruenert & Whitaker, 2005, p. 28). Because culture is something that is transmitted over time, it is critical that leaders within the school work hard to ensure an effective school climate and culture to provide students and teachers with the best possible experiences and opportunities. Leaders must understand the climate of the school in order to change or maintain the culture of the school.

2.1.3 Rationale of School Culture

Certainly the satisfaction and morale of students and staff are higher in schools with healthy cultures than in schools with unhealthy ones. Indeed, many instruments designed to measure school culture and climate do so indirectly by measuring satisfaction with the school. But is there any hard evidence that culture influences the final outcomes of education how much and how well children learn? A large body of research on the characteristics of effective schools briefly reviewed in this chapter indicates that it does.

Researchers have accumulated some compelling evidence in support of the proposition that deliberate changes in a school's culture and climate can make the school a place in which teachers feel effective about their work and students are motivated to learn. An effective school culture is associated with higher student motivation and achievement, increased teacher collaboration, and improved attitudes among teachers toward their jobs. In areas such as student and teacher motivation, academic achievement, creating safe and collaborative learning environments (Blase & Kirby, 2000).

In an effective cultured school, a transformation occurred in the role of the principal. He or she worked toward building a school of shared governance. Principals who were successful in sharing governance granted professional autonomy, especially in instructional matters, used proactive strategies, involved groups in school-wide decisions, provided opportunities for professional development, and demonstrated integrity. These methods made teachers feel satisfied, motivated, and confident. Teachers wanted to work harder (Blase & Kirby, 2000).

2.1.4 Components of School Culture

Some important components or elements of culture, according to Stolp and Smith (1995) are the norms, values, beliefs, traditions, rituals, ceremonies and myths translated by a particular group of people. Thus, the values expressed in lesson plans and classroom teaching, the way the principal runs staff meetings and the decorations displayed in hallways are all integral parts of school culture.

The scope of Stolp and Smith's definition is sufficiently broad to include not just verbal or written symbols, but all human symbolic behavior. This behavior includes everything from non-verbal communication to the walls of the school library. This is supported by Overseas Trained Teachers Organization that propounds that, visible discernible components of a school's culture fall into three categories, that is, verbal, behavioral and visual. Verbal indications of a school's culture include the school's motto, its statement and goals or underlying philosophy. Other verbal manifestations are the stories people tell about the way the school operates, the myths of the school and the metaphors that teachers use in their conversations. Behavioral indications of a school's culture include the procedures, ceremonies, regulations, rewards, sanctions, structures and the curricula of the school. Visual indications of a school's culture include things such as school symbols, the facilities and the icons of the school.

Familiarizing with the culture of a particular school is a slow process; some concrete things that may give an initial indication include the school's statement of purpose, school management plan, school policies such as the student welfare policy, school's prospectus, motto and information booklet for casual teachers. Others are information or induction booklet for newly appointed staff, school's newsletter (more often than not aiming parents and the school community) and interactions between teachers and students.

From the above discussions, the researcher can say that becoming familiar with the culture of a particular school takes time. This could mean that the most important features of culture are those whose meaning is shared by members of a particular community or social system.

2.2 Types of School Culture

Many scholars categorized school culture in different ways. For example, Deal and Peterson (2002) categorized school culture as either effective or toxic. As to these, scholars, the base for their classification is the existing situation in the school.

2.2.1 Positive School Culture

A positive culture connotes a good one and so generally, a school's culture is good if it promotes teaching and learning; such a culture is also said to be healthy. Peterson and Deal (1998) describe schools with strong effective cultures as schools whose staff have a shared sense of purpose and fully commit themselves to teaching. In these schools, the underlying norms are of collegiality, improvement, hard work, rituals; traditions to celebrate student accomplishments, teacher innovation and parental commitment. According to Jones (2009), positive school culture enhances teacher performance and ultimately students' performance will improve. In schools with effective cultures, informal networks of storytellers, heroes and heroines provide a social web of information, support and history.

Researchers including Fairman and Clark (1982), Saphier and King (1985), Deal and Peterson (2009) describe the character or nature of positive/effective culture in diverse ways. Fairman and Clark (1982) talk of characteristics like good communication, a focus on set goals, and cohesion among staff, power equalization, innovativeness and effective utilization of resources as evidence of an effective school culture. They also mention autonomy, adaptation, problem solving ability and morale. Saphier and King (1985) largely agree with Fairman and Clark (1982) and mention additional features as tangible support and the protection of what is important as evidence of an effective school culture.

Taylor and Fratto(2012) state six characteristics that describe a positive school culture in schools. The characteristics are: The level of students' engagement in their personal learning and in the classroom. The setting of goals to improve the school. Action plan through shared vision and

strong communication. The review of attitudes of all staff members. And engagement of openness in giving inputs, accepting changes and trying new things.

Therefore, positive school culture is one where there is a fair share of ideas and vision. There is collaboration among teachers and the principal. Challenges are viewed as opportunities to improve on set goals. Adaptation to change by teachers is a cardinal component of a positive school culture. This adaptation brings on creativity and dynamism in a positive school culture.

2.2.2 Negative School Culture

A negative school culture however, is an unhealthy or toxic one. It is bad in the sense that it retards teaching and learning. A toxic culture, on the other hand, has characteristics that are opposite to those of effective culture. There is no harmonious relationship among teachers and teachers work in isolation. Teachers, do not feel appreciated or recognized and they are excluded from decision making in the school. Deal and Peterson (2009) have identified some common characteristics in schools with toxic culture. The first toxic character they identified is that stakeholders seek self-interests and work painfully. If there is any focus at all, it is misdirected at non-academic work. Teachers seek to have hierarchical level of control. The second character they describe is factionalism. There is division along several lines such as ethnic, racial or even departmental lines. The third character is hostility leading further to lack of consensus and focus. The school gradually gets destroyed. Deal and Peterson (2009) note further that students are seen as burdens and teachers are even happy when students are absent from school and vice-versa.

The lack of collegiality, experimentation, high expectation and appreciation are some of the characters of a negative school culture (Saphier & King, 1985). Furthermore, researchers state that stakeholders in a negative culture hardly come together and that there are no ceremonies that celebrate successes. Also, in a school with toxic culture, incompetence and apathy exist. Parents show lack of interest and negative stories make rounds in the school and even in the community.

In a negative culture there is no shared vision or goal. Teachers play their individual roles and also work independently. There is no peer review of teachers' input. Every wrong is blamed on other colleagues or pupils.

2.3 Importance of an Effective School Culture

The single greatest purpose of schools is the academic achievement for all students. One of the single greatest influences on student achievement is school culture (Clifford, Menon, Condon, Gangi, & Hornung, 2012). All human beings have a need for belonging and a sense of community. We all want to feel like we are a part of something and are contributing to the betterment of society. Research has found when teachers and students feel a sense of community, he or she is more satisfied with the work that is done, is more likely to attend school, enjoy what he or she is doing, and has higher achievement (Peterson & Deal, 2009a, p. 11). When school cultures focus on strengths, collaboration, productivity, communication, relationships, improvement, and kindness Peterson and Deal, (2009b) the individuals who are a part of that community will be much more likely to succeed because he or she will feel a sense of significance and encouragement, rather than competition and hopelessness. Students and staff who feel that compassion and goodwill are valued are more likely to treat and acknowledge others with those same values and respect (Macready, 2009, p. 215). Additionally, individuals who share a set a values, beliefs, norms, and traditions are more likely to be prosperous in individual or shared accomplishments and responsibilities (Peterson & Deal, 2009a, p. 13).

On top of this, schools may be the only place that an individual feels grounded and supported. The culture of the school determines how teachers and students behave, feel, and think (Peterson & Deal, 2009a, p. 9). Further, a positive school culture guides people to focus on certain aspects, encourages commitment, increases motivation, and stimulates individuals to improve performance and feel competent (Peterson & Deal, 2009b, p. 11). Therefore, it is essential that leaders in schools are working to create a safe, caring, responsive, and positive school culture to assure individuals are provided with the opportunities to be successful throughout his or her life.

Peterson and Deal (2009a) highlighted how a positive school culture is important for student achievement concisely as, “the key to successful school performance is heart and spirit infused into relationships among people, their efforts to serve all students, and a shared sense of responsibility for learning” (p. 7).

In general Deal and Peterson (1999: 7-9) point out that effective school culture can serve to: Foster school effectiveness and productivity, Improve collegial and collaborative activities that improve communication and problem-solving practices, Foster successful change and

programme improvement efforts, Build employee commitment and closer identification among staff, students and administrators, Amplify the energy, motivation and vitality of the school staff and focus daily behavior and attention on what is important and valued.

The researcher agrees that the above points are major ingredients for a functional school. So whose responsibility is it to ensure that these ingredients are present in creating positive/effective school culture.

2.4 The Role and Practice of School Leaders in Creating Effective School

Culture

One of the principal's primary job responsibilities is the creation of an effective culture in his or her school. Stephen Swymer (1986) discusses the fact that in an age of change and of taking different directions in schools to help students achieve greater success, the one component that is needed is an effective school culture. If the culture is not in place, it does not matter what else is going on. He states that improvements must be made at the building level. "Research shows us that at the center of strong schools are strong and effective principals who are fair, consistent, capable, and visible" (Swymer,1986). He argues that a principal must focus on being visible and on creating an effective tone each day and attend to other duties after students and staff have left for the day. Principals must know what is going on in their buildings and must be in classrooms to observe instruction. Principals play a major role in establishing effective conditions that are conducive for teachers to work and collaborate, thus empowering teachers to become better teachers. Karakose (2008) asserted that irrespective of intentions or not, the behavior and attitudes of leadership affect the actions, perspectives, and attitudes of staff and faculty. Leadership roles focused on creativity and encouragement.

Moreover, leadership is the motivating and influencing of members within an organization to achieve organizational goals (Karakose, 2008). Inspiring leaders must influence norms, beliefs, values, traditions, and behaviors that guide faculty and staff to meet the goals and objectives of the organization (Aypay et al., 2012; Karakose, 2008). Additionally, principals must be perceived by teachers as modeling and demonstrating school cultural values on a consistent basis to be effective in building and or improving their schools (Aypay et al., 2012; Karakose, 2008).

The role of school leaders in the crafting of cultures is pervasive (Deal & Peterson, 1994). Their words, their nonverbal messages, their actions, and their accomplishments all shape culture. They are models, potters, poets, actors, and healers. They are historians and anthropologists. They are visionaries and dreamers. Without the attention of leaders, school cultures can become toxic and unproductive. By paying fervent attention to the symbolic side of their schools, leaders can help develop the foundation for change and success.

Hallinger and Murphy (1985) cited in Berihun (2016), on the other hand, pointed out the roles of principals in specific manner. He viewed principals as instructional leaders and linked their roles to the instruction in the school. This seems to be contrary to the views of Kathleen (2000) mentioned earlier because, Kathleen put principals' role in a more general way. Whatever the case is, principals' roles mentioned by both scholars may be taken into account in working towards creating effective school culture in one or another way.

Hallinger and Murphy (1985) cited in Berihun (2016) identified five roles principals as instructional leaders need to perform. These include:

- 1) Protecting instructional time:- Teacher's classroom management and instructional skills are not used optimally if instruction is frequently interrupted
- 2) Providing incentive for teachers an important part of the principal's role in creating an effective learning climate involves setting up work structure that rewards and recognizes teachers for their efforts
- 3) Providing incentive for learners so that students value academic achievement
- 4) Promoting professional development through organizing and leading in-service training activities and ensure that staff development activities are closely linked to school goals, and the focus of the instructional leader should be more orientated to staff development than to performance appraisal, and
- 5) Maintaining high visibility in school campus and in classrooms to increase interaction between the principal and students as well as with teachers.

The roles listed by the aforementioned scholars lack some roles expected of principals. For instance, roles related to maintaining relationships with the community, parents and other stakeholders are not mentioned. The roles are listed only in relation to the instruction.

2.4.1 Creating Common Vision and Mission

Part of building an effective school culture lays in creating a strong foundation based on a clearly stated mission and vision for the school and its stakeholders. In effective schools teachers' instructional practices are based on "best practice" not on what they are familiar with or what they have always been doing. Teachers share ideas and new teaching strategies in schools to improve in their own practice. This collegial form of teaching can give teachers an effective outlook on their job and help to make them less judgmental of others. It becomes less about the "me", but more about the "we". Jones, Stall, and Yorbrough (2013) believed:

There are different perspectives about the visioning process and the role of the school leader in the process. However, we feel that the vision may originate within teachers or any staff members, but the principal has the responsibility in the facilitating, communicating, and providing the opportunity for growth. The principal must also be an instructional leader and curriculum leader. (p. 59)

Jones, et al. confirmed that "the principal must create a culture and climate for change...all participants should have the opportunity to examine their thinking which can be achieved through forming study groups, visiting schools that have restructured or collecting data" (p. 59). Ownership of the school data that supports the purpose and mission is the key. All of the stakeholders, whether it is teachers, the School Community Council, or the students themselves, need to own the data and strive to improve achievement. Jones et al. noted that "the shared vision 'sets the stage' for many aspects in the school community particularly aligned to the culture" (p.59). The vision is at the center of decision making. As a school leader it is important to model the vision.

2.4.2 Building and Maintaining Trusting Relationships

Every school requires a culture of trust to build relationships with staff and students. Building relationships is important ground work to move learning forward and is essential to have established before there is direct effects on student achievement. Fullan (2010) agreed that "if the leader comes on too strong, the culture will rebel" (p. 18). There are many ways to establish trust with staff. It is important to find ways to listen to teachers. "Recent research has shown that

rather than being strong and decisive, effective leadership is intensely interpersonal, involving working with individuals and teams to transform teaching and learning” (Dinham, 2004, p. 340).

Northfield (2013) suggested that a principal could potentially have conversations with many of the staff members during the weeks prior to school, however the real work on developing trust begins when the students walk through the door into classrooms. Bryk and Schneider (2003) believed that the most powerful relationship building happens in the day-to-day conversations in the hallway at break time. It is essential to get to know teachers beyond the school and classrooms. Northfield (2013) agreed that “taking the time and making the effort to purposefully engage colleagues in supportive fashion” will help earn and develop trust (p.418). Trust and relationships are also built through the confidence that they have in the leaders management of the school. This management includes all the tasks that are required to help the school run efficiently. Trust is also built in the many ways principals and teachers deal with students, whether it is passing in the hallway or in the way they deal with effective and negative behavior. A positive school culture and strong management is the pillar to an effective school. An effective school culture can only be built if all staff are on the same page, moving in the same direction. Through conversation and dialogue, the administrative team together with the staff, can build a school climate where they fix mistakes and repair relationships with children and adults.

2.4.3 Understanding and Developing People

While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organizational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors (Bass & Avolio, 1994). These specific practices not only reflect managerial behaviors in the managerial taxonomy (supporting, developing and mentoring, recognizing, and rewarding) but, as more recent research has demonstrated, central to the ways in which successful leaders integrate the functional and the personal. Included among these practices are being collegial, considerate and supportive, listening to teachers’ ideas, and generally looking out for teachers’ personal and professional welfare. Acknowledging and rewarding good work and providing feedback to teachers about their work also mean effective

working conditions for teachers. Head teachers assist the work of teachers, in addition, when they provide them with discretionary space, promote regular access to a range of professional learning and development opportunities, distribute leadership across the school and ‘practice what they preach’ (model appropriate values and practices).

2.4.4 Redesigning the Organization

The specific practices included in this category are concerned with establishing work conditions which, for example, allow teachers to make the most of their motivations, commitments and capacities. School leadership practices explain significant variations in teachers’ beliefs about and responses to their working conditions (Leithwood, 2006). Specific practices are building collaborative cultures, restructuring and re-culturing the organization, building productive relations with parents and the community, and connecting the school with its wider environment. Louis & Kruse (1998) Comparable practices in the managerial taxonomy include managing conflict and team building, delegating, consulting, and networking.

2.4.5 Evaluating Teachers’ Performance

Evaluating teachers is one of school leader’s most important responsibilities. Evaluating a teacher is the single most important task as principal has. The evaluation process needs to be an ongoing process. Feedback from the principal should always be constructive, objective, and understandable. Then continuous follow-up needs to occur to ensure that the teacher implements the principal’s recommendations. An ongoing evaluation process is essential, which can be in a form of open line communication that allows teachers to ask questions, engage in discussions, and express their comfort level. The principal's primary responsibility is to be a mirror for every teacher; mentoring, coaching, suggesting, and guiding are all part of his or her job. This kind of evaluation assists the principal to change, adapt or improve the performance of the school (Melons, 2008:49).

2.5 Indicator of Effective School Culture

2.5.1 A Clearly Defined Vision and Specific Goals

An effective school with a collaborative school culture has a clearly defined vision and specific goals and outcomes. The vision and goals of the school provide clarity of purpose and direction for the school body. Research suggests that a change in school culture requires the joint

development of visions and goals by all stakeholders to ensure purpose and commitment (Freire, 2000). Time and energy expended in shaping school culture provides the vested interest necessary for success. The school's leadership must help to develop a shared understanding of the school and its activities and goals that can provide a sense of purpose and vision (Hallinger & Heck, 1996).

2.5.2 Building School and Community Relations

Building school and community relations is another crucial indicator of a collaborative school culture. Schools with collaborative cultures foster relationships with parents and community members. Tangri and Moles (1987) explain the rationale for parent and community involvement in the following way: "The concept of parent (and community) participation in educational design making is closely linked to democratic ideals of citizen participation in the affairs of government" (p. 520). Building strong relations with the community strengthens the commitment and dedication of those that can best help to ensure the success of students.

2.5.3 Development of Communication Skills of Staff Members

Communication is the flow of information and exchange of ideas from one person to another; it involves a sender transmitting an idea, information to a receiver (Melons, 2008:49). Effective communication occurs only if the receiver understands the exact information or the idea that the sender intended to transmit. Many of the problems that occur in schools are the direct result of people failing to communicate, or of processes that lead to confusion and can cause good plans to fail. Studying the communication process is important because school leaders can coach, coordinate, counsel, evaluate, and supervise throughout this process. It is a chain of understanding that involves all members of a school from top to bottom, bottom to top, and from side to side.

2.5.4 Committed and Shared Practices

Fullan (2003) cited in Teshome (2014) the advantages of using committed and shared practices are: Increased collaboration with stakeholders in the school improvement process; and in producing effective change collectively in schools. It is vital to share student's achievement data with all stakeholders. Accordingly, successful accountability systems capture data on student learning activities, assessment of those learning activities, and on characteristics of the schools in

which students are enrolled; including the actual decisions concerning the reasons for the assessment. Provide time for collaborative problem solving. Collaborative problem solving is a critical and necessary skill needed across the secondary schools settings. It has its own merits, like, it allows for an effective division of labor; the incorporation of information from multiple sources of knowledge, perspectives, and experiences; it enhances creativity and quality of solutions; and, it is stimulated by ideas of other group members.

2.6 Challenges School leaders Face in Creating Effective School Culture

In fact, all challenges may not be predictable. However, school leaders may expect some common challenges that they have been experiencing as they are teachers or as they have observed in schools. Knowing such challenges may help principals to set certain coping strategies. The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers salaries (MoE,2008).

Similarly, according to Harris (2004) challenges that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to principals and relationship with top to personal characteristics of principals, problems related to time, and problem related to parents for the sake of convenience, in this study, the problems that would be dealt with are as follows.

1. Problems Related to Staff

Aboneh cited Lunenburg and Ornsetin (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2. Lack of Vision

McEwan (2003) has maintained that another biggest impediment of school leader is lack of vision, will and encourage on the part of creating effective school culture. Successful school leaders requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be willing to work long and hard duties.

3. Lack of Support from Top Authorities

Another challenge affecting school leader in creating good school culture is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those round hem is clearly barrier to becoming an effective school leader (McEwan, 2003).

4. Lack of Skilled Teachers

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues (Camburn, Rowan & Taylor,2003).

5. Decision-Making

Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leaders include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse, B. L., 2009).

Additionally, Sinah (1995) indicated that socio-cultural differences among participants, an abusive school environment, and educators' expectations of failed reform are some of the challenges school leaders in schools face.

In a more general sense, Hornby (2011) noted that challenges in relation to administrative issues (large class sizes, poor salaries when compared with the private sector, inequity in teaching loads between management and staff), relationship problems (professional jealousy; apathy of colleagues; and lack of unity amongst educators), lack of support (Inadequate support from Management, peers, subject advisors, parents and community; few incentives for teachers; little improvement in classroom management skills), academic instruction and curriculum related issues (Teachers complained that lack of professional development and collaboration at school level reduces teacher confidence; they needed to be consulted for input in syllabus changes), and student related problems (poor discipline, laziness, lack of work ethics, disrespect of teachers and school rules, late-coming, high absenteeism and escaping) are common in schools.

Here, some of the challenges the present researcher faced is inconformity with the challenges mentioned by the above scholars. In fact, the challenges different principals faced in different schools may vary. Thus, this study will examine the challenges faced by school leaders to create school culture in the six secondary schools of Borena zone in Oromia region. Namely; Moyale, Tuka, Mega, Hidi, Surupa and Yabelo.

Unfortunately, the researcher had been serving as a principal in Moyale Secondary school of Moyale Woreda for about four years and as well as CRC Supervisor in the three Moyale woreda secondary schools. In his experience, there are countless challenges in working as a principal in general and in creating effective school culture. Here, for the purpose of viewing these challenges in relation to the literature, the researcher explains only some and commonly observed challenges.

The first challenge the researcher observed was that there was the presence of many tedious activities in the school. The researcher has never thought of maintaining and caring for effective school culture because he was always over loaded in writing reports, in attending some irregular meetings Kebele Education Training Board (KETB), the education offices experts, parents and other activities.

Another challenge was the shifting of responsibility among teachers. In this case, many of teachers think that the only person responsible for managing the school is the principal. For every silly case which teachers themselves could have solved, they report it to the office of the principal. Teachers' unwillingness to attend meetings and being bored and unhappy was the third challenge the present researcher observed in the school. Many of teachers in the school think that meetings are totally related to politics. As a result, many of them absent from meetings.

The fourth and the most severe problem observed was lack of appropriate support by the Woreda Education offices. When our school requests the Woreda Education offices for some educational materials, they do not give us quick responses and even think complained that the school principal are unwise in using stationers and other office equipments. However, these stakeholders are expected to monitor and support the schools for better improvement. These and other related challenges were observed in the school where the researcher had worked as a principal.

2.7 Strategies School Leaders Employed to Create Effective School Culture

This section describes a range of approach found to be effective in promoting school culture. It covers staff development, providing incentives and changes in instructional practices, encouraging collaboration work, communication approaches and parent-teacher discussion.

2.7.1 Provide Training to School Leaders

School leaders trained in participatory management approach in their own pre-service and in service training to capable of applying the same pattern with the community. The training should designed in such a way that is able to listen, give credit to the view, and need of others: to share plans, procedures, and information openly (Taylor, 2002). Since, the school leaders accountable for developing school community relation in his/her institution thus, responsible for developing sound public relation with the immediate community, encouraging participation of community representative and the leader in school management activity, facilitating the participation of parent in instructional, co-curricular and decision making activities, and organizing and providing information for the staff use (Skoglund, 1991). Because of these multi-dimensional

responsibilities, the school leader has to be trained and be able to have the necessary qualities and skills for effective management of school.

2.7.2 Staff Development

To develop professional community at school the principals should perform the following activities: Sharing leadership among members of professional communities. Principals are key players at schools since they have to manage through collaborative and educational thinking about leadership that emphasizes their role as leaders of an instructional team. Leadership in professional communities involves shared leadership, in particular where instructional leadership is distributed and expanded throughout the school, thus increasing delegated powers. Sharing leadership and knowledge can be a tool for staff members' empowerment and can be linked to feeling valued (McCarron, et al., 2003: 5).

2.7.3 Providing Incentives and Changes in Instructional Practices

Providing incentives for teachers is a strategy school leaders can use to motivate teachers to change their instructional practices. School leaders provide incentives by giving formal awards and using public or individual praises for teachers. Organizations use incentives such as praise, good working conditions, material rewards, pride in work completed and emotional attachment to the organization, and effective working relationships with colleagues to motivate employees (Fullan, 2006:67). Praising teachers in front of their peers can be effective because it encourages improvement by all teachers. Most teachers do not receive sufficient monetary compensation for what they do in the classroom. Recognizing teachers for their classroom performance provides an incentive for improvement and continued growth. Principals motivate teachers to try instructional strategies through rewards such as praise and material rewards. Communicating goals, supervising instruction, promoting professional development, and providing incentives increase teachers' use of reflectively informed behaviors and use of innovative instructional practices.

2.7.4 Encouraging Collaboration Work

School leader must create a collective expectation among teachers concerning student performance. That is, school leader need to set up collective expectations of teachers about student learning. School leader must work to ensure that teacher expectations are aligned with the school's instructional goals. Furthermore, School leader need to eliminate teacher isolation so

that discussions about student learning become a collective mission of the school (Singe, 2006:43).

School leaders must develop and sustain school structures and cultures that foster individual and group learning. That is, School leader must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as, particularly, effective leadership. Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information.

2.7.5 Communication

Communication between parents and the school can contribute towards shared learning goals to reinforce children's out-of-school learning (Duckworth & Seligman, 2006). There are multiple ways that schools and teachers can assist parents to support their children's learning at home, for example: Suggesting specific questions for parents to ask children about their learning, Assigning interactive homework requiring participation from the family, and holding parenting workshops that provide advice to parents and how to build a suitable home learning environment (Duckworth & Seligman,2006)

2.7.6 Parent-Teacher Meetings

The Ethiopian Education and Training Policy (MoE,1994) and the guideline for National Teachers Education stress the need for teacher commitment in involving parents and community in the educational process. The required guidelines, strategies and programs are available to promote the involvement of parents in their children education. The Guideline on Organization of Educational Management Community Participation and Education Finance (MoE,2002) emphasis on the school boards and parent-teacher association which are expected to handle managerial, administrative and academic matters in the education of children in Ethiopia.

Commonly, meetings between parents and teachers occur when there is a formal parent-teacher discussion about student progress, or when parents are required to meet with the school as a result of behavioral or learning problems. Such problem-focused encounters do not necessarily

foster a desire for learning in children or raise their expectations of education (Henderson & Mapp, 2002).

For parent-teacher relationships to become more supportive there needs to be more frequent and higher-quality interactions which are focused on connecting parental engagement to learning goals and objectives. Such interactions are beneficial not only for parents, who over time become more attentive to their children's learning, but also for teachers, who become more aware of parents' capacity to support educational activities and outcomes (Henderson & Mapp, 2002; Redding et al. 2004). By ensuring conversations are effective in content and tone, parents can receive clear and consistent information from schools on how to effectively contribute to their children's learning.

2.8 Summary of Literature Review

This section has dealt with; concept of school culture, roles and practices of school leaders in creating effective school culture, effective versus negative school culture, indicators of school cultures, challenges school leader's face in creating effective school culture, strategies to creating effective school culture. Although much has been said about school culture influencing every activity of the schools, little has been said about the role of effective school cultures in bring up all round students who can fit and participate effectively in the society.

Academic performance should go hand in hand with desired moral behaviors for better integration of the youths in the society. Weak school cultures has been said to influence academic performance negatively that means, posting poor results in examinations and in most cases get involved in dishonest behaviors like cheating in exams. On the other hand effective school culture cannot be wholesomely depend on success in academic performance. There are other factors, which are not in scope of this paper that can also be used to enhance academic performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

A detail and precise discussion about the research design and methodology was made in this chapter. The discussion included the research design, the research method, and sources of data, study population, sample and sampling techniques, data collection tools and data analysis. These points are presented below:

3.2 The Research Design

In this study cross sectional descriptive surveys design was utilized. This is because; this design is relatively inexpensive and takes up little time to conduct. Moreover it is recommended when gathering data to know about respondents' perceptions, beliefs, opinion scores and outcomes (Creswell, 2014). Cohen, Manion and Morrison (2007) asserted that many scientific disciplines, especially social science and education use this design. For Creswell (2014), such design also used to obtain general overview of the subject, and to generalize study findings from sample to population.

3.3 The Research Method

The study attempted to examine the challenges of school leaders in creating effective school culture in the selected secondary schools of Borena Zone. It also tried to explore the challenges face, strengths and weakness of the school leaders in creating effective school culture. Quantitative approach is considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the same phenomenon. Therefore, in this study, a mixed approach involving both quantitative and qualitative method were employed so as to collect extensive data and used to confirm findings from different data sources through triangulated data instruments and consequently to draw valid general conclusions (Creswell, 2014). So, it advocates using mixed approach even though more weight was give to quantitative approach.

3.4 Sources of Data

In this study both primary and secondary data sources were used utilized. Primary sources include data collected through questionnaire and interview. The primary data sources were collected from teachers and school leaders through questionnaire and from supervisors through interview. The researcher used both close ended questions to get available information. Additionally, secondary data sources were collected from Woreda Education Office through document analysis from annual report and related documents.

3.5 Total Population, Sample Size and Sampling Techniques

The determination of the population and sample schools was based on the 2021 annual statistical data of Borena Zone Education Office. According to the data, there were 32 secondary schools in 14 woredas and 1 administrative town of Borena Zone. Out of these, 5 woreda and 1 administrative town namely, Moyale, Dirre, Miyo, Dubluk, Gomole and one administrative town (Yabelo) were selected randomly as the sample of the study. In the selected woredas, there were 12 secondary schools out of which 6 schools were selected by using simple random sampling techniques. This accounts 50% of schools in the selected areas. These secondary schools include Moyale, Tuka, Mega, Hidi, Surupa and Yabelo administrative town Secondary School (Yabelo). In the selected schools, there were 228 teachers and 72 school leaders (6 school principals, 10 vice principals and 56 department heads). In order to get relevant and authentic information about challenges of school leaders in creating effective school culture respondents or the study population were selected by using random and non-random sampling techniques. Depending on these, the researcher was used simple random sampling particularly through lottery method with assumption that all teachers and department heads have equal chance of being selected and also to obtain representative sample. The sample size of teachers and department heads in each school is proportional to the probability proportion of the total sample size. And also purposive sampling for selecting both school leaders and supervisors.

Accordingly, the samples would be selected by using lottery method passing through the following five steps

Step 1: Constructing a sample frame

Step 2: All teachers' name in each school would be alphabetically arranged

Step 3: The number of sample teachers from each school would be determined

Step 4: The name of the teachers would be rolled on a ticket.

Steps 5: The rolled ticket would be picked up randomly until the required number of sample is obtained.

To determine the sample size of respondents, simple random sampling technique, the formula of Paler-Calmorin was used. Thus, out of (228) teachers, 80 were taken as a sample in the study. To give equal distribution of teachers between schools proportional allocation to size of teachers in each school was done. To represent equal proportion of sample teachers in each secondary school William (1977) formula was used. Hence, it was done by dividing the targeted sample teachers (108) with the total number of teachers in the sample secondary schools (228) and multiplied by total number of teachers in each school.

$$\text{Mathematically; } P_s = \frac{n}{N} X$$

Where, P_s = Proportional allocation to size

X = no of teacher in each school

n = Total teachers sample size (80)

N = Total number of teacher in the six selected sample school (228)

Required P_s (proportional allocation of teachers in Moyale secondary school) = ?

$$\begin{aligned} \text{Solution } P_s &= \frac{n}{N} \times X \\ &= \frac{80}{228} \times 46 \end{aligned}$$

=16, therefore, this is the proportional allocation of teachers in Moyale secondary school which is 35.08 % of total population of Moyale secondary school teachers.

Thus, after calculating the proportion of sample lottery method was used to select the samples from each school. Six secondary school supervisors were sampled using purposive sampling from each Oworedas. There are two groups for questioners. This was teachers and school leaders. Close ended questionnaires was administered to all the sample sizes i.e. 124 respondents. Interview conducted with supervisors was used to compare the responses gathered through questionnaires from teachers and school leaders.

Table: 1 Population and Sampling Techniques

No	Types of Respondents		Sample taken			Sampling Techniques
			Total Populations	Sample Size	%	
1	Teachers		228	80	35.08	Simple Random
2	Supervisors		6	6	100	Purposive
3	School Leaders	Department heads	56	28	50	Simple Random
		Principals	6	6	100	Purposive
		Vice Principals	10	10	100	Purposive
		Total	72	44	61.1	
4	Total(questioner respondents)		300	124	41.33	

Diagrammatic Representation of the Sampling Procedure

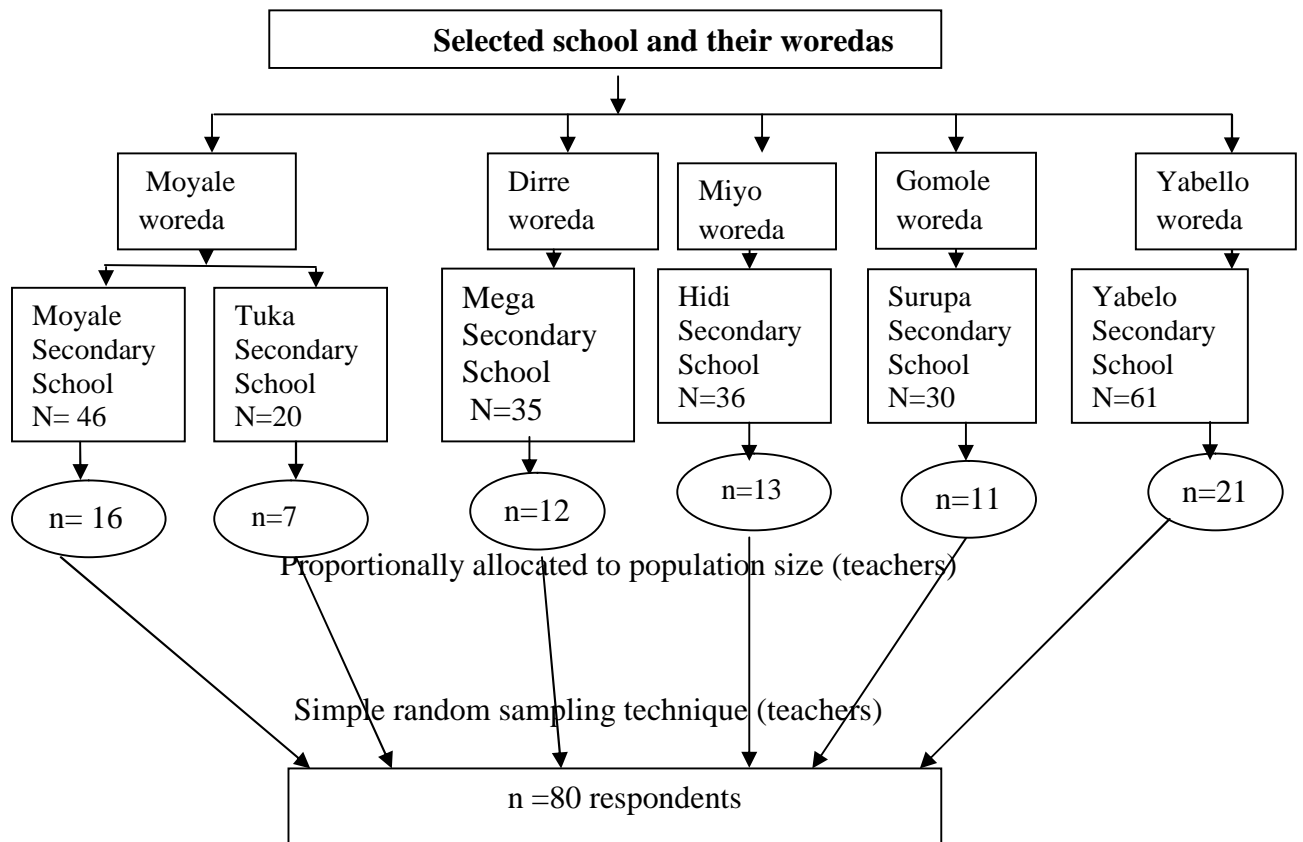


Figure 1: Sampling Procedures

3.6 Data Collection Instruments

For the purpose of this study, the researcher used questionnaire and interview. It is believed that using these tools was vital to triangulate the data collected and to combine the strengths of each instrument and to minimize their weaknesses. As a result, the data collected through that were being reliable (Dawson, 2002).

3.6.1 Questionnaires

This study used questionnaires to collect data from teachers and school leaders. The questionnaire was used to obtain factual information and opinions from the respondents about the challenges of school leader in creating effective school culture. Kaul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into options and attitudes of individual or group. The questionnaires were prepared in English, due to the fact that all respondents were secondary school teachers and school leaders. They are in a position to express their view or understand, what is written in English language. The questionnaire had five parts: the first part of questionnaire was used to obtain relevant information about respondents; the second part was designed to secure information about the data regarding the current practice to creating effective school. The third part was constructed to obtain information about the school related factors hindering to creating effective school culture; whereas the forth one indicated out of school factors that hindering to creating effective school. Finally, the fifth part was regarding to the strategies to create effective school culture.

The questionnaires includes 49 close ended items which were basically aimed at exploring the practice and challenges of school leaders in creating effective school culture in secondary schools of Borena Zone. The close ended items were formulated in five point Likert scale (Strongly disagree = 1, Disagree = 2, Neutral =3, Agree = 4, and Strongly agree = 5). The researcher computed the quantitative data using mean item scores ranging from 1.0 – 5.0, with higher scores indicating high response score and lower scores indicating low response of the respondents. Thus, in the analysis of the quantitative data the response of respondents which were strongly disagree and disagree were analyzed as low option and those respondents

which select strongly agree and agree were analyzed as high in data presentation and interpretation. Additionally, the mean value interval was 1-2.49 as “low”, 2.5-3.49 as “medium” and 3.5-5.00 as “high” level.

3.6.2 Interviews

Interview gives the needed information face to face. In this study the researcher used semi structured interview question because of their flexibility and to make clear any time when there was ambiguity (Cohn and Marion, 1995). Thus, with this assumption semi-structured was used to collect deep information on issues related to the challenges of school leaders in creating effective school culture in secondary schools of Borena Zone. The interview questions were prepared in English and translated to Afan Oromo language for more clarity of concept for respondents. The interview was conducted face to face by recording with mobile phone and additionally researchers took short note in order to get attention of speakers. Then through support of language teachers the interview was translated in to English. The interview was dealt with six supervisors face to face.

3.6.3 Document Analysis

Document analysis was also another tool which used to collect data for this study. In this regard, documents such as school strategic plan, action researches, feedback documents and annual report were consulted as documents to examine the practices and challenges of school leaders in creating effective school culture.

3.7 Validity and Reliability of Data Gathering Instruments

3.7.1 Validity of the Study

Validity answers the question of whether an instrument prepared for a study truly measures what it is expected to measure, whether scores from such an instrument has meaning or utility for the respondents (Cohen et al., 2007). In this study, survey items, and the items about the

background information was reviewed for content and clarity by experts in the field. After preparing the item of questionnaire, it was distributed to my partners, discussed with senior experts to check validity relevance, clarity and un ambiguity of each item in questionnaire. A feedback on the instruments was also solicited from the student researcher's advisor. Finally, all accepted comments and feedbacks were included in the final version of the instruments.

3.7.2 Reliability of the Instruments

Pilot study was conducted on 4 school leaders and 12 teachers in Dubluk secondary to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS version 20 computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and 7 unclear items were made clear. The internal consistency reliability estimate was calculated using cronbach's coefficient of Alpha for the questionnaires. The student researcher found the coefficient of Alpha (α) to be 0.822, which is regarded as strong correlation coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. The table below indicates the computed internal reliability coefficient of the pilot test.

Table: 2 Reliability Statistics

Table	Variables	No.Items	Cronbach's Alpha
1	Attitudes of school leader in creating effective school culture	10	0.724
2	The current practice of school leaders to creating effective school culture	10	0.781
3	School related factors hindering to creating effective school culture	10	0.891
4	Out of school factors that hindering to creating effective school culture	9	0.885
5	Strategies to create effective school culture	10	0.777
	Total reliability coefficient	49	0.812

3.8 Procedures of Data Collection

After including all comments to the survey questions, and getting a permission letter from the Borena zone education office, to conduct a study in schools of the zone, the student researcher made contact with concerned education officials at woreda level to inform them about the purpose of the study and to get their permission to distribute the questionnaires in selected secondary schools in their respective woreda. The researcher personally distributed the questionnaire for the respondents. Moreover, the student researcher personally conducted all of the interview participants and made interview in their work place. After fieldwork, all collected data were organized, edited, explored, transferred from note books and questionnaires. Raw data were first tabulated in excel spreadsheet prior to analysis in SPSS. Data were first subjected to descriptive statistics then summary statistics and finally data interpretation. Quantitative data were collected through questionnaire and was grouped according to research questions. Content analysis was conducted after editing and summarizing the data. In order to collect interviewed data, I primarily discussed the objective with the respondents and told them the data was used for the study purpose only. Then, I interviewed them using mobile phone to record and also have some notes while I was interviewing them. This facilitated a better way of discussing the findings, drawing conclusions and making recommendations.

3.9 Method of Data Analysis

After collecting all the necessary information, the data were edited and reduced at first then coded and processed separately for each item in away appropriate to answer the

research questions. The data collected during the study from interview, and questionnaire were analyzed both quantitative and qualitative methods after information was organized and coded. The major indicators of each factors were selected and presented to the respondents to be rated on the five rating scales from strongly agree=5 to strongly disagree =1. Quantitative data were coded, tabulated, and were analyzed by mean, standard deviation and independent-sample t-test by using SPSS version 20 which is used to check whether or not there exist a significant difference between the two groups of respondents (teachers and school leaders). Moreover, the qualitative data gathered from supervisors through interview and document analysis were presented qualitatively by reviewing the note taking, narrating, interpreting and reflecting on the key point related to the study. The data collected using interview was triangulated with the information obtained through questionnaire. Eventually, the result obtained were summarized, concluded and recommended depending on the data analyzed and interpreted.

3.10 Ethical Considerations

To conduct this research, supportive letters from the department of educational planning and management was written from the university. After receiving supportive letter from the department, the researcher, would move to the study area and contact with school leaders, department heads, teachers, secondary school cluster supervisors and Woreda and Zone education office get their willing and to arrange their convenient time to the questionnaire and interviews. The respondents would be informed of the purpose of the research. Finally they would be informed of the information obtained from the respondents; the data obtained will be used for research purpose only. Taking the severity of ethical considerations in mind, this study was done with highest importance placed on ethics, confidentiality and anonymity. In this study, confidentiality and anonymity of the respondents was emphasized to protect their privacy and the dignity (Cohen *et al.*, 2007). Thus, on the cover page of the survey questionnaire, the student researcher clearly presents how to protect confidentiality and anonymity of the participants; informing them that involvement in the study was voluntary: the involvement was free of any intended risk; and their names and the names of their schools were kept anonymous.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this Chapter, data gathered through various instruments are presented, analyzed, and interpreted in order to obtain the results of the research. The results are presented in such a way that data collected from different instruments on the same theme (research question) could be analyzed together for the purpose of triangulation and validation of the findings.

4.1 Response Rate of the Quantitative Data

In this study the total respondents of 80 teachers and 44 school leaders were selected and invited to complete 49 close ended items. From this number, 76 teachers and 42 school leaders were properly completed and submitted usable questions, there by generating a return rate of 95.16 percent. After the questionnaires were collected they were tallied and organized to prepare for SPSS version 20 analysis. The tallied data were screened, and analyzed using SPSS system.

4.2 Description of the Study Participants

By describing the characteristics of the respondents, it is possible to know some background information about sample population who practiced in the study. The following tables show the general characteristics (sex, age, education level and years of services) of respondents involved in the study.

Table 3 basically shows the characteristics of the sample respondents in terms of sex, age, education level and years of services. As literature shows the demographic characteristics of respondents sometimes significantly related to their response.

Table: 3 Personal Characteristics of the Respondents

Item	Question	Characteristics	Respondents			
			Teachers		School leaders	
			F	%	F	%
1	Sex	Male	59	77.6	33	78.6
		Female	17	22.4	9	21.4
		Total	76	100	42	100
2	Age in years	below 25	11	14.5	1	2.3
		26-30	19	25	5	11.9
		31-35	23	30.26	19	45.2
		36-40	13	17.1	11	26.19
		Above 41	10	13.15	6	14.28
		Total	76	100	42	100
3	Qualification	Diploma	2	2.6	1	2.38
		BA/BSc/BED	68	89.5	35	83.33
		MA/MSc	6	7.9	6	14.28
		Sub Total	76	100	42	100
4	Experience Years	below 5years	14	18.4	2	4.76
		6-15 years	40	52.6	30	71.42
		16-25 years	15	19.73	7	16.66
		26 &above	7	9.2	3	7.14
		Total	76	100	42	100

As Table 3 Item 1 showed, teacher respondents 59(77.6%) of them were male and 17(22.4%) were female and school leaders respondents 33(78.6%) of them were male and 9(21.4%) were female. Thus, one can conclude that most of the respondents in the study area were males. This means, although the education and training policy of our country gives due attention to increase females participation, there were still less number of females in secondary school. In supporting to this, special attention will be given to participation of women in the recruitment of training and assignment of teachers,(MOE, 994)

As seen from Table 3, Item 2, 11(14.5%) of teachers and 2(2.3%) of school leaders were below 25 years old, 19(25%) of teachers and 5(11.9%) of school leaders were between 26-30 years, 23(30.26%) of teachers and 19(45.2%) of school leaders were between 31-35 years, 13(17.1%) of teachers and 11(26.19%) of school leaders were between 36-40 years, However only 10(13.15%) of teachers and 6(14.28%) of school leaders were above 41 years. Thus, it is possible to claim that the majority of both respondents were in the required age group to give relevant

information for the purpose of the study enriched by their valuable experiences on the challenges of school leaders in creating effective school culture in schools.

In the same table 3, item 3 above regarding to respondents educational profile, the majority of teachers 68(89.5%) and 35(83.3%) school leaders were first degree holders. On the hand 6(7.9%) teachers and 6(14.28%) school leaders have second degrees. The rest teachers 2(2.6%) and 1(2.38) school leaders hold college diploma. These shows, from the total respondents the majority have first degrees and above. As MoE guide line blue print, 1994 secondary schools principals and teachers must have second degree in their field of specialization for the quality of education and improvement of students results and also for standard of grade level. Besides the majority of teachers and school leaders respondents 68(89.5%) and 35(83.3%) respectively have BA/BSc holders. From this, it is possible to conclude that, school leaders in the sample Woredas of Borana Zone were relatively more qualified than the secondary school teachers.

As it can be seen from Table 3, item 4, concerning the years of the work experience, the finding showed that 14(18.4%) teachers and 2(4.76%) school leaders had below 5 years service, 40(52.6%) teachers and 30(71.42%) school leaders had 6-15 year service, 15(19.73%) teachers and 7(16.66%) school leaders had 16-25 year service. The rest 7(9.2%) teachers and 3(7.14%) school leaders had 26 and above service year. This indicated that the majority of teachers 62(81.57%), school leaders 40(95.23%) of them had six years and above were practiced and faced challenges in creating effective school culture in their schools for the purpose of improving teaching learning process and students outcomes. From this, one can conclude that, school leaders were relatively more experienced than teachers in the sample Woredas of Borana zone. Thus, it would be, possible to assume from these data, such relatively longer years of experiences in facing challenges on creating effective school culture. This would help them to have correct responses about the various issues raised by the researcher in relation to the challenges of school leaders in creating effective school culture and related problems.

To sum up, the profile of respondents revealed that the service year of the teachers and school leaders involved in this study had sufficient knowledge and background experiences.

4.3 Result of the Empirical Data

The close ended questionnaires contain five Likert Scale type ranging from strongly disagree to strongly agree. But, for the purpose of analysis the strongly disagree and disagree options have combined to disagree whereas the strongly agree and agree options were combined to agree. Thus, in the analysis of the quantitative data the response of respondents which were strongly disagree and disagree were analyzed as disagree option and those respondents which select strongly agree and agree were analyzed as agree in data presentation and interpretation. Additionally, the mean value interval was 1.0-2.49 as “low”, 2.5-3.49 as “moderate” and 3.5-5.0 as “high” level.

4.4 Attitudes of Teachers and School Leaders in Creating Effective School Culture

The following items briefly stated on the below table about the attitudes of teachers and school leaders in creating effective school culture. Thus, the respondents requested to give answer individually regarding to the attitudes in creating effective school culture.

Table: 4 Respondent’s View on the Attitudes of School leaders in Creating Effective School Culture

No	Item	Respondents				GM	t-test	p-Value
		School leaders n= 42		Teachers n=76				
		M	SD	M	SD			
1	I like my profession very well	3.97	1.019	3.31	1.158	3.64	3.227	0.002
2	I can apply the knowledge in the school to improve school effectiveness	3.68	1.048	3.36	1.411	3.52	1.430	0.155
3	I am very interested to improve students discipline	3.88	1.177	3.29	1.195	3.585	2.618	0.010
4	I like to discuss with teachers in order to improve school problems	4.0	1.137	3.24	1.165	3.825	1.679	0.096
5	I am very interested to communicate with school in order to solve school problems	3.91	1.122	3.31	1.423	3.61	2.517	0.013
6	I have good habit in communicating with school community in order to address school challenges	4.0	1.095	2.12	1.131	3.075	8.955	0.000
7	I like to discuss with PTA’s to solve challenges that occur in the school	3.74	1.269	2.81	1.486	3.275	3.574	0.001
8	I like to discuss with teachers regarding school budget in order to create transparency	3.88	1.070	2.93	1.504	3.405	3.993	0.000
9	I like to discuss with students family how to improve students achievements	4.0	1.089	3.24	1.122	3.625	3.661	0.000
10	I believe that I can improve students dropouts, repetition and absenteeism	3.92	1.197	3.19	1.366	3.555	3.017	0.003

Key: Scale; 1.0- 2.49 as “low”, 2.5-3.49 as “moderate”, and 3.5-5.0 as “high” level.

M=Mean, SD= standard deviation, GM= Grand mean , n= Number

The analysis and presentation of the data gathered from respondents on the challenges of school leaders in creating effective school culture in secondary schools of Borena zone were presented based on questionnaires, and interviewee analysis.

In table 4, item 1, presented that respondents were asked their attitudes on whether they like their profession or not. Accordingly, the mean rating of school leaders on this issue was (M=3.97, SD=1.019) and that of the teachers was (M=3.31, SD=1.158) with the grand mean of (GM=3.64) which show attitudes of respondents towards on their profession was moderate and high respective. Again based on statistical test result of items ($t_{(118)}=3.227$; $P=0.002 < 0.05$) there was

statistical significance difference between the school leaders and teachers response. Thus, based on the result it is possible to conclude that teachers did not like their profession as school leaders like and this had a negative impact on creating effective school culture in the study areas. On this regard, according to ESDPV(2008-2012), the negative attitude to the profession was exacerbated by lack of recognition \social status by their community and poor school administration and human resource management. It also supports that all children must have teachers who are trained, motivated and enjoyed teaching, which can identify and support strong and weak learners alike. On contrary to this, the data obtained from all supervisors interviewed indicated that most teachers do not like their profession. They agreed that teachers do not actively participate in school activities. One of the interviewee said, “Teachers seem their main role is teaching in the classroom alone. They are very reluctant to work cooperatively.” Another interviewee also complained that now a day it is difficult to work with teachers. He added “Teachers do not want work together; they push all things to school leaders.” On the other hand, the interviewed said that they have not observed such problems in school leaders.

Considering item 2 in table 4 respondents mean score on they can apply knowledge in the school to improve school effectiveness were (M=3.68, SD=1.048) for school leaders, and (M=3.36,SD=1.411) for teachers with grand mean (GM= 3.52) shows that the attitudes of respondents on apply their knowledge to improve school effectiveness in the study areas was high. Additionally based on statistical test result of items ($t_{(118)}=1.430$; $P=0.155 > 0.05$) there was no statistical significance difference between the response of school leaders and teachers. Therefore, it was possible to conclude that both teachers and school leaders had constructive attitudes to apply their knowledge to bring effective change in the school. However, this seem contradict with the response of item 1.

In the table 4 item 3, concerning on whether they are very interested to improve students discipline, the mean score of school leaders was (M=3.88, SD=1.177) and that of teachers (M=3.29, SD=1.195) with grand mean (GM=3.585) indicates that teachers interest to improve students discipline was moderate where as school leaders was high. As well as based on statistical test result of items ($t_{(118)}=2.618$; $P=0.010 < 0.05$) there was statistical significance

difference between the response of school leaders and teachers. From this, it is possible to conclude that school leaders on the study areas had interest on improving students' discipline which was high and teachers are not ready to improve students' behavior. This actually observed in our day to day activities that teachers assumed improving students discipline was the role of school leaders. They mostly believe that their main role is only teaching in the classroom.

In the same table item 4, regarding to making discussion with teachers in order to improve school problems, the mean score of school leaders was (M=4.01, SD=1.137) and that of teachers was (M=3.24, SD=1.165) with grand mean (GM=3.825) which show high and moderate respectively on the issue. Additionally the significance level ($t_{(118)}=1.679$; $P=0.096 > 0.05$) shows there was significant difference between the response of teachers and school leaders. Thus, it is possible to say that most school leaders' respondents' attitudes on making discussion with students was good on the contrary, teachers are not ready to discuss with students to improve their discipline.

In table 4 item 5, regarding to respondents' attitudes having interest to communicate with school in order to solve school problems, the mean score of school leaders was (M=3.91, SD=1.122) and that of school teachers (M=3.31, SD=1.423) with grand mean (GM=3.61) indicates that interest to communicate with school in order to solve school problems to create effective school culture was high and moderate respectively. Also, the significance level ($t_{(118)}=2.517$; $P=0.013 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Therefore, it could be concluded that's school leaders were very interested to communicate with school where as teachers were not interested in order to solve school problems to create effective school culture. This is the common phenomena that we have observed in our day to day activities in school. Most of the time teachers push school problems to school leaders and external stake holders.

In the same table , item 6, regarding to respondents attitudes on communicating with school community in order to address school challenges, the mean score of school leaders was (M=4.0, SD=1.095) and that of school teachers was (M=2.12, SD=1.131) with grand mean (GM=3.075) indicates that school leaders attitudes was high whereas teachers attitude was low. The finding

indicates that the habit of teachers on making communicate with school communities in order to address school challenges was a serious problem in the study areas. In addition to this, the significance level was ($t_{(118)}=8,955$; $P= 0.000 < 0.05$) which shows there was statistical significance difference between the response of teachers and school leaders. Since teachers do not like their profession, they do not like to discuss with school community to solve school problems. In regarding to this, on the study conducted by (MOE,2014 described in ESDP V 2008-2012) suggested that 70% of teachers would leave their profession if they paid equivalently in other job. Therefore from the data obtained it is possible to say that the habit of teachers on making communicate with school community in order to address school challenges to create effective school culture in secondary schools of sampled woredas of Borena zone was need serious attention.

In table 4 item 7, concerning to respondents attitudes on making discussion with PTA's to solve challenges that occur in the school, the mean score of school leaders was ($M=3.74$, $SD=1.269$) and the teachers was ($M=2.81$, $SD=1.486$) with grand mean ($GM=3.25$) shows making discussion with PTA's to solve challenges that occur in the school, was high and moderate consequently. Additionally, the significance level was ($t_{(118)}=3.574$; $P= 0.001 < 0.05$) which shows there was statistical significance difference between the response of teachers and school leaders. Therefore, it could be concluded that there was less habit on making discussion with PTA's to solve challenges that occur in the school was under question by teachers which was need regularly follow up.

In the same table item 8, regarding to respondents attitudes on making discussion with teachers regarding school budget in order to create transparency, the mean score of school leaders was ($M=3.88$, $SD=1.070$) and that of teachers was ($M=2.93$, $SD=1.504$) with grand mean ($GM=3.405$) indicates that attitudes of respondents on making discussion with teachers regarding school budget in order to create transparency was high and moderate respectively. The significance level ($t_{(118)} =3.993$; $P=0.000 < 0.05$). Therefore, there was significant difference between the response of teachers and school leaders. Hence, we can observe that teachers did not

want involve in each activity in the school. This indicates that teachers thought their major role in the school was teaching in the classroom alone.

Concerning the item 9 of the same table, making discussion with students family on how to improve students achievements, the mean score of school leaders was (M=4.00, SD=1.089) and that of teachers was (M=3.24, SD=1.122) with grand mean (GM=3.625) respondents attitudes on making discussion with students family on how to improve students achievements was high. Also, the significance level ($t_{(118)}=3.661$; $P=0.000 < 0.05$) shows there was a little significant difference between the response of teachers and school leaders. Therefore, it could be possible to conclude that both school leaders and teachers believe that making discussion with students' family on how to improve students' achievements was very necessary.

Respondents attitudes on improving students dropout, repetition and absenteeism , Table 4 item 10 depicts that the school leaders mean scores was (M=3.92, SD=1.197) and that of school teachers was (M=3.19, SD=.366) with grand mean (GM=3.555) indicates that respondents attitudes on improving students dropout, repetition and absenteeism was high. The significance level ($t_{(118)}=3.017$; $P=0.003 < 0.05$). Therefore there was no significant difference between the response of teachers and school leaders.

4.5 The Current Practice of Creating Effective School Culture

The following items briefly stated on the below table about the current practice to creating effective school culture. Thus, the respondents requested to give answer individually regarding to the current practice to creating effective school culture.

Table: 5 Respondent’s View on the Current Practice of Creating Effective School Culture

No	Item	Respondents				GM	t-test	p-Value
		Teachers n= 76		School Leaders n= 42				
		M	SD	M	SD			
1	The school leaders provide professional development and training opportunities for teachers.	2.09	1.098	1.64	0.533	1.865	2.492	0.014
2	The school leaders give constructive feedback to teachers on creating conducive environment.	3.68	1.267	4.19	0.833	3.935	-2.324	0.022
3	The school leaders identify model teachers and let them share their experiences with other teachers.	2.09	1.009	1.76	0.532	1.925	1.972	0.051
4	The school leaders conduct timely teachers performance appraisals	3.68	1.319	4.29	0.742	3.985	-2.724	0.007
5	The school leaders clearly define and communicate challenges to all stakeholders in the school community	2.11	1.053	1.88	0.705	1.995	1.235	0.219
6	The school leaders make decisions in collaboration with school governing body	2.12	1.019	1.81	0.740	1.965	1.727	0.087
7	The school leaders maintain relationships between students, staff and parents in appropriate manner	2.20	1.108	1.86	0.872	2.03	1.717	0.089
8	The school leaders encourage parents to be involved in the school	2.14	1.116	1.83	0.730	1.985	1.625	0.107
9	The school leaders often uses variety of approaches of management	1.96	0.930	1.55	0.504	1.755	2.666	0.009
10	The school leaders assigns work depending on the competence and commitment of staff	2.24	1.130	2.12	1.109	2.18	0.546	0.586

Key: Scale; 1.0- 2.49 as “low”, 2.5-3.49 as “moderate”, and 3.5-5.0 as “high” level.

M=Mean, SD= standard deviation, GM= Grand mean , n= Number

As indicated in Table 5 Item 1, the mean score of teachers (M=2.09, SD=1.098) and school leaders (M=1, .64 SD=0.533) shows that the practice on the issue called school leaders provide professional development and training opportunities for teachers was low with grand mean (GM=1.865). The significance level ($t_{(118)}=2.492$; $P=0.014 < 0.05$) show that, there was statistical significance difference between the response of teachers and school leaders. Generally from this one can conclude that school leaders were ineffective in providing short training in order to solve the creation of school culture problems that hinder the teachers’ activity.

In the same table item 2, regarding to school leaders give constructive feedback to teachers on creating conducive environment, the mean score of teachers ($M=3.68$, $SD=1.267$) and that of school leaders ($M=4.19$, $SD=0.833$) as well as the grand mean ($GM = 3.935$) indicated that the performance of school leaders in giving constructive feedback to teachers on creating conducive environment was high in the study areas. In addition to this, the significance level was ($t_{(118)} = -2.324$; $P = 0.022 < 0.05$) which shows there was statistical significance difference between response of teachers and school leaders. Hence, based on the finding, it is possible to conclude that the school leaders were highly practices on giving feedback to teachers on creating conducive environment in sampled secondary schools of Borena zone.

As shown in table 5 item 3, regarding to school leaders identify model teachers and let them share their experiences for other teachers, the mean score of teachers ($M=2.09$, $SD=1.009$) and that of school leaders ($M=1.76$, $SD=0.532$) shows that the level of practice was low. Furthermore, the grand mean ($GM=1.925$) shows that the performance of school leaders on identifying model teachers and sharing their experiences to teachers was low. Additionally the significance level ($t_{(118)} = 1.972$; $P=0.051 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Hence, based on the result it is possible to conclude that school leaders were not efficient in identifying model teachers and sharing their experiences for teachers in sampled secondary schools of study areas.

In the same table item 4, Concerning to school leaders conduct timely performance appraisals for teachers, the mean score of teachers ($M=3.68$, $SD=1.319$) and that of school leaders ($M=4.29$, $SD=0.742$). This shows that the performance of school leaders was high on the issue. Also, the grand mean ($GM=3.985$) indicated that the performance of school leaders on conducting timely performance appraisals for teachers was high. Again based on statistical test result of items ($t_{(118)} = -2.724$; $P=0.007 < 0.05$) there was statistical significance difference between the response of school leaders and teachers. Thus, based on the result it is possible to conclude that school leaders accomplish timely performance appraisals for teachers in appropriate manner in all sampled secondary schools.

In the same table item 5, regarding to the school leaders define and communicate challenges to all stakeholders in the school community, the mean score of teachers ($M=2.11$, $SD=1.053$) and that of school leaders ($M=1.88$, $SD=0.705$) with grand mean ($GM=1.995$) shows that the performance of school leaders on the issue was low. Additionally the significance level ($t_{(118)}=1.235$; $P=0.219 > 0.05$). So, there was no significant difference between the response of teachers and school leaders. Therefore, based on the majority of the respondents one can be concluded that school leaders did not give emphasis to define and communicate challenges with stakeholders.

Item 6 of table 5, concerning to teacher and school leaders were asked regarding to school leaders make decision in collaboration with school governing body, the mean score of teachers ($M=2.12$, $SD=1.019$) and that of school leaders ($M=1.81$, $SD=0.740$) indicated that the practice of leaders on the issue was low. As well, the grand mean ($GM=1.965$) shows that the performance of school leaders on making decision in collaboration with school governing body was low. Again the significance level ($t_{(118)}=1.727$; $P=0.087 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Therefore, based on the data, one can conclude that school leaders have low performance on making decision collaboratively.

In the same table item 7, regarding on the issue stated above on the table, the mean score of teachers ($M=2.20$, $SD=1.108$) and that of school leaders ($M=1.86$, $SD=0.872$) shows that school leaders maintain relationship with school community was low. Also the grand mean ($GM=2.03$) indicated that the performance of school leaders on maintaining relationships between students, staff, and parents in appropriate manner was low. Additionally the significance level ($t_{(118)}=1.717$; $P=0.089 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Therefore, from the data obtained it seems that school leaders the extent to maintaining relationships between students, staff, and parents in appropriate manner is need serious attention.

As shown in table 5 item 8, Concerning to encourage parents to be involved in the school, the mean score of teachers ($M=2.14$, $SD=1.116$) and that of school leaders ($M=1.83$, $SD=0.730$).

This shows the performance of school leaders was low. Also the grand mean (GM=1.985) indicated that the performance of school leaders on encouraging parents to be involved in the school was low. Additionally the significance level ($t_{(118)} = 1.625$; $P = 0.107 > 0.05$). So, there was no significant difference between the response of teachers and school leaders. Hence, based on the result it is possible to conclude that school leader's practices on involving parents on the school issue is unsatisfactory.

In the same table item 9, concerning the school leaders often uses variety of approaches of management, the mean score of teachers ($M = 1.96$, $SD = 0.930$) and that of school leaders ($M = 1.55$, $SD = 0.504$) shows that the performance of school leaders on the issue was low. Also, the grand mean (GM=1.755) indicated that the performance of school leaders on uses variety of approaches of management was low. Additionally the significance level ($t_{(118)} = 2.666$; $P = 0.009 < 0.05$). So, there was significant difference between the response of teachers and school leaders. Therefore, based on the majority of the respondents it can be concluded that school leaders did not give emphasis to uses variety of approaches of management.

In the same table item 10, regarding to school leaders assigns work depending on the competence and commitment of staff, the mean score of teachers ($M = 2.24$, $SD = 1.130$) and that of school leaders ($M = 2.12$, $SD = 1.109$) with grand mean (GM= 2.18) shows that the performance of school leaders was low on the issue. Again based on statistical test result of items ($t_{(118)} = 0.546$; $P = 0.586 > 0.05$) there was no statistical significance difference between the response of school leaders and teachers. Thus, based on the result it is possible to conclude that school leaders assign work depending on the competence and commitment of staff is unsatisfactory.

Furthermore, the interview was conducted with respondents "to what extent do school leaders work towards creating effective school culture in secondary schools of Borena zone?" Then, all respondents of the sampled schools interviewees were reported that the school leader's level of practice or performance in creating effective school culture was moderate. However, there are some problems in the school that existed regarding to creating effective school culture. Such as school leaders do not provide professional development training at school level, lack of

encouraging parents to be involved school and lack of encouraging team work and the like are common activities in all secondary schools not fully practiced by majority of school leaders. More or less the respondents collected from supervisors indicated that the school leaders' performance on creating effective school culture was not satisfactory.

4.6 School Related Factors that affect in creating Effective School Culture

The following table deals about the major internal factors expected to hinder to creating effective school culture. Regarding to this issue respondents requested to rate the agreement among the given likert scale value range from strongly disagree to and strongly agree and the result described under 4.3 sub topic above.

Table: 6 Respondent's View on School Related Factors Hindering the Creation of Effective School Culture

No	Item	Respondents				GM	t-test	p-Value
		Teachers n= 76		School Leaders n= 42				
		M	SD	M	SD			
1	Teachers are not collaborative to work with school leaders.	3.29	1.345	4.10	1.144	3.695	-3.281	0.001
2	School leaders lack of encouraging teachers to work together on developing the school culture.	3.24	1.295	3.88	1.173	3.56	-2.673	0.009
3	There is a poor relationship between school community role players.	3.42	1.339	4.40	0.625	3.91	-4.490	0.000
4	Most teachers believe that the school leaders are the only person responsible to maintain effective school culture.	3.87	1.170	4.26	0.798	4.065	-1.942	0.055
5	Absence of commitment of teachers to create effective school culture	3.61	1.276	4.02	1.047	3.815	-1.814	0.072
6	There is inadequate teachers' induction program.	4.01	1.270	4.17	0.881	4.09	-0.696	0.488
7	The presence of multicultural background of the students.	3.96	1.238	4.17	0.881	4.065	-0.953	0.342
8	Teacher indiscipline	3.76	1.295	4.40	0.828	4.08	-2.898	0.004
9	Lack of rewards and incentives for teachers	3.86	1.293	3.76	1.226	3.81	0.382	0.703
10	Inappropriate school rules and regulation	3.63	1.335	4.19	0.890	3.91	-2.429	0.017

Key: Scale; 1.0- 2.49 as "low", 2.5-3.49 as "moderate", and 3.5-5.0 as "high" level.

M=Mean, SD=standard deviation, GM= Grand mean, n=Number

As indicated in Table 6 Item 1, concerning to teachers are not collaborative to work with school leaders, the mean score of teachers was ($M=3.29$, $SD=1.345$) and that of school leaders ($M=4.10$, $SD=1.144$) with grand mean ($GM= 3.695$) which show teachers are not collaborative to work with school leaders was high. Again based on statistical test result of items ($t_{(118)}= -3.281$; $P=0.001 < 0.05$) there was statistical significance difference between the school leaders and teachers response. Thus, based on the result it is possible to conclude that teachers were not collaboratively work with school leaders was the major factor which can hinder to create effective school culture.

In the same table item 2, regarding to school leaders lack of encouraging teachers to work together on developing the school culture, the mean score of teachers was ($M=3.24$, $SD=1.295$) and that of school leaders ($M=3.88$, $SD=1.173$) with grand mean ($GM= 3.56$) shows that the performance of school leaders on encouraging teachers to working together on developing school culture was less performed in the study areas was high. Additionally based on statistical test result of items ($t_{(118)}= -2.673$; $P=0.009 < 0.05$) there was statistical significance difference between the response of school leaders and teachers. Therefore, it was possible to conclude that the school leaders did not give more emphasis on encouraging teachers to work together for the development of effective school culture in secondary schools of Borena zone.

In the table 6 item 3, concerning on poor relationship between school community role players, the mean score of teachers was ($M=3.42$, $SD=1.339$) and that of school leaders ($M=4.40$, $SD=0.627$) with grand mean ($GM=3.91$) indicates that there is poor relationship among school community role players was high. As well as based on statistical test result of items ($t_{(118)}= -4.490$; $P=0.000 < 0.05$) there was statistical significance difference between the response of school leaders and teachers. From this, it is possible to conclude that the presence of poor relationship among school community role players that hinders the creation of effective school culture in the study areas.

In the same table item 4, regarding to most teachers believe that the school leaders are the only person responsible to maintain effective school culture, the mean score of teachers was ($M=3.87$,

SD=1.170) and that of school leaders (M=4.26, SD=0.798) with grand mean (GM= 4.065) shows that majority of respondents perception is high on the issue. Additionally the significance level ($t_{(118)} = -1.942$; $P=0.055 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Thus, it is possible to say that most teachers believe that school leaders are the only person responsible to maintain effective school culture. However, creating effective school culture requires the participation of all stakeholders in the schools. According to the response gained from supervisors indicated that there was no cooperation between teachers and school leaders. One of the interviewee said that teachers believe that school leaders are responsible for maintaining school culture. Therefore teachers believe and attitudes towards in creating effective culture are the main one.

In table 6 item 5, regarding to absence of commitment of teachers to create effective school culture, the mean score of teachers was (M=3.61, SD=1.276) and that of school leaders (M=4.02, SD=1.047) with grand mean (GM=3.815) indicates that absence of commitment of teachers to create effective school culture was high. Also, the significance level ($t_{(118)} = -1.814$; $P=0.072 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Therefore, it could be concluded that teachers have less commitment to create effective school culture.

In the above table 6 item 6, regarding to there is inadequate teachers induction program, the mean score of teachers was (M=4.01, SD=1.270) and that of school leaders (M=4.17, SD=0.881) shows that the inadequacy of teacher's induction program was high. Also, the grand mean (GM=4.09) indicates that the inadequacy of teacher's induction program was a serious problem in the study areas. In addition to this, the significance level was ($t_{(118)} = -9.696$; $P= 0.488 > 0.05$) which shows there was no statistical significance difference between the response of teachers and school leaders. Therefore from the data obtained it is possible to say that inadequacy of teachers induction program adversely influence the creation of effective school culture in secondary schools of sampled woredas of Borena zone.

In table 6 item 7, concerning to respondents were asked to rate their view concerning to the presence of multicultural background of the students, the mean score of teachers was (M=3.96, SD=1.238) and the school leaders (M= 4.17, SD=0.831) with grand mean (GM=4.065) shows that the presence of multicultural background of the students was high problem to create effective school culture. Additionally the significance level was ($t_{(118)} = -0.953$; $P = 0.342 > 0.05$) which shows there was no statistical significance difference between the response of teachers and school leaders. Therefore, it could be concluded that the presence of multicultural background of the students in the school was one of key factor in creation of effective school culture in the study area.

In the same table item 8, regarding to teacher indiscipline, the mean score of teachers (M=3.76, SD=1.295) and that of school leaders (M= 4.40, SD= 0.828) with grand mean (GM=4.08) indicates that teachers indiscipline was high. The significance level ($t_{(118)} = -2.898$; $P = 0.004 < 0.05$). Therefore, there was significant difference between the response of teachers and school leaders. Thus, it is possible to say that teacher indiscipline were high factor to create effective school culture in secondary schools of sample worded.

In table 6 item 9, regarding to lack of rewards and incentives for teachers, the mean score of teachers was (M=3.86, SD=1.293) and that of school leaders (M=3.76, SD=1.226) with grand mean (GM=3.81) indicates that lack of rewards and incentives was high. Also, the significance level ($t_{(118)} = 0.382$; $P = 0.70 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Therefore, it could be possible to conclude as school leaders were less effective on providing rewards and incentives for the well done.

In the same table item 10, concerning to inappropriate school rules and regulation, the mean score of teachers (M=3.63, SD=1.335) and that of school leaders (M=4.19, SD= 0.890) with grand mean (GM=3.91) indicates that inappropriate school rules and regulation was high. The significance level ($t_{(118)} = -2.429$; $P = 0.017 < 0.05$). Therefore there was significant difference between the response of teachers and school leaders. Thus, it is possible to say that inappropriate

school rules and regulations were high factor to create effective school culture in secondary schools of sample worded.

Moreover, the interview was conducted with respondents what are school related factors that school leaders facing to creating effective school culture. In general speaking, supervisors of the sampled schools replied that a dozen of school related factors are existed in each schools which affects school leaders to create effective school culture, such factors: teachers are not collaborative to work with school leaders, inadequate teachers induction program, teacher indiscipline and, lack of rewards and incentives were some of the school related factors that school leaders face in creating effective school culture. The factors respondents mentioned in the questionnaire were also common in supervisors.

4.7 Out of School Factors that Affect in Creating Effective School Culture

The below table deals that the external factors expected to hinder in creating effective school culture. Based on this issue respondents were requested to rate the agreement among the given likert-scale value range from strongly disagree to strongly agree. The result described as follow according to the table.

Table: 7 Respondent’s on Out of School Factors that Hindering to Creating Effective School Culture

No	Item	Respondents				GM	t-test	p-Value
		Teachers n= 105		School Leaders n= 46				
		M	SD	M	SD			
1	Lack of parents’ involvement in school to work for the achievement of school culture.	3.5	1.381	4.19	0.862	3.845	-2.937	0.004
2	The woreda Education office lacks support to the school community on creating conducive environment.	3.63	1.335	4.17	0.881	3.9	-2.33	0.022
3	There is lack of financial support	3.5	1.332	4.05	0.962	3.775	-2.347	0.021
4	Some parents perceive that their students are always right and are unable to come when they are needed for disciplinary issues	4.00	1.083	4.29	0.708	4.145	-1.536	0.127
5	The environment is not inspiring to teachers.	3.64	1.344	4.19	0.862	3.915	-2.374	0.019
6	The environment is not inspiring to learners.	3.61	1.327	4.19	0.947	3.9	-2.009	0.047
7	The interference of external bodies.	3.58	1.192	4.21	0.871	3.895	-3.034	0.003
8	Lack of conducive school physical environment	3.22	1.333	4.12	0.942	3.67	-3.851	0.000
9	Communication factor eg.(level of relationship with different stakeholders)	3.72	1.323	4.21	0.813	3.965	-2.184	0.031

Key: Scale; 1.0- 2.49 as “low”, 2.5-3.49 as “moderate”, and 3.5-5.0 as “high” level.

M=Mean, SD=standard deviation, GM= Grand mean, n= Number

As indicated in Table 7 Item 1, regarding to lack of parents’ involvement in school to work for the achievement of school culture, the mean score of teachers was (M=3.5, SD=1.381) and that of school leaders (M=4.19, SD=1.862). This indicates that lack of parents’ involvement was high. Also, the grand mean (GM=3.845) shows that the lack of parents’ involvement in school to work for the achievement of school culture was high. Additionally the significance level ($t_{(118)} = -2.937; P=0.004 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Thus, it is possible to conclude that lack of parents’ involvement in school to work for the achievement of school culture was problems that hinder the creation of effective school culture in the study areas.

In the same table item 2, regarding to the woreda Education office lacks support to the school community on creating conducive environment, the mean score of teachers was ($M=3.63$, $SD=1.335$) and that of school leaders ($M= 4.17$, $SD=0.881$) with grand mean ($GM=3.9$). This indicated that the woreda Education office lacks support to the school community was high. Additionally the significance level ($t_{(118)}= -2.33$; $P=0.022 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Thus, it is possible to say that the support given by woreda education office to the school community on creating conducive environment was not satisfactory in the secondary schools of the study areas.

In table 7 item 3, concerning to lack of financial support, the mean score of teachers was ($M=3.5$, $SD= 1.332$) and the school leaders ($M= 4.05$, $SD= 0.962$) with grand mean ($GM=3.775$). This shows that lack of financial support was high. Furthermore, the significance level ($t_{(118)} = -2.347$; $P=0.021 < 0.05$) shows there was significant difference between the response of teachers and school leaders. This indicates that the inadequacy or lack of financial support was high in sample selected woredas.

In the same table 7 item 4, concerning to some parents perceive that their students are always right and are unable to come when they are needed for disciplinary issues, the mean score of teachers was ($M=4.00$, $SD=1.083$) and the school leaders ($M= 4.29$, $SD=0.708$) with grand mean ($GM= 4.145$) indicates that the gap between the school and parents relations was high. Additionally the significance level ($t_{(118)}= -1.536$; $P=0.127 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Therefore, it is possible to say that parents less interested to come school and solve such problems related school.

In table 7 item 5, regarding to the environment is not inspiring to teachers, the mean score of teachers was ($M=3.64$, $SD=1.344$) and the school leaders ($M=4.19$, $SD=0.862$) with grand mean ($GM=3.915$) indicates that the environment is not inspiring to teachers was high. Again the significance level ($t_{(118)} = -2.374$; $P=0.019 < 0.05$) shows there was significant difference

between the response of teachers and school leaders. Therefore, it can be concluded that the condition of physical environment was another factor for the creation of effective school culture.

As we can notice in table 7 item 6, concerning to the environment is not inspiring to learners, the mean score of teachers was ($M=3.61$, $SD=1.327$) and that of school leaders ($M= 4.19$, $SD=0.947$) with grand mean ($GM=3.9$) indicates that the environment was high problem. In addition, the significance level ($t_{(118)} = -2.009$; $P=0.047 < 0.05$) shows there was significant difference between the response of teachers and school leaders. From those one can conclude that the school environment was not inspiring to learners in the study area.

In the same table 7 item 7, concerning to the interference of external bodies, The mean score of teachers was ($M=3.58$, $SD=1.192$) and the school leaders ($M=4.21$, $SD=0.871$) with grand mean ($GM=3.895$) indicates that the interference of external bodies was high. Additionally the significance level ($t_{(118)} = -3.034$; $P=0.003 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Thus, based on the result it is possible to conclude that the interference of external bodies adversely affect the creation of effective school culture in secondary schools of sample woredas.

In table 7 item 8, regarding to lack of conducive school physical environment, the mean score of teachers was ($M=3.22$, $SD=1.333$) and the school leaders ($M= 4.12$, $SD=0.942$) with grand mean ($GM=3.67$) indicates that the lack of conducive school physical environment was high problem in the study areas. Additionally the significance level ($t_{(118)} = -3.851$; $P=0.000 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Hence, based on the result it is possible to conclude that the lack of conducive school physical environment is another factor that hinders the creation of effective school culture in secondary schools of the study areas.

In the same table 7 item 9, concerning to the communication factor (level of relationship with different stakeholders), the mean score of teachers was ($M=3.72$, $SD=1.323$) and the school leaders ($M=4.21$, $SD=0.813$) with grand mean ($GM=3.965$) indicates that the interference of

external bodies was high. Additionally the significance level ($t_{(118)} = -2.184$; $P = 0.031 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Thus, based on the result it is possible to conclude that the communication factor (level of communication with stake holders) adversely affect the creation of effective school culture in secondary schools of sample worded.

4.8 Strategies that could be employed to Create Effective School Culture

The following lists expected as strategies taken to overcome the identified problems in relation to creating effective school culture. These are; making a good communication with colleague, teachers, students and the community, sharing of school vision, mission and goal with stakeholders, establishing professional and human relation in the school community, creating a climate of trust and collaboration between school and home through effective planning, creating collaborative work environment, empowering school governing bodies, furthermore respecting view and opinions of others were identified by the researcher as well literatures. Thus, based on the above listed solution for the earlier mentioned problem regarding to creating effective school culture respondents requested to rate the agreement among the given likert-scale value range from strongly agree to strongly disagree and the result described as follow according to the table.

Table: 8 Strategies that could be Employed in Creating Effective School Culture

No	Item	Respondents				GM	t-test	p-Value
		Teachers n= 105		School Leaders n= 46				
		M	SD	M	SD			
1	Making a good communication with colleagues, teachers, students and the community.	4.42	0.898	3.95	0.854	4.185	2.761	0.007
2	Sharing school vision, mission & goal with stakeholders.	4.41	0.996	4.19	0.707	4.3	1.251	0.214
3	Establishing professional and human relation in the school community.	4.43	0.884	4.07	0.808	4.25	2.198	0.03
4	Creating a climate of trust and collaboration between school and home through effective planning.	4.29	0.892	4.07	0.921	4.18	1.257	0.211
5	Maintaining regular communication and discuss the area school problem	4.36	0.844	3.88	0.861	4.12	2.902	0.004
6	Creating awareness on the value of effective school culture	4.24	0.964	4.5	0.506	4.37	-1.646	0.103
7	Creating collaborative work environment.	4.24	0.964	4.45	0.504	4.345	-1.349	0.180
8	Creating participatory decision making	4.34	0.809	3.93	0.921	4.135	2.529	0.013
9	Empowering school governing bodies.	4.57	0.690	3.98	0.924	4.175	2.614	0.01
10	Respecting views and opinions of others.	4.43	0.984	4.05	0.962	4.24	2.059	0.042

Key: Scale; 1.0- 2.49 as “low”, 2.5-3.49 as “moderate”, and 3.5-5.0 as “high” level.
M=Mean, SD=standard deviation, GM= Grand mean, n= Number

As indicated in table 8 item 1, regarding to making a good communication with colleagues, teachers, students, and the community the mean score of teachers was (M=4.42, SD=0.898) and that of school leaders (M=3.95, SD=0.854) with grand mean (GM=4.185) indicated that quite highly agreed on the issue. Additionally the significance level ($t_{(118)} = 2.761$; $P=0.007 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Therefore based on the majority of respondents; one could be conclude that making a good communication with colleagues, teachers, students, and the community is highly accepted solution to create effective school culture in the study area.

In the same table item 2, concerning to sharing school vision, mission and goal with the stakeholders, the mean score of teachers was ($M=4.41$, $SD=0.996$) and that of school leaders ($M=4.19$, $SD=0.707$) with grand mean ($GM= 4.3$) implies the highest agreement of the majority respondents on the issue. Also the significance level ($t_{(118)}=1.251$; $P=0.214 < 0.05$) shows there was no significant difference between the response of teachers and school leaders. Hence, based on the result it is possible to conclude that sharing school vision, mission and goal with the stakeholders is valuable solution to enhance the creation of effective school culture in the study area.

As shown in table 8 item 3, concerning to establishing professional and human relations in the school community, the mean score of teachers was ($M=4.43$, $SD=0.884$) and that of school leaders ($M=4.07$, $SD=0.808$) with grand mean ($GM=4.25$) shows highly agreed on the issue. Additionally the significance level ($t_{(118)}=2.198$; $P=0.03 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Hence, based on the result it is possible to conclude that establishing professional and human relations is the major strategy to create effective school culture in the study area.

Item 4 of table 8, regarding to creating a climate of trust and collaboration between school and home through effective planning, the mean score of teachers was ($M=4.29$, $SD=0.892$) and that of school leaders ($M=4.07$, $SD=0.921$) with the grand mean ($GM= 4.18$) shows that highly agreed by the two groups of respondents. Additionally the significance level ($t_{(118)}= 1.257$; $P=0.211 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Hence, based on the result one can conclude that creating a climate of trust and collaboration between school and home through effective planning was the most accepted solution for the creation of effective school culture in the study area.

In the same table item 5, concerning to maintaining regular communication and discuss the area of school problem, the mean score of teachers was ($M=4.36$, $SD=0.844$) and that of school leaders ($M=3.88$, $SD=0.861$) with grand mean ($GM= 4.12$) implies the highest agreement of the majority respondents on the issue. Also the significance level ($t_{(118)} = 2.902$; $P=0.004 < 0.05$) shows there was significant difference between the response of teachers and school leaders.

Hence, based on the result it is possible to conclude that maintaining regular communication and discuss the area school problem is valuable solution to enhance the practice of the creation of effective school culture in the study area.

Item 6 of table 8, regarding to creating awareness on the value of effective school culture, the mean score of teachers was ($M=4.24$, $SD=0.964$) and that of school leaders ($M=4.5$, $SD=0.506$) with grand mean ($GM= 4.37$) shows that highly agreed by the two groups of respondents. Additionally the significance level ($t_{(118)} = -1.646$; $P=0.103 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Hence, based on the result one can conclude that creating awareness on the value of effective school culture was the most accepted solution for the creation of effective school culture in the study area.

As shown in table 8 item 7, regarding to creating collaborative work environment, the mean score of teachers was ($M=4.24$, $SD=0.964$) and that of school leaders ($M= 4.45$, $SD=0.504$) with grand mean ($GM= 4.345$) shows that both group of respondents highly agreed. Additionally the significance level ($t_{(118)} = -1.349$; $P=0.180 > 0.05$) shows there was no significant difference between the response of teachers and school leaders. Thus, based on the result one can conclude that creating collaborative work environment is a vital solution to achieve the creation of effective school culture in secondary schools of sample selected area.

In the same table item 8, regarding to creating participatory decision making, the mean score of teachers was ($M=4.34$, $SD=0.809$) and that of school leaders ($M= 3.93$, $SD=0.921$) with grand mean ($GM=4.135$) indicated that creating participatory decision making was highly accepted by two groups of respondents. Additionally the significance level ($t_{(118)}=2.529$; $P=0.013 < 0.05$) shows there was significant difference between the response of teachers and school leaders. From this, it is possible to conclude that creating participatory decision making is the most accepted strategy to create effective school culture in the study area.

Item 9 of table 8, regarding to empowering school governing bodies, the mean score of teachers was ($M=4.37$, $SD=0.690$) and that of school leaders ($M=3.98$, $SD=0.924$) with grand mean ($GM=4.175$) shows that the level of agreement was high. Additionally the significance level (t

($t_{(118)} = 2.64$; $P = 0.0 < 0.05$) shows there was significant difference between the response of teachers and school leaders. Therefore, based on this one can conclude that empowering school governing bodies is the major preferable solution to creating effective school culture in the study area.

As shown in table 8 item 10, concerning to respecting views and opinions of others, the mean score of teachers was ($M = 4.43$, $SD = 0.0984$) and that of school leaders ($M = 4.05$, $SD = 0.962$) with grand mean ($GM = 4.24$) shows that both group of respondents highly agreed up on the issue. Again the significance level ($t_{(118)} = 2.059$; $P = 0.042 < 0.05$) shows there was significant difference between the response of teachers and school leaders. So, it is possible to conclude that respecting views and opinions of others is another strategy to create effective school culture in the study area.

In addition to the response in the questionnaire about the strategies, interview responses from the supervisors replied that providing training for school leaders and teachers, creating awareness for the school community and parents, creating good communication with teachers, students, parents and community, respecting views and opinions of the school community and others, providing the required human and material resource for the school and also creating participatory decision making, providing panel discussion to share their experience helps school leaders to solve challenges that faces on create effective school culture.

The other thing that all supervisors raised that there should be a system of reward and accountability should be created. Teachers who work hard with respect of school values and culture should be rewarded. On the other hand, teachers who are careless in their work and do not focus in their work should be accountable.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The general objective of this study was to assess the challenges of school leaders in creating effective school culture in secondary schools of Borena zone. With this regards, this parts of the study deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the bases of findings.

5.2 Summary

To examine the problems, the following research questions were formulated.

- 1 .What is teachers' and school leaders' attitudes in creating effective school culture?
- 2 .How far does effective school culture is currently practiced in Borena Zone?
- 3 .What are the factors that affect school leaders in creating effective school culture in the study area?
4. What strategies could be employed to create effective school culture in the study area?

In order to address basic questions, cross sectional descriptive survey design with the mixed method was employed. Due to the fact that it was more appropriate to assess the challenges of school leaders in creating effective school culture. To this effect, the study was conducted in six sampled secondary schools of Borena zone. Accordingly, 80 teachers and 44 school leaders were selected as a sample by using simple random and purposive sampling techniques respectively. For the study primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Accordingly, 80 copies of questionnaire were prepared and distributed for teachers and 44 copies of questionnaires for the school leaders. Out of 80 questionnaires of teachers 76 and out of 42 questionnaires of school leaders questionnaire papers were returned with careful follow up. On the other hand, to obtain qualitative data, interview session was conducted to secondary schools supervisors. The quantitative data gathered through close ended questionnaires were first coded and tabulated: then interpreted using mean, standard deviation and inferential statistics independent- sample t-test by using

SPSS version 20. Whereas the qualitative data gathered through interview were analyzed by narration.

5.2.1 Major Findings

- 1.** The results of the teachers and school leaders response for attitudes questionnaires revealed that the teachers had low attitude whereas school leaders had good attitudes for creating effective school culture. This emanated from teachers having less job satisfaction for their profession. Accordingly, the mean rating of school leaders on this issue was ($M=3.97$, $SD=1.019$) and that of the teachers was ($M=3.31$, $SD=1.158$) with the grand mean of ($GM=3.64$) which shows attitudes of respondents towards their profession were moderate and high respectively.
- 2.** The study also indicated that the current practice of creating effective school culture was not satisfactory. Because there was no collaboration work between teachers and school leaders. Creating effective school culture was attempted by school leaders alone. This could not bring a comprehensive change.
- 3.** The finding of the study indicated that there were various factors which hindered the creation of effective school cultures. These factors were emanated from in-school related factors and out-of-school related factors. In-school related factors related with more of teachers' issues whereas out-of-school related factors related with community participation, lack of focus of concerned stakeholders, the curriculum and the policy itself. To support this, MOE(2018) Ethiopian Education Development Road map draft revealed that the curriculum has a lot of drawbacks and challenges.
- 4.** According to the finding of this study, there should be a comprehensive work needed to bring effective school culture in the school. These are regular communication and discussion in the area of school problems, creating participatory decision making, empowering school governing bodies, creating a climate of trust and collaboration between school and home through effective planning, making a good communication with colleagues, teachers, students and the community, sharing of school vision, mission and goal with stakeholders and furthermore creating awareness on the value of effective school culture.

5.3 Conclusions

The purpose of this study was to assess the challenges of school leaders in creating effective school culture in secondary schools of Borena Zone. In light of major findings of the study, the following conclusion was drawn.

- Generally, when teachers and school leaders hold favorable attitudes towards their profession, they perform their job effectively. On the other hand, if teachers and school leaders have a negative attitude towards their profession they perform their job badly. Accordingly, the finding of this study revealed that teachers in secondary school do not have a good attitude for their profession. It means that they don't have good attitude to create effective school culture.
- Creating effective school culture requires the collaboration of teachers, school leaders, school community and different stake holders. However, the research revealed that only school leaders are actively participate in creating effective school culture. Due to this fact, we can conclude that the current practice of in order to create effective school culture is not satisfactory.
- This paper critically examined the different factors that hindered in order to create effective school culture in secondary schools. Accordingly, teachers attitude, school leaders capacity, community awareness, lack of awareness of local stakeholders, and the curriculum and the policy it -self are the major one

5.4 Recommendations

The finding of the study pointed out that creating effective school culture was adversely influenced by various challenges. Hence, to alleviate these particular challenges, the following recommendations are forwarded.

Empowering Governing Body

Teachers are the principal actors of in the learning teaching process. Teachers and school leaders are the most important school based drivers to create effective school culture. Therefore, there must be a system which enable teachers reward and have incentive to change their attitude to love their profession. This could be done by government, local stake holders, and school community and school leaders. Therefore, it is recommended that the woreda education office collaboration with Borena zone education office empower school leaders and teachers for good practice.

Providing Short Training Program

It is recommended that continuous and appropriate short trainings need to be organized and given for school leaders and teachers on the importance of creating effective school culture and how it practice on the ground at the secondary schools level. Thus, it is advisable to woreda education office should provide funding for training, work with zone education office.

Providing Incentives

Creating effective school culture in relation to providing incentives and recognition needs improvement. The improvement of the opportunity for the well done to get incentive and recognition has high contribution in promoting creating effective school culture. For this reason, it is well if zonal education office, woreda education office and school leaders encourage such type of opportunity.

Active Participation of Stakeholders

It is better to recommended that the woreda education office and zone education office should strengthen their support and also creating close relationships with the school and work cooperatively for the achievement of school culture in secondary schools.

Building Community Relations

Therefore, the woreda education office, supervisors and school leaders should work hard towards making a strong bond with parents.

Sharing Common Vision and Mission

The study also shows that most teachers believe that school leaders are the only person responsible to maintain effective school culture. Therefore to solve such problem all concerned bodies, woreda education office and school leaders should shared a common school vision and mission for all stakeholders.

Finally, to make this finding applicable in all the schools comprehensively, further study need to be done in the future in other Zone of the country. Furthermore, the future research should not be limited on the challenges of school leaders in creating effective school culture. The areas school leaders should be investigated and best practices gained should be implemented throughout secondary schools.

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APPENDIXES

Appendix -A: Questionnaires to be Filled by Teachers

Dilla University

School of Graduate Studies

Institute of Education and Behavioral Studies

Department of Educational Planning and Management

Dear Teachers, this questionnaire is prepared to collect data from some Teachers of Borena Zone Secondary Schools. The main purpose of this questionnaire is to collect valid and reliable data on “The practice and challenges of school leaders in creating effective school culture in secondary schools of Borena zone, in Oromia region.” Thus, the success of this paper depends on the sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honest and frank. So please, fill the questionnaire as per the given instruction for each item. I would like to thank you for your willingness to fill this question.

Thank you!

General Directions:

1. No need of writing your name
2. Mark “✓” tick in the box of your alternative answer(s)
3. Your participation is voluntary -based. You have the right to stop whenever you like.

Section one: Back ground information

1. Name of the School: _____
2. Sex: i) Male ii) Female
3. Age: i) 25 and below years ii) 26-30 years iii) 31-35 years
iv) 36-40 years v) 41 and above years
4. Qualification: i) Diploma ii) BA/BSC iii) BEd iv) MA/MED/ MSC

5. Years of service in teaching: i) 5years and below ii) 6-15 years
 iii) 16-25 years iv) 26 years and above

Section Two: The Current Practice to Creating Effective School Culture

Indicate your degree of agreement with the following statements. Tick () under the alternatives given against each statement using **(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree** in the following box.

No	Items	Alternatives				
		1	2	3	4	5
	The current practice to creating effective school culture					
1	The school leaders provide professional development and training opportunities for teachers.					
2	The school leaders give constructive feedback to teachers on creating conducive environment.					
3	The school leaders identify model teachers and let them share their experiences with other teachers.					
4	The school leaders conduct timely teachers' performance appraisals.					
5	The school leaders clearly define and communicate challenges to all stakeholders in the school community.					
6	The school leaders make decisions in collaboration with school governing body.					
7	The school leaders maintain relationships between students, staff and parents in a respectful and appropriate manner.					
8	The school leaders encourage parents to be involved in the school and to comment on the school performance.					
9	The school leaders often uses variety of approaches of management					
10	The school leaders assigns work depending on the competence and commitment of staff					

Section Three: School Related Factors Hindering to Creating Effective School Culture.

Which school related factors that hindering to creating effective school culture? Indicate your degree of agreement. Tick () under the alternatives given against each statement using (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) strongly agree in the following box.

No	Items	Alternatives				
		1	2	3	4	5
	School related factors hindering to creating effective school culture.					
1	Teachers are not collaborative to work with school leaders.					
2	School leaders lack of encouraging teachers to work together on developing the school culture.					
3	There is a poor relationship between school community role players.					
4	Most teachers believe that the school leaders are the only person responsible to maintain effective school culture.					
5	Absence of commitment of teachers to create effective school culture					
6	There is inadequate teachers' induction program.					
7	The presence of multicultural background of the students.					
8	Teacher indiscipline					
9	Lack of rewards and incentives for teachers					
10	Inappropriate school rules and regulation					

Section Four: Out of School Factors that Hindering to Creating Effective School Culture.

Which out of school factors that hindering to creating effective school culture? Indicate your degree of agreement. Tick () under the alternatives given against each statement using **(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) strongly agree** in the following box.

No	Items	Alternatives				
		1	2	3	4	5
	Out of school factors that hindering to creating effective school culture					
1	Parents' involvement in school to work for the achievement of school culture.					
2	The woreda Education office lacks support to the school community.					
3	There is lack of financial support.					
4	Some parents perceive that their students are always right and are unable to come when they are needed for disciplinary issues.					
5	The environment is not inspiring to teachers.					
6	The environment is not inspiring to learners.					
7	The interference of external bodies.					
8	Lack of conducive school physical environment.					
9	Communication factor eg.(level of relationship with different stakeholders)					

Section Five: Strategies to Create Effective School Culture

Which strategies to creating effective school culture? Indicate your degree of agreement. Tick () under the alternatives given against each statement using (1) **Strongly disagree**, (2) **Disagree**, (3) **Neutral**, (4) **Agree**, and (5) **strongly agree** in the following box.

No	Items	Alternatives				
		1	2	3	4	5
	Strategies that helping to creating effective school culture.					
1	Making a good communication with colleagues, teachers, students, and the community.					
2	Sharing school vision, mission & goal with stakeholders.					
3	Establishing professional and human relation in the school community.					
4	Creating a climate of trust and collaboration between school and home through effective planning.					
5	Maintaining regular communication and discuss the area of school problem.					
6	Creating awareness on the value of effective school culture.					
7	Creating collaborative work environment.					
8	Creating participatory decision making.					
9	Empowering school governing bodies.					
10	Respecting views and opinions of others.					

**Appendix- B: Questionnaires to be Filled by School Leaders
Dilla University**

School of Graduate Studies

Institute of Education and Behavioral Studies

Department of Educational Planning and Management

Dear Teachers, this questionnaire is prepared to collect data from some Teachers of Borena Zone Secondary Schools. The main purpose of this questionnaire is to collect valid and reliable data on “The practice and challenges of school leaders in creating effective school culture in secondary schools of Borena zone, in Oromia region.” Thus, the success of this paper depends on the sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honest and frank. So please, fill the questionnaire as per the given instruction for each item. I would like to thank you for your willingness to fill this question.

Thank you!

General Directions:

1. No need of writing your name
2. Mark “✓” tick in the box of your alternative answer(s)
3. Your participation is voluntary -based. You have the right to stop whenever you like.

Section one: Back ground information

1. Name of the School: _____
2. Sex: i) Male ii) Female
3. Age: i) 25 and below years ii) 26-30 years iii) 31-35 years
 iv) 36-40 years v) 41years and above
4. Qualification: i) Diploma ii) BA / BSC iii) BEd iv) MA /MED/ MSC

Section Three: School Related Factors Hindering to Creating Effective School Culture.

Which school related factors that hindering to creating effective school culture? Indicate your degree of agreement. Tick () under the alternatives given against each statement **using (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) strongly agree** in the following box.

No	Items	Alternatives				
		1	2	3	4	5
	School related factors hindering to creating effective school culture.					
1	Teachers are not collaborative to work with school leaders.					
2	School leaders lack of encouraging teachers to work together on developing the school culture.					
3	There is a poor relationship between school community role players.					
4	Most teachers believe that the school leaders are the only person responsible to maintain effective school culture.					
5	Absence of commitment of teachers to create effective school culture					
6	There is inadequate teachers' induction program.					
7	The presence of multicultural background of the students.					
8	Teacher indiscipline					
9	Lack of rewards and incentives for teachers					
10	Inappropriate school rules and regulation					

Section Four: Out of School Factors that Hindering to Creating Effective School Culture.

Which out of school factors that hindering to creating effective school culture? Indicate your degree of agreement. Tick () under the alternatives given against each statement using **(1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) strongly agree** in the following box.

No	Items	Alternatives				
		1	2	3	4	5
Out of school factors that hindering to creating effective school culture						
1	Parents' involvement in school to work for the achievement of school culture.					
2	The woreda Education office lacks support to the school community.					
3	There is lack of financial support.					
4	Some parents perceive that their students are always right and are unable to come when they are needed for disciplinary issues.					
5	The environment is not inspiring to teachers.					
6	The environment is not inspiring to learners.					
7	The interference of external bodies.					
8	Lack of conducive school physical environment.					
9	Communication factor eg.(level of relationship with different stakeholders)					

Section Five: Strategies to Create Effective School Culture

Which strategies to creating effective school culture? Indicate your degree of agreement. Tick () under the alternatives given against each statement using (1) **Strongly disagree**, (2) **Disagree**, (3) **Neutral**, (4) **Agree**, and (5) **strongly agree** in the following box.

No	Items	Alternatives				
		1	2	3	4	5
	Strategies that helping to creating effective school culture.					
1	Making a good communication with colleagues, teachers, students, and the community.					
2	Sharing school vision, mission & goal with stakeholders.					
3	Establishing professional and human relation in the school community.					
4	Creating a climate of trust and collaboration between school and home through effective planning.					
5	Maintaining regular communication and discuss the area of school problem.					
6	Creating awareness on the value of effective school culture.					
7	Creating collaborative work environment.					
8	Creating participatory decision making.					
9	Empowering school governing bodies.					
10	Respecting views and opinions of others.					

Appendix -C: Interview Questions for Supervisors

Dilla University

School of Graduate Studies

Institute of Education and Behavioral Studies

Department of Educational Planning and Management

1. Do you like your profession? What about teachers? Do you think that having good attitude towards profession has impact on school activities? If yes, how?
2. What are the factors that affect school leaders in creating effective school culture in the study area?
3. What possible strategies should be designed to solve the challenges of secondary school leaders in creating effective school culture?
4. What general comments and suggestions do you have for the school leaders practice in creating effective school culture?

Appendix- D: Gaafannoo Afaanii Supparvaayizarootaaf Qophaa'e

YUUNIVARSITII DILLAA POSTGRADUATE PROGRAM DIRECTORATE

Koollejji	Saayinsii Barnootaa Fi Amala
Muummee	Saayinsii Peedaagojii
Sagantaa	Hogansa Mana Barnootaa

Gaaffannoo Afaanii Supparvaayizara Mana Barnoota Sadarkaa 2ffaa tiif Qophaa'e

Haala Galii Galaa

Gaaffileen kun aadaa barnoota ijaaraa ta'e mana barumsaa keessatti uumuu keessatti dura bu'oota manneen barnoota Sad.2ffaa godina Boranaa gufuwwan jiraniifi waan dura bu'aan gochuu qabu beekuudhaaf gaaffannoo wixineeffame dha. Kaayyoon qo'annoo kanaa guutummaan guututti beekumsaaf yemmuu ta'u gaafannoon kun odeeffannoo supparvaayizaroota manneen barnoota aanaalee sadarkaa lammaaffaa filataman irraa kan funaanuuf qophaa'e. Kanaaf qo'annoo kanaaf odeeffannoo dhugaa fi gatii qabeessa ta'e argachuudhaaf deebiin isin laattan guduunfaa dhuma qo'annoo godhamu kana irratti shoora olaanaa qabaata. Deebiin sirrii yookin dogogra ta'e hin jiru. Waan kana ta'eef, gaaffile isiniif dhiyaatuuf deebii amansiisaa dhugaa fi yeroo isaa eeggate akka kennitan isin gaafanna. Gaaffilee isiniif dhiyaatu kana ragaa gahaa ta'e yoo kennuu baattan qo'annaa kana irratti gatii amanamaa gadi ni xiqqeessa. Gaaffilee dhiyaatan shanan irratti deebii gahaan akka dhiyaatu haa ta'u.

Hubachiisa : Maqaa keessan ibsuun barbaachisaa miti.

Gaaffilee dhiyaatan

1. Dura bu'oonni manneen barnoota sad.2ffaa aadaa barnoota ijaaraa (effective school culture) ta'e mana barumsaa keessatti dagaagsuuf maal hojjachuu qabu jettan?
2. Barmaatileen adda addaa mana barumsaa keessaa dura bu'oonni aadaa barnoota ijaaraa ta'e uumuuf gufuu itti ta'an maal maal jettanii yaaddu?
3. Barmaatileen adda addaa mana barumsaan alaa dura bu'oonni aadaa barnoota ijaaraa ta'e uumuuf gufuu itti ta'an maal maal jettanii yaaddu?

4. Tarsiimoo yookiin maloota adda addaa dura bu'oonni manneen barnoota Sad.2ffaa aadaa ijaaraa uumuuf fayyadamuu qabu jettanii yaadduu?
5. Akkuma waliigalaatti dura bu'oonni manneen barnoota Sad.2ffaa aadaa barnoota ijaaraa ta'e uumuudhaaf maal maal hojjachuu qabu jettanii yaaddu?

Gaafannoo kana irratti deebii gahaa ta'e naaf deebisuu keessaniif guddaa galatoomaa.

Appendix- E: T- test Summary for the Data Presented

Table: 4 Teachers and School Leaders Attitudes on Creating Effective School Culture

N O	Item	Re	Response							t- test	p- value	
			1	2	3	4	5	M	SD			GM
1	I like my profession very well	SL	2	6	10	32	26	3.97	1.019	3.64	3.227	0.002
		T	10	13	13	6	10	3.31	1.158			
2	I can apply the knowledge in the school to improve school effectiveness	SL	3	9	12	37	15	3.68	1.048	3.52	1.430	0.155
		T	3	14	3	9	13	3.36	1.411			
3	I am very interested to improve students discipline	SL	7	3	6	36	34	3.88	1.177	3.585	2.618	0.010
		T	2	12	10	10	8	3.29	1.195			
4	I like to discuss with teachers in order to improve school problems	SL	5	4	6	31	30	4.01	1.137	3.825	1.679	0.096
		T	-	13	2	17	10	3.64	1.165			
5	I am very interested to communicate with school in order to solve school problems	SL	5	3	12	30	26	3.91	1.122	3.61	2.517	0.013
		T	7	4	12	7	12	3.31	1.423			
6	I have good habit in communicating with school community in order to address school challenges	SL	3	6	8	28	31	4.03	1.095	3.075	8.955	0.000
		T	14	17	5	4	2	2.12	1.131			
7	I like to discuss with PTA's to solve challenges that occur in the school	SL	6	9	10	25	26	3.74	1.269	3.275	3.574	0.001
		T	10	12	4	8	8	2.81	1.486			
8	I like to discuss with teachers regarding school budget in order to create transparency	SL	1	11	9	30	25	3.88	1.070	3.405	3.993	0.000
		T	8	14	3	7	10	2.93	1.504			
9	I like to discuss with students family how to improve students achievements	SL	4	3	11	28	30	4.01	1.089	3.625	3.661	0.000
		T	-	14	12	7	9	3.24	1.122			
10	I believe that I can improve students dropouts, repetition and absenteeism	SL	6	5	6	31	28	3.92	1.197	3.555	3.017	0.003
		T	6	9	6	13	8	3.19	1.366			

Key:- M=Mean, SD=standard deviation, GM= Grand mean, F= Frequency, Re= Respondents, T= Teachers, SL=school leaders, 1= Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table: 5 Respondent's View on Current Practice of Creating Effective School Culture

N o	Item	Re	Response								t-test	p- value
			1	2	3	4	5	M	SD	GM		
1	The school leaders provide professional development and training opportunities for teachers.	T	23	38	4	7	4	2.09	1.098	1.865	2.492	0.014
		SL	16	25	1	-	-	1.64	0.533			
2	The school leaders give constructive feedback to teachers.	T	8	8	4	36	20	3.68	1.267	3.935	-2.324	0.022
		SL	1	1	2	23	15	4.19	0.833			
3	The school leaders identify model teachers and let them share their experiences with other teachers.	T	21	39	6	8	2	2.09	1.009	1.925	1.972	0.051
		SL	12	28	2	-	-	1.76	0.532			
4	The school leaders conduct timely teachers performance appraisals	T	9	8	3	34	22	3.68	1.319	3.985	-2.724	0.007
		SL	1	-	1	24	16	4.29	0.742			
5	The school leaders clearly define and communicate challenges to all stakeholders in the school community	T	22	38	4	10	2	2.11	1.053	1.995	1.235	0.219
		SL	11	27	2	1	1	1.88	0.705			
6	The school leaders make decisions in collaboration with school governing body	T	20	40	5	9	2	2.12	1.019	1.965	1.727	0.087
		SL	14	27	2	2	-	1.81	0.740			
7	The school leaders maintain relationships between students, staff and parents in appropriate manner	T.	19	40	4	9	4	2.20	1.108	2.03	1.717	0.089
		SL	14	24	1	2	1	1.86	0.872			
8	The school leaders encourage parents to be involved in the school	T	22	37	5	8	4	2.14	1.116	1.985	1.625	0.107
		SL	13	25	2	2	-	1.83	0.730			
9	The school leaders often uses variety of approaches of management	T	24	39	7	4	2	1.96	0.930	1.755	2.666	0.009
		SL	17	23	1	1	-	1.55	0.504			
10	The school leaders assigns work depending on the competence and commitment of staff	T	20	35	8	9	4	2.24	1.130	2.18	0.546	0.586
		SL	7	22	1	10	2	2.12	1.109			

Key:- M=Mean, SD=standard deviation, GM= Grand mean , F= Frequency, Re= Respondents, T= Teachers, SL=school leaders , 1= Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table: 6 Respondent's View on School Related Factors Hindering the Creation Effective School Culture

No	Item	Re	Response							t-test	p-value	
			1	2	3	4	5	M	SD			GM
1	Teachers are not collaborative to work with school leaders.	T	10	16	6	30	14	3.29	1.345	3.695	-3.281	0.001
		SL	3	2	1	18	18	4.10	1.144			
2	School leaders lack of encouraging teachers to work together on developing the school culture.	T	10	14	12	28	12	3.24	1.295	3.56	-2.673	0.009
		SL	3	4	1	21	13	3.88	1.173			
3	There is a poor relationship between school community role players.	T	10	12	6	32	16	3.42	1.339	3.91	-4.490	0.000
		SL	-	2	-	22	18	4.40	0.627			
4	Most teachers believe that the school leaders are the only person responsible to maintain effective school culture.	T	5	8	3	36	24	3.87	1.170	4.065	-1.942	0.005
		SL	1	1	-	24	16	4.26	0.798			
5	Absence of commitment of teachers to create effective school culture	T	8	10	4	36	18	3.16	1.276	3.815	-1.814	0.072
		SL	2	3	1	22	14	4.02	1.047			
6	There is inadequate teachers' induction program.	T	6	7	3	24	36	4.01	1.270	4.09	-0.696	0.488
		SL	2	-	1	25	14	4.17	0.881			
7	The presence of multicultural background of the students.	T.	5	9	2	28	32	3.96	1.238	4.065	-0.953	0.342
		SL	1	2	1	23	15	4.17	0.881			
8	Teacher indiscipline	T	6	12	2	30	26	3.76	1.295	4.08	-2.898	0.004
		SL	1	1	-	18	28	4.40	0.828			
9	Lack of rewards and incentives for teachers	T	1	12	3	25	31	3.86	1.293	3.81	0.382	0.703
		SL	3	6	1	20	12	3.76	1.226			
10	Inappropriate school rules and regulation	T	10	8	2	36	20	3.63	1.335	3.91	-2.429	0.017
		SL	1	2	1	22	16	4.19	0.890			

Key:- M=Mean, SD=standard deviation, GM= Grand mean, F= Frequency, Re= Respondents, T= Teachers, SL=school leaders, 1= Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table: 7 Respondent's View on Out of School Factors Hindering to Creating Effective School Culture

No	Item	Re	Response								t-test	p-value
			1	2	3	4	5	M	SD	GM		
1	Lack of parents' involvement in school to work for the achievement of school culture.	T	10	12	4	30	20	3.5	1.381	3.845	-2.937	0.004
		SL	1	2	-	24	15	4.19	0.862			
2	The woreda Education office lacks support to the school community	T	8	12	2	32	22	3.63	1.335	3.9	-2.33	0.022
		SL	1	2	1	23	15	4.17	0.881			
3	There is lack of financial support.	T	9	12	5	32	18	3.5	1.332	3.775	-2.347	0.021
		SL	1	3	3	21	14	4.05	0.962			
4	Some parents perceive that their students are always right and are unable to come when they are needed for disciplinary issues	T	4	6	2	38	26	4.00	1.083	4.145	-1.536	0.27
		SL	-	2	-	24	16	4.29	0.708			
5	The environment is not inspiring to teachers.	T	9	10	2	33	22	3.64	1.344	3.915	-2.374	0.19
		SL	1	2	-	24	15	4.19	0.862			
6	The environment is not inspiring to learners.	T	8	12	3	32	21	3.61	1.327	3.9	-2.009	0.047
		SL	1	3	2	22	14	4.19	0.947			
7	The interference of external bodies.	T	4	14	10	30	18	3.58	1.192	3.895	-3.034	0.003
		SL	1	2	-	23	16	4.21	0.871			
8	Lack of conducive school physical environment	T	9	21	2	32	12	3.22	1.333	3.67	-3.851	0.000
		SL	1	3	1	22	15	4.12	0.942			
9	Communication factor eg.(level of relationship with different stakeholders)	T	8	9	4	30	25	3.72	1.323	3.965	-2.184	0.031
		SL	1	1	1	24	15	4.21	0.813			

Key:- M=Mean, SD=standard deviation, GM= Grand mean, F= Frequency, Re= Respondents, T= Teachers, SL=school leaders, 1= Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Table: 8 Respondent's View on Strategies to Creating Effective School Culture

N o	Item	Re	Response								t-test	p-value
			1	2	3	4	5	M	SD	GM		
1	Making a good communication with colleagues, teachers, students, and the community.	T	1	4	3	22	46	4.42	0.898	4.185	2.761	0.007
		SL	-	2	10	18	12	3.95	0.854			
2	Sharing school vision, mission & goal with stakeholders.	T	3	3	1	22	47	4.41	0.996	4.3	1.251	0.214
		SL	-	-	7	20	15	4.19	0.707			
3	Establishing professional and human relation in the school community.	T	-	6	2	21	47	4.43	0.884	4.25	2.198	0.03
		SL	-	-	12	15	15	4.07	0.808			
4	Creating a climate of trust and collaboration between school and home through effective planning.	T	2	3	1	35	35	4.29	0.892	4.18	1.257	0.211
		SL	-	2	10	13	17	4.07	0.921			
5	Maintaining regular communication and discuss the area school problem	T	2	1	3	32	38	4.36	0.894	4.12	2.902	0.004
		SL	-	3	9	20	10	3.88	0.861			
6	Creating awareness on the value of effective school culture	T	3	3	1	35	34	4.24	0.964	4.37	-1.646	0.103
		SL	-	-	-	21	21	4.5	0.506			
7	Creating collaborative work environment.	T.	2	4	4	30	36	4.24	0.964	4.345	-1.349	0.180
		SL	-	-	-	23	19	4.45	0.504			
8	Creating participatory decision making.	T	1	2	4	32	37	4.34	0.809	4.135	2.529	0.013
		SL	-	1	16	10	15	3.93	0.921			
9	Empowering school governing bodies.	T	-	2	3	36	35	4.37	0.690	4.175	2.614	0.01
		SL	-	2	12	12	16	3.98	0.924			
10	Respecting views and opinions of others.	T	3	3	-	22	48	4.43	0.984	4.24	2.059	0.042
		SL	-	4	6	16	16	4.05	0.962			

Key:- M=Mean, SD=standard deviation, GM= Grand mean , F= Frequency, Re= Respondents, T= Teachers, SL=school leaders , 1= Strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly agree