

**LEADERSHIP STYLES AND SCHOOL CLIMATES IN SECONDARY
SCHOOLS OF DINSHO DISTRICT IN BALE ZONE, OROMIA
REGIONAL STATE, ETHIOPIA**

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**Leadership Styles and School Climates in Secondary Schools of Dinsho
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DEDICATION

This thesis is dedicated here to my father Bekele Gemechu and to my mother MsElfineshGebre from whom I gained a lot of experiences in my life.

STATEMENT OF THE AUTHOR

I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles in the preparation, data collection, data analysis and completion of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

DDEO	Dinsho District Education Office
DDRLEPO	Dinsho District Rural Land and Environmental Protection Office
ESDP	Educational Sector Development Program
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
PTA	Parents Teachers Association
UNESCO	United Nations, Educational, Scientific and Cultural Organization

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School Leadership Styles and School Climates in Secondary Schools of Dinsho District, Bale Zone, Oromia Regional State

Diriba Bekele

ABSTRACT

The purpose of this study was to assess school leadership styles and school climates in secondary schools of Dinsho district, Bale Zone, Oromia Regional state. To achieve the purpose, quantitative and qualitative research approaches and a correlation research design was used. The two secondary schools found in the district were selected by using availability sampling technique. The sources of data were primary and secondary. Data were collected from teachers and expert using self developed questionnaire to measure principal leadership styles and school climate. In addition, interview was employed to gather data from principals supervisors, as well as focus group discussion was employed to collect data and PTA heads to triangulate the data obtained through questionnaire. The participants of the study, i.e teachers, principals, supervisors, and PTA heads were selected by using simple random, availability and purposive sampling techniques respectively. A total of 84 questionnaire were distributed for 46 experts and 38 teachers. Among 76 questionnaire was returned which constituted 90% of return rate. The analysis was done using SPSS (Version-20). The data were analyzed with both descriptive and inferential statistics using frequency, percentages, mean scores, standard deviations, t-test, Pearson correlation and regression analysis. The data obtained from interview and focus group discussion were analyzed qualitatively using narrative approach. The findings of the study indicated that selling leadership style was the most commonly employed by principal leadership style in secondary schools of Dinsho district, which was followed by delegated leadership style. The findings also exposed that telling leadership style was the least commonly employed leadership style in secondary schools of Dinsho district which was followed by participating leadership style. The findings also indicated that, the contributions of stakeholders was towards improving school climate. Moreover, the findings of the study indicated that school climate improvement had strong positive statistically significant relationship with school principal leadership style. From the findings it was concluded that school climate improvement was assumed to be improved when school principal leadership exercised selling leadership style. It was a dominant leadership style, it played a key role in improving school climate condition to attain educational goal particularly quality of education as well as the implementation of school improvement program in secondary schools of Dinsho district. Thus, it has been recommended that, school principals to use selling and delegating leadership styles in combination in order to improve school climate as well as to achieve the education goals effectively and efficiently. Furthermore, educational office of zonal and district leaders need to organize school improvement program training for teachers and school leaders which ultimately will help to achieve the school improvement program in the school effectively and efficiently in secondary schools of Dinsho district.

Key words:- Leadership styles, School climates, Secondary school

1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitations of the study, limitations of the study and definition of the key terms.

1.1. Background of the Study

Education and training play a vital role in assisting individuals and societies to adjust to social, economic and cultural changes and to promote the development of the human capital, essential for economic growth. This may be one of the reasons why UNESCO (2001) declared education as a vehicle for and indicator of development. Modern education, schooling in particular, aims at imparting knowledge, skills and attitudes required by the young ones to become functional in their respective societies.

In essence, schools are institutions where children are groomed to appreciate what the society in which they live stands for and are equipped in order for them to contribute their share to the advancement of their society. It is important that principals, be aware of leadership styles or behaviors that enhance schools' climate. Additionally, principals should acknowledge and embrace those styles or behaviors that all concerned bodies perceive as a positive influence on school climate. (Pandey 1996).

Freiberg and Stein (1999) observe that schools are similar with a moderate difference in the organizational structures. According to these scholars, schools have a category group of students with a teacher, scheduled times for teaching and all other activities, specific times for starting and closing the school day, and management structures which are mainly hierarchical. The highest official position in the school is that of school principal. Thus, the responsibility of running the school is that of the school principal. The activities of the school are determined by what he/she does. He/she influences everyone else's behavior: his/her values are communicable, his/her good sense of ethics instills respect and trust in the system; he/she communicates a powerful message about what is important, how people are to be treated and how the school should operate daily. According to Hargreaves and

Fink (2003), the school principal's tasks are divided into two major types: instructional and the leadership styles.

The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens. These scholars speak out that the leadership style complements the functional role. The former aims at successful realization of the latter. The leadership style largely comprises personnel management (both students and teachers) and decision-making, Hargreaves and Fink (2003).ESDP IV inMoE (2010a) considered improvement in school management and administration as one of the tools for improving education decision-making at all levels. Leithwood (1992) found that principal leadership is exercised the strongest independent influence on planning, structure and organization, as well as on school climate. Hoy and Sabo (1998) underline various types of school climate; a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate, a paternalistic climate or a closed climate.

In the light of the above, it can be assumed that the school principal's leadership style mainly determines the kind of climate that prevails in the school. Usually, the main task of the school principal is to help create a healthy working environment in which pupils are happy and prepared to learn and teachers identify with the school's mission and goals. In general, many people want schools to have a good personality by which the teachers and the principal have confidence and faith in what they are doing and where they find pleasure in working with each other. But how to achieve that end is the question. The present study is therefore intended to contribute to that search by addressing two specific research variables leadership style and school climate (Leary, 2001).

1.2. Statement of the Problem

There are several theoretical frameworks that offer possible explanations of how principals lead their schools. Some of these theories may be unknown in leadership training sessions in school systems. Hence, a study that provides a systematic examination of leadership theories and styles may reveal how principals should lead (Barker, 2001). There is a correlation between principals' leadership style and school climate which has a great

impact on the extraordinary improvement in students' behavior and academic achievement. Heller (2002) points out that people working in schools are expected to create civilized environments where pupils are molded to be humane, caring and competent in handling issues in their lives.

Having taught in different schools and is worked as supervisor, the researcher, in some situations, has witnessed a change in the climate of a particular school shortly after a new school principals' assumption of duty. In some cases, pupils begin to show better attitude toward school and schoolwork; the teachers are more hardworking, striving to meet the new school principals' expectations and standard. Cohen Manionand Morrison (2001) the impact of the new school principals is felt to the extent by the end of the academic year. There is a remarkable improvement in students' behavior and academic achievement. The teachers are not only mere active, but they also put in their best for the accomplishment of the school goals. The way a person performs in a General Secondary School is determined in part by his/her personality and in part by the school setting. The setting has been conceived of as the school climate which refers to the internal quality of an organization experienced by its members (Nworgu, 1991).

Hence, the Ethiopian Government launched the General Education Quality Improvement Package (GEQIP), in which school management and administration are taken as one of the key education quality intervention areas (Shibeshi, 2009). Studies on the importance of principal leadership styles and how they impact school climate may be an asset for preparing future administrators. It has also been noted that principal's leadership style may affect students' achievement through school climate and organization. Most importantly, school principal's leadership style exercises the strongest independent influence on planning, structure and organization, as well as on school mission and school climate. Yet, these studies are primarily based on the perceptions of teachers.

The present situation of education, especially in some secondary schools of Bale zone, calls for attention. Management and administration of education at the school level needs improvement to ensure quality learning and achievement. One of the ways to address this situation is to create a more positive climate that could enhance the performance of many

teachers in schools so that they can be more committed to their job; and the pupils can improve on their behavior and academic achievement. It is assumed that if a relationship exists between the leadership style of the school principals and school climate, then, leadership styles of the school principals could be employed to create a more positive school climate.

To the best knowledge of the researcher, many attempts were made to look into the leadership style and its effect on perceived school climate in the study area. Several related studies have been conducted in the country on different topics. For instance, the research conducted by MoE (2010) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers. Ministry of education conducted research in (2006 and 2010) on Decentralized Management of Education Packing Program and Education Sector Development Program respectively. But no study has been conducted in the study area on the title ‘ leadership style and its effect on perceived school climate in Secondary Schools of Dinsho District in Bale Zone, Oromia Regional State ‘.

According to MoE (1994), some regional surveys MoE (2006) on Decentralized Management of Education), MoE (2010) on Education Sector Development Program IV (ESDP IV) and other survey were conducted but not directly related to the present study - leadership style and its effect on perceived school climate. Moreover, the conclusion from wider regional assessment may not show its condition in the study area. Hence, this study tried to investigate the leadership style and its effect on perceived school climate in Dinsho District Secondary Schools and the study addressed the effect of school principal leadership style on the tendencies of school climate.

1.3. BasicResearchQuestions

This study has attempted to answer the following basic research questions.

1. What types of leadership styles were employed by school principals in the study area?
2. What was the relationship between leadership styles practiced and school climate in the study area?

3. What was the effect of leadership style practiced on the type of school climate in the study area?
4. What were the contributions of school stakeholders (such as principals, teachers, Supervisor and office experts) towards improving school climate?

1.4. Objectives of the Study

The study has the following general objective and specific objectives .

1.4.1. General objective

The general objective of the study was to assess the principals' leadership styles and school climate of school in Dinsho district secondary schools.

1.4.2. Specific objectives

The specific objectives of the study were to:

1. Identify the type of leadership styles employed by school principals in the study area.
2. Examine the relationship between leadership style practiced and school climate in the study area.
3. Investigate the effect of leadership style practiced on the type of school climate in the study area.
4. Find out the contributions of school stakeholders (such as principals, teachers, Supervisor and office experts) in improving school climate in the study area.

1.5. Significance of the Study

This study is designed to contribute to a specific field of educational administration and the area of organization theory. Findings of the present study will hopefully be used by educational leaders so that they may be better informed as to the relationship between leadership style and the school climate. In essence, the significance of this study may be its contribution to continuing research in the areas of leadership and organizational behavior with respect to school climates.

Thus, this study will help some school leaders who have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using appropriate leadership styles to improve school climate. The results of this study may provide meaningful insight to principals and teachers as to how a principal leadership style influences a school climate in Dinsho district secondary schools. The results from this study may encourage leaders to adjust their leadership styles to create or enhance a positive school climate. It is assumed that a positive school climate enhances effective teaching, therefore better academic performance by the pupils, which should it might consistently lead to the fulfillment of Ethiopian's Vision 2015-2020.

This research will be useful to provide information which can be helpful for policy makers, development practitioners and educational leaders in designing appropriate leadership policy. It may also be helpful to build knowledge base for the academic, research, and envisage empirical evidences for related subjects. It may also provide information for other researchers who desire to make future studies on similar aspects of study, and that the results of this research can be replicated in other areas having similar problems with certain level of amendment.

1.6. Delimitations of the Study

One of the delimitations of this study may fall under the sub-discipline of educational leadership with focuses on leadership style of school leaders. Participants in the research were school principals, vice principals, office experts, PTA, and teachers who were selected from Secondary Schools in Dinsho District.

Since it is not possible to cover the whole aspects, the general teaching and learning system in the study area with the available time and resources, it was advisable to limit the study size and the scope of the study to manageable size. Hence, the study focused on Dinsho District, Bale Zone, Oromia Regional State, and Southeast Ethiopia.

1.7. Limitations of the Study

Shortage of time constraints posed difficulties in the efforts made to investigate the area and complete the study as scheduled. Lack of willingness on the part of subjects of the

study was also another limitation. However, the researcher devised the mechanisms by which the effects of the limitations on the study were to be minimized.

1.8. Operational definitions of key Terms

The following key terms are defined in the sense they were used in the study as follows:

District an intermediate political administration level between zone and kebele

Leader is a person who leads or commands a group, organization, or country or Leader means someone or an individual who has the authority or power to control a group of people and get it organized for a particular task or goal (Freiberg and Stein, 1999)

Leadership style is the style of leader by which he/she leads the team or his group and he/she basic personality traits named as; telling style, selling style, participating style, delegating style, self-confidence, ambition, drive and tenacity, realism, psychological openness, appetite for learning, creativity, fairness, dedication (Hoy and Miskel, 2001).

Secondary School is the first cycle of secondary school i.e., from 9-10 grades (Borland, 2001).

School Climate refers to a combination of beliefs, values and attitudes of pupils and staff members, school principals and parents, level of independence, styles of leadership and job satisfaction (Hoy and Miskel, 2001).

School leaders school leaders are principals and vice principals, department heads, supervisors, unit leaders, PTA's and student council's heads of secondary schools.

2. REVIEW OF RELATED LITERATURE

The literature regarding the concept of the leadership styles and school climate are presented in details in this chapter. The chapter is organized into some categories, mainly focuses on the concept of school leadership, importance of leadership and leadership styles and each section deals with the relevant issues, which provide facts to support the study.

2.1. The Concept of School Leadership

For more than half a century the term leadership has been a topic of discussion and research work, especially in the field of management and organizational development. More often than not, such discussions and or research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership styles (Gilisi, 2006). According to him, leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different perspective and some of the definitions are discussed below. The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford and Hamilton 1998). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment.

Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what he/she wants from people. Therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organization.

The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the

act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organization (Dey, 1993).

In the contemporary context, Wallen and Fraenkel (2001) define leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organization should be, convince followers and channel all activities toward accomplishing it. Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organization with the aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job.

However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new one seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization(Quinn, 2002).

In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. He/she is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to improve their inter-group relations in and the outside school (Mazzarella, and Smith, 1989).

2.2. Importance of Leadership

There is consensus among scholars that the importance of effective leadership cannot be over emphasized. Hoy and Miskel's (2001) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organizations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives; these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

Schermerhorn (2000) maintain that leadership is the heart of any organization because it determines the success or failure of the organization. Thus the study of leadership in organizations is closely tied to the analysis of organizations' efficiency and effectiveness. In an organization such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, etc. For instance, the Social Policy Research Association's findings as reported by (Soukamneuth 2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance.

The head teachers in the schools studied were able to prevent disruptive behavior by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the head teacher as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behavior and attitude. The findings of Quinn (2002) study on the relationship between head teachers' leadership behavior and instructional practices supports the notion that leadership impacts instruction. His findings indicate that head teachers' leadership is crucial in creating a school that value and continually strives to achieve exceptional education for pupils. Similarly, Waters, Marzona and McNulty's (2004) research findings indicate that head teachers' effective leadership can significantly boost pupil's achievement.

Apart from the fact that the head teacher knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on

pupils' achievement and the implication for staff and pupils. In effect, the head teacher is expected to communicate expectations for the continual improvement of the instructional program, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head teacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals.

2.3. Theories of Leadership

The understanding of leadership has developed and evolved over time. The following are review of where leadership has come from over the past 100 years (Cherry, 2003)

2.3.1. The “great man and trait” theories(1900’s – 1950’s)

It's an innate ability; who is born to lead ? leadership studies historically went hand in hand with studies of elites: political , financial, military, aristocratic, or actual elite. Leadership was considered an art, for which some fortunate people had an inbuilt genius; the rest of us could only engage in admiring post-game analysis. Shashkin and Shashkin (2003) How leadership emerges and develops in small groups. During the great depression, US social psychologists found in studying groups that democratic leadership was not only possible, it was more effective. Thus a more egalitarian view of leadership evolved from the elitist (and, in today's view, sexist) “great man” view. Unfortunately, research indicated that patterns of leadership behavior in small groups were not transferable to large groups, or organizations.

What universal traits are common to all leaders. This theory suggests that leaders are born, not made, and that a good leader has a set of specific traits. Early research on leadership was based on the psychological focus of the day, which was of people having inherited characteristics or traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders Shashkin and Shashkin(2003).

2.3.2. Behavioral theory (1950's – 1960's)

What key behavioral patterns result in leadership. Leaders can be made, rather than are born. Behavioral theories of leadership do not seek in born traits or capabilities. Rather, they look at what leaders actually do. Behavioral is a big leap from trait theory, in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to the leadership development, as opposed to simple psychometric assessment that sorts those with leadership potential from those who will never have the chance Hersey and Blanchard (1988).

2.3.3. Contingency/situational(1960's – 1970's)

Establish which leadership behaviors succeeded in specific situations. Unable to determine which particular behavior patterns consistently resulted in effective leadership, researchers then attempted to match behavior patterns that worked best in specific contexts or situations. That line of research collapsed for practical reasons when people realized leaders would need to refer to decision trees or wheel charts to determine how to behave. Additionally, an infinite array of situations existed which researchers would be unable to study, so producing a definitive compendium matching behaviors with situations is impossible Hoy and Miskel(2001).

2.3.4. Onward: excellence(1980's)

What interaction of traits, behaviors, key situations, and group facilitation allows people to lead organization to excellence ? In the 1980s, having tried and discarded all of these fragmentary approaches, leadership researchers determined that “leadership is simply doing the right thing to achieve excellence. That meant the researchers had to find out what the right thing is, so the set about researching excellent companies and developed lists of traits, behavior patterns, group facilitation strategies, and culture-shaping practices for would-be leaders.” Many authors mentioned different leadership evolution studies which made at different times. These are Ohio state leadership styles and university of Michigan studies Hoy and Miskel(2001).

2.3.4.1. Ohio state leadership style

The leadership styles approach emerged from Ohio state university leadership studies began in 1945. While this study was responsible for a variety of significant findings on leadership, perhaps the most important contribution was the isolation of consideration and initiating structure as the basic dimension of the leadership behaviors in normal organizations. These variables were identified as a result of series of investigations that attempted to determine through factor analytic procedure, the smallest number of dimensions that adequately describe leader behavior as perceived by the leader and his subordinates Hersey and Blanchard(1977).

2.3.4.2. University of Michigan studies

The University of Michigan followed in the middle of the 19th century with an extensive study of leadership that resulted in many similar findings to the Ohio state studies ascited inHersey and Blanchard,(1988) and they investigated the relation between supervisory behavior and employee productivity and satisfaction. The University of Michigan groups identified two styles of leaders. These are employee centered and production centered. Employee centered supervisors spent more time in actual supervisory activities, less time performing tasks similar to those performed by subordinates used general rather than close supervision, took a personal interest in employees and their goods, and were less punishing when mistakes were made. Employees of employ-centered supervisors felt that their supervisor took a personal interest in them, let them know how they were doing on the job, and would support them.

Hersey and Blanchard (1988) perceived that most leadership behaviors can be categorized either as relational behaviors or as task oriented behaviors. Relational behaviors involve creating positive interaction with people and providing support for others. Task oriented behaviors involved clearly communicating about goals duties and assignments (Mosley, 1989).

2.4. Leadership Styles

It should be noted however, the leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational goals. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Daresh, 2002). According to him, leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done in the people they work with, while others pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders (Newstrom and Davis, 1993). Marczely (1996) describes leadership style as the manner a leader leads, which is reflected in some of the things head teachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members. Based on the above definition, leadership style may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goals.

Marczely (1996) asserts that the manner a leader leads determines whether he/she will accomplish school goals or maintain positive relationships with staff members. Owens (1991) opines that leadership style is determined by what the head teacher does to motivate his/her subordinates to put in their best to accomplish the set school goals. He observes that some leaders set a higher value on task accomplishment while some, on maintaining good interpersonal relationship. Lankshear and Knobel (2004) research indicates that a leader is spurred to embrace certain styles based on his/her underlying attributes and workplace goals. These styles, according to them, affect workplace environment and employees performance on the job. That is, the head teachers' motives and the school's aims influence the manner the head teachers run the school.

Hersey and Blanchard (1993) observe that a leader develops his/her style over a period of time from experience, education and training. These authors claim that leadership style is more of how the subordinates perceive their leader's behavior than how the leader thinks he behaves because his/her subordinates will treat him/her based on how they perceive his/her behavior in various situations. This implies that the teachers' assessment of the head teachers' leadership styles is most likely to be the head teachers' styles of leading the school. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Gay and Airasian, 2003). However, Lankshear and Knobel (2004) assert providing leadership is a very essential component of a leader's role.

The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they was able to achieve and maintain positive relationships with staff (Mazzarella and Smith (1989)). Hersey and Blanchard (1993) develops a theory that bases the leadership style on the given situation. The situational leadership theory includes four situational leadership styles: telling, selling, participating, and delegating. According to him situational leader adapts leadership behaviors to features of the situations and followers. Managers' leadership style must be adaptable and flexible to meet the changing needs of the employees and situation. It should be matched to the maturity of the subordinates. Hence a leader has to match his/her leadership style with the situation in which he or she exercises.

Hersey and Blanchard (1993) books suggest leader should adapt their style to follower development style based on how ready and willing the follower is to perform required tasks (that is, their competence and motivation). There are four leadership styles that match the development levels of the followers. The four leadership styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between the leader and the follower, depending on the development level of the follower. See the analysis of the styles table 1 below.

2.4.1. Telling Style

Telling focuses on directing, instructing and training having high energy of a leader. Words are a primary source of power leaders, both for what they say and for what they fail to say. Leader must not only tell their only stories, they must embody the stories they tell. Leaders' practical agenda for transforming an organization includes establishing a sense of urgency using rhetoric to demonstrate that things will not get better unless they act. According to Hersey and Blanchard(1993) Leader need to instill a sense of values and purpose, they need to develop inspiring visions and strategy to realize these visions, and to build the community to required to impalement the strategy.

Hersey and Blanchard (1993) added effective and ethical leaders share knowledge as they do will power to colleagues and work effectively and efficiently so words must do more than marvel. They must move people to action in the exercise of verbal power and other powers. Know how to do the job and connect on a personal level with connections are made through the spoken word; influence your staff with words, deeds direct and indirect gestures. Engage in jobs and person expansions but know that they require clear and careful communications to help others reach in, out and up. Empower others by creating skill bank; keep a note book of conference training results. Their ability to tell it like it is, without alienating or discouraging followers, is part of the best leader's personal magnetism.

Autocratic leaders often called authoritarian leaders who make most of the decisions themselves instead of allowing followers to participate in them where workers dislike and must be coerced, controlled, directed in orders to achieve company objectives. Task-oriented leaders are leaders who focus on getting the job done. It is a close supervision generally reflects focuses on achievement. He must provide vision clear and achievable big ideas combined in a strategic concept and communicating those ideas through the entire organization and to all stakeholders. Lead by example from the front of the formation. Take your performance personally. If you are proud to be average, so too will be your troops. A leader needs to gives energy; he should not to be oxygen thief (Broadwell, 2012). The leader should be ready to pull the trigger when the time is short.

2.4.2. Selling Style

Selling has a sense of coaching and advising involving high energy of the leader. Hersey and Blanchard (1993) argued coaching can be an essential element in management of learning providing assistance to people as they strive to acquire competence by emphasizing on learner not on learning contents as that of teaching. The emergence of leadership depends up on the circumstances of the times. Evidence suggest that leadership emerges when individuals seize an opportunity to develop themselves as leaders. They become leaders when they are given the chance to practice the craft of leadership in a challenging situation.

Leaders master the art of negotiation which includes strategies like avoidance, accommodating, competing, and compromising. Effective leaders however, attempt to reach an agreement on agreement by collaborating to achieve non-zero-sum outcomes. The leader then must function as a coach, a mentor, and a teacher. The effective leader attends to the needs of the organization: for economic stability, social responsibility, and ethical behavior. As Hersey and Blanchard (1993) put improving leadership continuity and succession demands selection, challenge, and monitoring. Thus leader who wishes to nurture others in the art of leadership must place challenging tasks before them and must be encourage potential leaders to step forward and practice leading, even when the outcome may be often be failure. The morals for the leaders who wish to develop a legacy is this give apprentices as much as practices as possible, in the process learn a great deal from the process of teaching them.

The responsibility of a leader to ensure continuing high performance demands that the schools a corps of respected individuals who share the values, purpose, vision and strategy of the organization latent leaders developed into actual leader. Leaders must create a structure and environment in which leaders in training can thrive-they must guide candidates along the path to the leadership. In order to develop potential leaders in our organization; we must model leadership behavior ourselves, so that our subordinates can actually observe leadership in action. This is the task of a coach, or mentor, a person who motivates, educates and leads by example (Mosley, 1996).

Benevolent- Authoritative styles are selling where higher management makes most of the decisions although some mirror implementation decision may be made at lower levels. A condescending attitude usually played in communicating with subordinates which results in a subservient attitude toward superior. Manager places some emphases on production but also realizes that people cannot be ignored. Sometimes he used an implicit bargaining approaches to get work accomplished (Mosley, 1996). The only thing better than a little competition is a lot of competition set challenges for your subordinates to encourage them to excel. Everyone on the team is mission critical. Instill in your team member a sense of great self-worth-that each can be the most important on the battle field (Broadwell, 2012).

2.4.3. Participating Style

This is a supporting, counseling, and consulting style. Good participative leaders have little or no charisma though it is hard to find any leader who does not exude an aura of confidence and commitment. Leaders need to reconcile members' self- interest with the greater needs of the community. He builds a culture that values collaboration and non-zero-sum behaviors. Trust grows when individuals have the opportunity to interact, to share ideas and perceptions and to work and play together. Mosley (1996) wrote participative leaders focus on the welfare and feelings of the followers; have the confidence in themselves and have a strong need to develop and empower their team members. In consultative style higher management still reserve the tasks of direction and control, ideas are at least solicited from lower levels. As a result, up and down communications are superior. Leaders believes that mutual understanding and agreement regarding the organizations goals and the means of attaining them are at the core of work direction. He has a high concern for both people and production and uses a participative, team approach to getting work accomplished.

Leaders should be thoughtful but decisive in listening to subordinates inputs, evaluate courses of action and second and third order effects and ok with an 80% solution. There are many moments you should decide where you need to prepared and embrace in boldness logical persuasiveness of communication skills. Likewise, sometimes the best ideas come from bottom- up information sharing. Use directed telescopes to improve situational awareness. Be humble. The people you lead already have on-the-ground conflict

experience. Listen and learn. Be a team player. Your team's triumphs and failures are yours. You should take ownership of both (Broadwell, 2012). Project objective is achieved by sole contributions of managers and efforts of individual (McManus, 2007). The leader intent on getting ordinary people to do extraordinary things frequently asks herself questions. You can share power with your subordinates by having them turn wishful in to workable thinking. Leading is easier he listen than when he doesn't listen. Leaders sometimes lead the parade, march in it, or at rear, some followers may be better at some things than you are. Find ways to involve, share power willingly, persuade other to follow you generously.

2.4.4. Delegating Style

Delegating is empowering style. There is less engagement of the leader in the activity. Hersey and Blanchard(1993) claimed that leaders invariably find that a strong community, one in which values, beliefs, attitudes, and behaviors are congruent, tends to perform exceptionally well. They tell stories about the past, the present and future. Leadership does not imply giving answer. On the contrary, leaders inspire the community to find its own answer, mobilizing people to solve the problem. The leader manages the delicate balance between control of one's subordinates to minimize the number and magnitude of mistakes they make and letting go of control so that subordinates can fully experience the consequence of their own decisions.

Hersey and Blanchard (1993) state that this style is characterized by low task and low relationship behavior. It is used effectively when leading subordinates with both high job and psychological maturity (able and willing or confident). Followers in this category are well competent and highly motivated. The manager tells the followers what to do, answers their questions and provides little or no direction. The followers are allowed to make their own decisions subject to the manager's limitations. Innovations are encouraged by the leader who equally demonstrates trust and confidence by supporting this set of followers. However, according to him opine that this style is not effective when followers feel that the leader is providing little structure and support when necessary.

This model proposes that the maturity level of subordinates can be increased and as it increases, the effective leadership style is employed. Effective leadership style is characterized by a drive for task and concern for people. Matching the manager's leadership style with the appropriate situation enhances effectiveness (Hersey & Blanchard 1993). This indicates that the increase in level of maturity/readiness with regards to accomplishing specific task will afford the manager the opportunity to change his/her leadership style to a more relationship-oriented style for increase productivity.

Laissez-faire leaders are leaders who are focus on the welfare and feelings of followers, have confidence in themselves and have a strong need to accepted by their team members. People-oriented styles leaders do the same than production oriented one. It is a general supervision where workers accept work as natural, seek responsibility, and exercise self-direction and self-control to achieve company objectives. Higher management views the role as ensuring the best decisions made through a decentralized and participative-group structure. This overlaps and coordinated by multiple memberships where high degree of trust, which allows both superiors and subordinates to exercise greater control over the work situation, is seen (Mosley , 1996). Be a team player. Take ownership of both failures and successes (Broadwell, 2012).

Leaders reveal confidence in their followers when they freely delegate and empower. Enlightened leaders help their organizations to arrive at an empowering of purpose. When I delegate, I delegate. Sometimes I add, sometimes I subtract. Do right things rightly for any one already suffering an unbearable loss (Giuliani, 2002).

Table 1. Styles of situational leadership. Source (Hersey, 2003).

Styles	Level of task and relationship behavior	Description
Style(4)Delegate	Low task and low relationship behavior	Delegating: turns over responsibility for decision and implementation
Style(3)Participate	Low task and high relationship behavior	Supporting: explains decisions and provide opportunity for clarification
Style(2)Selling	High task and high relationship behavior	Coaching: share ideas and facilitate decision making
Style(1)Telling	High task and low relationship behavior	Directing: provide specific instructions and closely supervise performance

2.5. Likert's Management Systems

Likert embarked on an extensive research over a period of 30 years on the basis that a good leader would improve efficiency (Unit of University of Leicester 1994). Likert's research covered various firms and organizations, including schools and universities, involving many managers and employees, head teacher and teachers. His findings, revealed four basic styles of management. This model is depicted on a continuum from system one to four: System I: Authoritative-coercive; System II: Authoritative benevolent; System III: Consultative; and System IV: Participative (Nesbary, 2000).

2.5.1. Authoritative – coerciveSystem

This kind of leadership style portrays the manager as an authoritative leader. He/she demands compliance with orders without explaining the reason behind them. He/she uses threats and punishment to instill fear in the employees, sets goals for the school and his/her decisions is accepted without questioning. The manager does not have confidence in his subordinates. As a result, they are monitored at all times, and he/she focuses on followers' mistakes rather than what they did well. Employee-management interaction is limited and it is characterized with fear and mistrust (Hersey & Blanchard, 1993) and he/she rarely praises; rather he/she criticizes a lot, leading to follower's loss of confidence in him/her and become less committed to their work Kottkamp (1987). Confirm that 'top down coercive method of running a school leads to lack of commitment on the part of the teachers.

The employees perceive the manager as an inconsiderate leader who is only concerned about completion of tasks. Employees see him/her as a leader who does not consider employee cooperation as a crucial issue in the organization. Even though there is little upward communication within the organization, suggestions from employees are disregarded by the manager because of lack of trust. Downward communication is characterized with suspicion. Thus, employees distort the messages, instructions and circulars. This is because employees believe that the communication is serving only the interest of the managers (Hersey,2001).

Teamwork does not exist; teachers are used to achieve goals. They have no say in how they should perform their work and they are expected to work hard to achieve the goals set by the managers. Even though teachers overtly accept their responsibilities because of fear, they resist covertly. As a result, employees disregard the process in a subtle way by giving excuses when they have to carry out their duties. Teachers are dissatisfied with their work and this leads to informal grouping for the purpose of opposing the goals of the school (Hersey & Blanchard 1993). Paisey (1992) warns against this type of leadership behavior as managers of successful organizations emphasize consultation, teamwork and participation.

2.5.2. Authoritative-benevolent System

Even though the manager is authoritative, he/she allows a bit of participation by the staff. He/she makes the bulk of decisions, but subordinates are allowed to make decisions within a prescribed framework. Rewards or punishment are used to motivate the workers. Employee-management interaction is characterized with fear, caution and presence. Thus, employees' motivation is very low and they are dissatisfied with their job Hersey & Blanchard (1993). Workers attribute success to the manager. Although workers do not oppose the goals set by the manager, they do not see themselves as part of the organization. As a result, they are not committed to their work. Communication flows downward mostly from the manager. Workers view orders from the manager as a way of giving them too much work; the manager also suspects upward communication because of lack of trust in employees.

2.5.3. Consultative System

The manager has substantial but not complete confidence and trust in the employees. Although general decisions are made by the manager, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Kottkamp,1987).

Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brownwell, 1985). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje, 1992).

2.5.4. Participative System

The manager has complete confidence and trusts in the employees. Thus, the workers are involved in the management of the organization. The workers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress toward goals. There is good employee-management relationship and the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment (Hersey, Blanchard and Johnson 1996). The employees work together as a team. This is because the manager creates a situation where everybody participates fully in the activities of the organization. Everybody strives to make the organization a better place to work in. Communication flows to and from the hierarchy, and also among colleagues. This is because the subordinates are well involved in decision-making. The manager's behaviors include coaching team members, negotiating their demands and collaborating with others.

The manager still assumes the responsibility of whatever decision that is taken. Informal grouping exists, which works to the achievement of the organization goals (Hersey, Blanchard and Johnson 1996). Conclusively, Likert's management model is mainly based on management activities such as planning, decision-making, communicating, controlling etc. These activities form the framework for defining the four managerial systems from which four management styles are derived. In other words, Likert's proposition is that a manager is categorized as authoritative-coercive, authoritative-benevolent, consultative or participative based on how he/she makes decisions, communicates, organizes and carries out other management tasks, and the amount of involvement he/she allows from group members in the decision-making process.

Of all the above management styles, the participative style is probably the one that can affect an organization's climate positively. Findings by Goleman(2002) indicate that the authoritative-coercive management style is the least effective in most situations, because followers become emotionally cold from intimidation and therefore, the climate is affected negatively. However, these scholars suggest that the style is effective during emergency or when all else has failed especially when dealing with problem employees; otherwise, it should not be used in isolation, but should be used with other styles in the interest of building commitment and team spirit.

2.6. School Climate

Freiberg and Stein (1999) refer to school climate as the core of the school; the value of a school that brings about a wholesome learning place, where pupils' and parents' dreams and ambitions are tended, and teachers motivated to function at their best, where everybody is respected and feel attached to the school. School climate is defined by Hoy and Miskel (2001) as a blend of beliefs, values and attitudes of pupils and staff members, leaders and parents, level of independence, styles of leadership and school climate. From the above definitions, school climate may be perceived as a term used to portray the atmosphere of the school which is mainly influenced by the leaders and dictates how pupils and teachers perceive their school and affects their values and attitudes toward school and climate respectively.

Researchers of school climate, for example Hoy and Sabo (1998) observe that a positive school climate is related to the effectiveness of whole school. This is to say that there is a connection between positive school climate and school effectiveness. In addition to that, Litwin's (1968) study reveals that it is possible to create noticeable climates within a short period of time by varying leadership styles. The implication of this is that leadership styles dictate organizational climate. However, most authors on school climate are of the opinion that the perceptions of students and the school community are important components of creating a good climate where teachers can teach and pupils can learn and parents can be involved in the education of their children.

The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001) and Pasi (2001) argue that a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs.

Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception; as well as their responses to learning objectives in school climate. Pupils who experience negative circumstances at home can be helped to actualize their potential by providing school climate that nurtures, supports and challenges them. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally. According to Brooks (1999), pupils are more likely to thrive when they are in school climate to which they feel they belong and are comfortable, a school climate in which they feel appreciated by teachers. Many adolescents join gangs to satisfy this need for connectedness and a sense of identity. Related to this feeling of belonging is the importance of helping each student to feel welcome, thereby reducing the feelings of alienation and disconnectedness.

Pasi (2001) observes that schools have become important in the lives of pupils especially those who face negative circumstances at home. Thus, more than ever before, the school should be a safe and positive place, which is conducive to learning, fosters positive relationships and helps pupils to prepare for future challenges. He adds that the school climate significantly influences the way pupils feel about education. A school's climate can have a positive effect on pupils or it can be a barrier to learning, that is, it can either hinder or facilitate the realization of pupils' potentials.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with description of the study area, research design, sources of data, data collection instruments, data collection procedures, methods of data analysis and ethical considerations.

3.1. Description of the Study Area

The study area is part of the south East of Ethiopia and located at about 400 km.30 km West of Addis Ababa and Robe town respectively. Dinsho District is found in the South-East Oromia in Bale Zone. From 621,113.13 hectare total land area of Bale Zone, Dinsho District is owned 6,036 square km. Dinsho District also has 60,859 (30,035 male and 30,824 female) total population (DDRLEPO, 2014).

According to DDEO (2010) the district has two secondary schools, 21 primary schools and two kindergartens. The district has 1201, 13,182 and 110 secondary schools, primary and kindergarten students respectively and also the study area has 60 secondary school teachers, 348 primary school teachers, 13 kindergarten teachers and 55 office experts. Totally the district has 25 academic institutions with 421 teachers, 14,493 students and 55 experts.

3.2. Research Design

The primary data were collected from teachers, school supervisors, principals, vice-principals, unit leaders, PTA and district education experts through using questionnaires and interview. A correlation research design was used in this research. A correlation research design intends to show the relationship that exists between the independent and dependent variables of the study. In this regard, the data for this study was collected on the independent variables which is leadership styles and that of dependent variable which is school climate. The relationship between the two variables was investigated in order to determine the strength of their relationship and coefficient exists between the two.

Although the study was largely quantitative in nature, the researcher used the integration of quantitative and qualitative methodology. Thus, both qualitative and quantitative approaches were employed to address research questions raised in this study.

3.3. Sources of Data

The sources of data for the study was collected from both primary and secondary sources.

3.3.1. Primary Sources of Data

Primary data were collected from of teachers, school supervisors, principals, vice-principals, unit leaders, PTA and District Education Office Experts through using questionnaire and interview.

3.3.2. Secondary Sources of Data

Documents like guidelines, school minutes and reports related to leadership styles and school climates were used as secondary sources of data.

3.4. Population, Sample Size and Sampling Techniques

For the purpose of this study, two secondary schools which were found in the district were selected by using availability sampling technique. Based on Dinsho District Education Office annual report of 2010, the two schools were consisted of grade 9-10 namely Dinsho Secondary School and Homa Secondary School respectively. Moreover, the statistics of Dinsho District Education Office indicates that there are 60 teachers, one supervisor, two principals, four vice-principals, seven PTA, and 55 office experts in the study area.

Gay and Airasian (2003) state that the first thing to do in the sample selection process is to 'identify' and 'define' the target population. In other words, a sample that is too small can make the generalize ability of the study almost impossible and meaningless, this may be used to explain why some scholars, for example, Cohen, Manion and Morrison (2001) believe that the larger the sample, the better it is. He also suggest that using stratified random sampling technique to determine sample size associated with 'confidence level and sample error' is another way of obtaining sample representativeness.

In order to obtain a sample size that was representative of the target population, the researcher obtained lists of the names and addresses of secondary schools and the number of participants from the Dinsho District Education Office. The schools were selected by

using the availability sampling technique and sample respondents were selected from these schools and district education office. According to Wallen and Fraenkel (2001), a sample from each subgroup should be in corresponding proportion, as they exist in the population. Based on this, the same proportion of schools and respondents were taken from the two schools and education office the respondents were selected randomly.

The main reason for this is that each member of the population has equal chance of being selected to be in the sample. As mentioned earlier, two schools were selected by using the availability sampling technique. All one supervisor, six principals and seven PTA heads from the sample schools had been selected by using availability sampling technique. Moreover, both 38 (63.33%) teachers out of 60 and 46 (83.63%) experts out of 55 were selected from the sample schools by using stratified random sampling technique. In general, a total of 98 respondents were included in the study. Table 2 below indicates the summary population and sample size of the study. According to Gay and Airasian (2003); it is possible to use minimum sample size that are detecting moderate effect sizes with at the 5-10% level of significance for most researches.

The combination of participants is good in a rich assemblage of knowledge and on the kinds of experiences (Christensen and Krogman, 2012). In addition, the sample size determined by using a simplified formula of population proportions based on a 95% confidence interval (Yamane, 1967). Hence, out of 129 populations, 98 respondents were selected from sample sites.

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

Where: n = is the sample size, N = is the population size, and e = is the level of precision

Hence, $N = 129$, $e = 0.05$

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

$$n = \frac{129}{1 + 129(0.05)^2}$$

$$n = \frac{129}{1 + 129(0.0025)}$$

$$n = \frac{129}{1.3225}$$

$$n = 98$$

Out of these 129 total populations, a total of 98 respondents from Dinsho district secondary schools and Dinsho District Education Office were randomly selected through using stratified random sampling. In the selection of respondents, the researcher adopted a stratified random sampling technique by using the computer. A total of 98 respondents were randomly selected by using excel computer program from the sampling frames to avoid sampling bias. The researcher contacted the school principals by phone to arrange for the administration as well as the collection of the questionnaires. Follow-up visits were made to participating schools to enhance the response rate.

Table 2: Summary of population and sample size of the study area

S.N	School	Respondent	P	S	%	Sampling techniques
1	Dinsho	Experts	55	42	76.3	stratified random sample
		Teachers	41	34	75.5	stratified random sample
		Principals	3	3	100	Availability
		Supervisors	1	1	100	Availability
		PTA heads	4	4	100	stratified random sample
2	Homa	Experts	-	-	-	stratified random sample
		Teachers	19	8	42.1	sample random sample
		Principals	3	3	100	Availability
		Supervisors	-	-	-	Availability
		PTA heads	3	3	100	stratified RandomSample
Total			129	98	76	

Key: P- Population, S- Sample, SRS- Stratified random sampling

3.5. Data Collection Instrument

The data collection instruments used for the study were questionnaire, interview and document review. The instruments reliability and validity were tested as per the set standard and confirmed on the pilot survey to be acceptable.

3.5.1. Questionnaire

The structured self constructed questionnaire were used to collect data from 38 teachers and 46 district education office experts from a total sampled respondents. The structured questionnaire were used because they ensured the confidentiality of responses and save time. The questionnaire consists of three parts. The first part concerned with the demographic characteristics of respondents; the second part deals with the principals leadership styles; and the third part deals with the practice of school climate.

The researcher developed the questionnaire which contained both open ended and close ended questions. The close ended questions have five likert scales because it enables the researcher to know the perception of respondents and helps them to choose one option from the given alternatives of scales that aligns with their views. Similarly open ended questions were used in order to provide the respondents with great opportunity to explain their views freely which were not included in close ended questions. Based on this 84 questionnaires were distributed to 38 teachers and 46 district education office experts respectively. From this, 34 teachers and 42 district education office experts filled and returned the questionnaire to the researcher.

In order to ascertain the validity, the instruments were designed and handed to major advisor and co-advisor to check the validity of instrument. In accordance with the comments and suggestion from advisors, the modification was made on errors that were identified. As far as the validity of each item and its clarity was concerned the pilot test was made on selected schools. Then, after the pilot study was made to evaluate its reliability before the final questionnaire was delivered to respondents. The items were tested during pilot study; consequently the questionnaire was tested in Robe secondary schools on 15 teachers and

18 district education office experts. To measure the consistency of the scale Cronbach's alpha was used as a measurement of reliability test.

After the pilot study was carried out, the results obtained were entered into the computer and the reliability was calculated. As a result, the Cronbach's alpha coefficient obtained from teachers and district education office experts was 0.71 for principal's leadership styles questionnaire and 0.74 for school climate questionnaire. The variables showed an acceptable range of reliability and the Cronbach's alpha obtained for all scale was consistent with previous studies.

3.5.2. Interview

The interview was administered for one and six school supervisor and principals respectively. The researcher intended to use this instrument in order to triangulate the data obtained through primary sources of data. During the interview time, the researcher used a note-taking system. The interview was conducted in Afanoromo language and the obtained results were categorized based on the similarities of responses and then translated into English language by the researcher for further interpretation.

3.5.3. Document review

Relevant documents related with the leadership styles and school climate, like teachers guidelines and school minutes relevant materials were critically consulted at the schools and education office of the district by the researcher.

3.6. Data Collection Procedures

Before beginning the data collection process, the researchers first obtained approval and notification from advisors. After approval, the researcher then acquired two data collectors from each targeted schools to conduct the research study. The data collectors from the targeted schools selected were then given orientation about the research ethics, questionnaire items and to aware the importance of their continued cooperation in the study. Participation in the research study was voluntary for all participants, and the

information collected was kept confidential. There were no known compliances from the participation in the study.

The questionnaire was administered to participants and it were kept secret and unnamed. The researcher gave each data collector an envelope in which to place a questionnaire, and all data collected exclude any identifying information such as names of teachers, principals, vice-principals, supervisors, and office experts. Hard copy data from questionnaires was kept in secured ways. The study utilized school leaders' leadership styles and school climate questionnaire to measure the beliefs of the leaders themselves about the leadership styles and school climate they practiced and teachers' perception about their leaders practice of leadership styles and school climate.

Subsequently, the school leaders at each school site completed the school leaders' leadership style and school climate questionnaire to measure their own practice of leadership style and school climate preference questionnaire to identify the leadership style and school climate preferred. Also, teachers, principals, vice-principal and supervisors completed the school leadership styles and school climate questionnaire to identify their perception about their school leadership styles and school climate. Demographic data from all participants were collected through the completion of demographic information.

The study utilized school leadership styles questionnaire to measure perception of teachers and district education office experts with regards to school leadership styles. The school climate questionnaire was also used to measure the perceptions of teachers and district education office experts with regards to school climate practice. The leadership styles questionnaire consists of 20 likert type items that indentified and measured dimensions of telling, selling, participating and delegation of leadership styles. The contribution of stakeholders towards improving school climate questionnaire consists of 6 likert type items. Moreover, the school climate improvement questionnaire consists of 6 likert type items that were aimed to measure the current practice of school climate because of school leadership styles.

Subsquentially, questionnaire return rate were the teachers 34(89.47%) and the rest were discarded because the questionnaire were not properly answered and for district education

office experts 42(91.30%) of sampled experts completed the questionnaire to measure their perceptions of the school principals leadership styles.

The researcher also summoned the seven 7(100%) PTA heads in one of centrally located secondary school to conduct focus group discussion to collect qualitative data. Before the discussion was held the orientation about the study was delivered by the researcher. The researcher also conducted interview with school principals and supervisors to assess practice of school principal leadership styles and the current practice of school climate. finally the researcher administered, collected and analyzed the results obtained from the specific sampled population from each school.

3.7. Methods of Data Analysis

The data collected were analyzed by using both descriptive and inferential statistics. Descriptive statistics were used as they help the researcher to describe the nature of a particular group observed. The data collected from questionnaire were coded and entered into the computer for analysis by using the Statistical Package for Social Sciences (SPSS) version 20. The quantitative data obtained through questionnaires were analyzed using descriptive statistics such as mean score, standard deviation frequency distribution, table and percentages were used. Moreover, descriptive statistics such as mean score, standard deviation and inferential statistical such as , t-test and Pearson correlation coefficient were employed.

Similarly, the collected qualitative data were analyzed using a content approach. The researcher applied the following types; the collected data were recorded reflective notes transcribe and coded data and arranged in segment of issues raised in focus group discussion and interview guide questions with carefully reading of text and identifying patterns in responses. Themes were identified phrases different themes, phrases were placed into themes type, examine each type and generate possible proposition.

The documents were analyzed thoroughly to obtain appropriate information from the recent teachers Dinsho district education office. Finally, the results from qualitative and quantitative data analysis of the study combined with the statistical application which help

the researcher to summarize findings, to draw conclusions, and to make recommendations with regard to the objectives of the study.

3.8. Ethical Considerations

According to Wallen and Fraenkel(2001), involving participants in a research work needs considering the ethical principles laid down to protect them. Thus, in this research work consideration was given to different ethical issues. The researcher strongly respected the culture, norms and beliefs of the study target community and strictly followed ethical principles as a leading direction in the research. As a routine academic procedure, the researcher followed the Haramaya University's research procedures related to the study accomplishment. The research was in line with ethical guidelines in that, participants were voluntary and confidentiality was maintained. The teachers, principals, school supervisors, Vice principal, PTA and experts were free to participate in the research.

4. RESULTS AND DISCUSSIONS

This chapter begins with the presentation and analysis of the demographic characteristics of the respondents. What is followed by descriptive analysis of about the perception of respondents regarding the school leadership styles and school climates in Dinsho district.

As mentioned in chapter one, the purpose of the study was to examine the contribution of leadership styles for school climate in secondary schools of Dinsho district. Hence in order to gather the adequate information concerning the issues a questionnaire was distributed amongst teachers and experts. In addition, the school principals and supervisor were interviewed to triangulate the information obtained through questionnaire. Ultimately, the researchers also conducted focus group discussion with PTA heads to in depth the data obtained through questionnaire and interview. Accordingly, a total of 84 questionnaire were prepared and administrated for 38 teachers and 46 experts. Of these 76 (34 teachers and 42 experts) which constituted 90.47% appropriately filled and returned by respondents. The number of unreturned questionnaire was insignificant and the questionnaire that were not properly filled were rejected because it could affect the results of the study.

4.1. Characteristics of the Respondents

The demographic characteristics of the 98 sample respondents was presented in terms of frequency and percentages in Table 3 below. The following tables shows the major demographic characteristics of respondents.

Table 3: General characteristics of respondents

Variable	Characteristics	Teachers		DEOE		Principals		Supervisors		PTA	
		F	%	F	%	F	%	F	%	F	%
Sex	Male	31	91.17	34	80.96	6	100	1	100	6	85.72
	Female	3	8.83	8	19.04	-	-	-	-	1	14.28
	Total	34	100	42	100	6	100	1	100	7	100
Age	20-29 year	12	35.3	-	-	-	-	-	-	-	-
	30-39 year	15	44.11	18	42.86	4	66.67	1	100	2	28.58
	40-49 year	7	20.59	22	52.38	2	33.33	-	-	5	71.42
	50 year and above	-	-	2	4.76	-	-	-	-	-	-
	Total	34	100	42	100	6	100	1	100	7	100
Qualification	Below Diploma	-	-	-	-	-	-	-	-	7	100
	Diploma	2	5.89	4	9.52	-	-	-	-	-	-
	Degree	32	94.11	36	85.71	5	83.33	-	-	-	-
	Masters	-	-	2	4.77	1	16.66	1	100	-	-
	Total	34	100	42	100	6	100	1	100	7	100
Experience	1-5 year	7	20.9	-	-	-	-	-	-	1	14.28
	6-10 year	10	29.4	18	42.87	-	-	-	-	4	57.15
	10-15 year	12	35	20	47.61	4	66.67	1	100	2	28.57
	15-20 year	5	14.7	4	9.52	2	33.33	-	-	-	-
	20 year and above	-	-	-	-	-	-	-	-	-	-
	Total	34	100	42	100	6	100	1	100	7	100

Key: DEOE= district education office expert, PTA= parents teacher association, F= frequency

4.1.1. Characteristics of Teachers

As far as the sex of teachers respondents was concerned in Table 3 item no 1 from the total respondents, the male group constituted 31(91.17%) while the females make up only 3(8.83%). Therefore, the above data indicates that the relevant data for this study mainly obtained from male respondents. Besides, it shows that there are small numbers of female respondents in the sampled secondary schools. From this, one can conclude that the female respondent's participation in leadership position in the secondary schools and district office experts and supervisory position need great emphasis to empower them which helps to be model for female students in secondary schools. However, even though female respondents constitutes only 12 (12.25%) of the total respondents, both sex opinion and beliefs were considered in the study.

In accordance to the age categories, 12(35.3%) of teachers were found between age categories of 20-29 years, 15(44.11%) were between 30-39 years, and 7(20.59%) were found between the age categories of 40-44 years. This implies that most of the secondary school teachers of Dinsho district were found between the age categories of 30-39 years. From this one can conclude that the majority of the teachers found in the district were at more matured level. Again, as far as the educational qualification levels of teachers were considered, 2(5.89%) of teachers had diploma and 32(94.11%) were first degree holders. This implies that Dinsho secondary school teachers were at acceptable educational qualification requirement for the level. This revealed that most of the teachers in the secondary school of Dinsho district were first degree holders.

Regarding the teaching experiences, the Table 3 shows that 12(35%) which was the majority of teachers had the teaching experiences between 10-15 years. While 7(20.9%) , 10(29.4%), and 5(14.7%) of teachers teaching experiences were found between 1-5, 6-10 and 15-20 years and above respectively. This revealed that teachers in secondary schools of Dinsho district were dominated by more experienced teachers.

From the above discussion of the major characteristics of the teachers respondents, one can conclude that most of respondents of this study have ample experiences. More than half (50%) of each categories of respondents have six and above years of teaching experience.

Therefore, it is possible to say that having relatively long years of service enables respondents to have sufficient information about teaching learning process in order to help their colleagues as mentors and create good environment in the schools. In addition, it is possible to say that most of them have enough information about their principals leadership style and their schools climate. In all cases, the researcher believes that owing to their relatively long years' experience, respondents could provide sufficient and detailed data on leadership style practices in their school climate.

4.1.2. Characteristics of Experts

As far as the sex of respondents was concerned in Table 3 from the total respondents, the male group constituted 34(80.96%) while the females make up only 8(19.04%). Therefore, the above data indicates that the relevant data for this study mainly obtained from male respondents. Besides, it shows that there are small numbers of female respondents in Dinsho district education office. From this, one can conclude that the female respondent's district office experts need great emphasis to empower them which helps to be model for female students in the office. However, even though female respondents constitutes only 8(19.04%) of the total respondents, both sex opinion and beliefs were considered in the study.

In accordance to the age categories, 18(42.86%) of experts were found between age categories of 30-39 years, 22(52.38%) were between 40-49 years, and 2(4.76%) were found between the age of 50 years and above. This implies that most of the Dinsho district education experts were found between the age categories of 40-49 years. From this one can concluded that the majority of the experts found in the district were at more matured level.

Again, as far as the educational qualification levels of experts were considered, 4(9.52%) of teachers had diploma, 36(85.71%) were first degree holders and 2(4.77%) had masters degree. This implies that Dinsho district education office experts were found at acceptable educational qualification requirement for the level. This revealed that most of the experts in the Dinsho district education were first degree holders.

Regarding the experience of respondents, Table 3 shows that 20(47.61%) which was the majority of experts had the working experiences between 10-15 years. While 18(42.87%) and 4(9.52%) of experts experiences were found between 6-10 and 15-20 years and above respectively. This revealed that experts in Dinsho district education office were dominated by more experienced experts.

From the above discussion of the major characteristics of the experts respondents, one can conclude that most of respondents of this study have ample experiences. More than half (50%) of each categories of respondents have six and above years of experience as an education office experts. Therefore, it is possible to say that having relatively long years of service enables respondents to have sufficient information about teaching learning process, practice of principal leadership styles and school climate. In all cases, the researcher believes that owing to their relatively long years' experience, respondents could provide sufficient and detailed data on leadership style practices in their schools climate.

4.1.3. Characteristics of Supervisors, Principals and PTA Heads

The results obtained in Table 3 indicated that, all school principals and supervisors were dominated by male. While, regarding the sex categories of the PTA heads respondents was concerned Table 3 shows that from the total respondents of PTA heads the male group constituted 6(85.72%). While the females make up only 1(14.28%). Therefore, similar to the teachers and experts respondents the above data indicates that the relevant data for this study mainly obtained from male respondents. Besides, it shows that there are small numbers of female respondents in secondary schools of Dinsho district. From this, one can conclude that the great emphasis did not given to female to empower them and to bring them to position of school leadership which helps to be model for female students in the school.

Regarding the age categories, 4(66.67%) of principals were found between age categories of 30-39 years, and 2(33.33%) were between 40-49 years age categories. Similarly, 2(28.58%) and 5(71.42%) of the PTA heads respondents were found between the age categories of 30-39 and 40-49 years respectively. While 1(100%) of supervisors were found between the age categories of 30-39 years. This implies that majority of the principals,

supervisor and PTA heads were found between the age categories of 30-39 years and 40-49 years respectively. From this one can conclude that the majority of the principals, supervisor and PTA heads found in the district were at more matured level.

The educational qualification levels data showed that, 5(83.33%) of sample school principals had first degree, and 1(16.6%) had second degree. While, all sampled supervisor and PTA heads were masters and below diploma holders respectively. This implies that principals and supervisor in secondary schools in Dinsho district were found at acceptable educational qualification requirement for the level. This revealed that most of the principals and supervisor in secondary schools of Dinsho district were first degree holders.

Regarding the experience of respondents, Table 3 shows that 4(66.67%) which was the majority of principals had the experiences between 10-15 years. While 2(33.33%) of principals had experiences were found between 15-20 years. Whereas concerning the PTA heads 4(57.15%) which was the majority of PTA heads had the experiences between 6-10 years. The rest 1(14.28%) and 2(28.57%) had the experiences years between 1 -5 and 10-15 years respectively. Similarly, the sampled supervisor had the leadership experience of between 10-15 years. This revealed that the principals, supervisor and PTA heads in secondary schools of Dinsho district were dominated by more experienced school leaders.

4.2. Leadership Styles

To examine the types of leadership style employed in secondary schools of Dinsho district, the questions related to selling style which was obtained from teachers respondents were combined to form the selling style. Similarly, each item related to telling, participating and delegation styles obtained from teachers respondents were also combined to form their respective index of leadership style. Then the mean scores and standard deviation of each four (Selling, telling, participating and delegating) index were competed for further analysis and interpretations. The following Table 4 shows that the mean scores and standard deviation of the four style used by the school principal in secondary school of Dinsho district.

Table 4: Types of leadership styles commonly employed in the school

S/N	Leadership Style	N	M	SD
1	Selling	34	2.8	0.37
2	Telling	34	2.36	0.44
3	Participating	34	2.48	0.46
4	Delegating	34	2.51	0.36
	Valid N (list wise)	34		

Key: N- number of respondents, M- mean, SD- standard deviation

As far as selling type of leadership style considered Table 4 Item 1 reveals selling leadership style had 2.8 mean and 0.37 standard deviation. This implies that selling was the most frequently used leadership style in secondary schools of Dinsho district. It was also observed in the two schools that the school leaders make school teachers prepare and implement details work plan weekly, monthly and annually. Internal and external supervision was done and timely feedback was rendered as appropriate for the schools activities as a whole. Especially the staff at the entry level received a close mentorship at different levels to get accustomed to the environment, people, and work.

The school leadership at times was giving a clear direction, a clear work break down, a clear agenda, checklist for the target school climate for certain groups/individuals in the schools. It was giving a measured by good school climate and it also was receiving and giving the work status feedback in response to the checklist provided. Thus the strengths and weaknesses of the staff were being noted timely. Remedial correction action was being taken timely at times needed. This was one style which is selling style from among other leadership styles that the school leadership was applying to creating suitable school climate. From this one can conclude that selling leadership style was the dominantly practice leadership style by principals in most of Dinsho secondary schools.

As indicated in Table 4 Item 2 telling leadership style had a mean score of 2.36 with standard deviation of 0.44. This implies that telling styles was the least leadership style employed by principals in the secondary schools of Dinsho district. Support for the policies and needs for the staff was also included whenever work was assigned as appropriate. Hence, measures of discipline were being taken from oral to written form correction. This

was a telling style from among others that the schools leadership was applying to school climate. Therefore it is possible to conclude that the telling style has not been greatly used in the process of school climate in the schools.

As observed in Table 4 item 3, Participating leadership style had a mean score of 2.48 and with a standard deviation of 0.46. This implies that participating leadership style was the least style next to selling which was employed by principals in secondary schools of Dinsho district. This reveals that discussion and participation on the work achievement process on the regular basis was the other style these schools were using. This was a participating style at times that the school leadership was applying to execute the school activities. From this one can conclude that there was significant participation leadership style for the school climate.

As indicated in Table 4 item 4, Delegating leadership style had a mean score of 2.51 with a standard deviation of 0.36. This implies that delegating leadership style was the most frequently practiced style by principals next to telling in secondary schools of Dinsho district. It was also noted that whenever appropriate, these schools leadership delegated works for easy achievement and expected the outcome on a timely and up to its expectation. Accordingly, teachers and community members had their own works which they expect they had to submit in quality on their own. It can be implied that delegating leadership style was predominantly existed in the secondary schools of Dinsho district. This finding is consonance with the earlier study made by other authors in other places (Hersey and Blanchard, 2001).

Table 5: Effect of leadership style on school climate

S/N	Leadership Style	N	M	SD
1	Selling	34	2.8	0.37
2	Telling	34	2.36	0.44
3	Participating	34	2.48	0.46
4	Delegating	34	2.51	0.36
Valid N (list wise)		34		

As far as the effect of principal leadership style on school climate was considered, item 1 in Table 5 indicated that, implication of selling leadership style on school climate had mean scores of 2.8. This implies that selling leadership style was more implicable on school climate improvement in secondary schools of Dinsho district. From this one can conclude that selling leadership style was more possible effect of an action for the improvement of school climate than the other leadership styles in the secondary schools of Dinsho district.

Regarding the implication of telling leadership style on school climate, item 2 in Table 5, reveals that the telling leadership style on school climate had a mean scores of 2.36. This implies that telling leadership style was less effect on school climate improvement in secondary schools of Dinsho district. Therefore, it is possible to conclude that telling leadership style had less possible effect of an action for the improvement of school climate than the three leadership styles in the secondary schools of Dinsho district.

The result obtained in Table 5 item 3, indicated that the participating leadership style on school climate had a mean scores of 2.48. This implies that participating leadership style had moderate effect on school climate improvement in secondary schools of Dinsho district. Therefore, it is possible to conclude that participating leadership style had moderate possible effect of an action for the improvement of school climate than the other leadership styles in the secondary schools of Dinsho district.

Concerning the delegating leadership style effect on school climate item 4 in Table 5, portrays that the delegating leadership style on school climate had a mean scores of 2.5. This implies that delegating leadership style was more implicable on school climate improvement next to selling style in secondary schools of Dinsho district. Therefore, it is possible to conclude that participating leadership style had more possible effect for the improvement of school climate next to selling leadership style in the secondary schools of Dinsho district.

4.3. Contribution of Stakeholders towards Improving School Climate

In answering this question, data on teachers contribution towards improving school climate in secondary schools of Dinsho district were collected from teachers responses to their current contribution of school climate. In this regard, the responses of respondents were measured in terms of questions related to stakeholders contribution towards improving school climate questions. The contribution of teachers strongly disagree and disagree responses were combined together to form an index of disagree which indicated the low contribution which ranged from 0-50%, neither disagree and nor agree responses indicated the moderate contribution ranged from 51-75% and strongly agree and agree responses were combined together to form an index of agree which indicated the high contribution ranged from 76-100%. Consequently, the researcher went to determine the contribution of teachers towards improving school climate and their responses were indicated in Table 6.

Table 6: Teachers contribution towards improving school climate

S.N	Items	High		Moderate		Low		Total		M	SD
		F	%	F	%	F	%	F	%		
1	Principal meets all stakeholders to discuss their needs	16	47	15	44.2	3	8.8	34	100	1.67	.68
2	The principal explains the benefits of achieving their goal towards stakeholders	12	35	9	26.5	13	38.5	34	100	2.03	.88
3	The principal rotates the role of team work for stakeholders	15	44	8	23.5	11	32.5	34	100	1.89	.89
4	The principal always holds regular meetings with stakeholders	20	58.7	5	14.7	9	26.8	34	100	1.69	.89
5	The principal provides effective motivation for all stakeholders	18	53	7	20.6	9	26.5	34	100	1.72	.85
6	The principal ensures information system is timely and accurate for stakeholders	20	58.84	7	20.58	7	20.58	34	100	1.72	.85

Key: F= frequency

In analyzing whether principal meets all stakeholders to discuss their need towards improving school climate, the result in Table 6 item 1 indicated that 3(8.8%) of respondents responded that their principal was regularly meeting all stakeholders to discuss their contribution towards improving school climate. While, 16(47%) of principals were fairly/moderately meet their stakeholders to hold discussions with them as well as the remaining 15(42.2%) did not meet their stakeholders to discuss any issues regarding the contributions of stakeholders towards improving their school climate. This implies that only 3(8.8%) of principals were meeting all stakeholders to discuss their contribution towards improving school climate. This had suggested that there was low contributions of teachers towards improving their school climate in secondary schools of Dinsho district.

“The interview conducted with secondary school principals and supervisors on whether principals meet all stakeholders to discuss their contribution towards improving school climate, their responses revealed that, the majority of teachers were not volunteering to participate in different activities like school improvement program rather they tend to leave school climate improvement activities for school leaders like principals and supervisors .”

As item 2 in Table 6 item 2, indicated that 12(35%) of respondents responded that the school principals were regularly explaining the benefits of achieving their goals to satakeholders. While 9(26.5%) of principals fairly explained the benefits of achieving their goals to stakeholders. This implies that 13(38.5%) of principals explained the benefits of achieving their goals to stakeholders during quaterly and annual meetings. This revealed that there was low contribution of teachers towards achieving school climate in secondary schools of Dinsho district.

According to the information obtained in Table 6 item 3, out of 34 teachers 15(44%) teachers responded that the principals were regularly rotating the role of team working among stakeholders like teachers. While, 8(23.5%) of teachers responded that the principals were fairly rotating the role of team working among stakeholders. This suggested that 11(32.5%) the contribution of teachers towards improving school climate among teachers in secondary schools of Dinsho district was low contribution.

As item 4 in Table 6, indicated that 20(58.7%) of respondents responded that the school principals were regularly explaining the benefits achieving their goals to satakeholders. While 5(14.7%) of principals fairly explained of the benefits of achieving their goals to stakeholders. This implies that 20(58.7%) of principals explained the benefits of achieving their goals to stakeholders during quaterly and annual meeting. This revealed that there was low contribution of teachers towards achieving school climate in secondary schools of Dinsho district.

According to the information obtained in Table 6 item 5, 18(53%) teachers responded that the principals were regularly rotating the role of team working among stakeholders. While, 7(20.6%) of teachers responded that the principals were fairly rotating the role of team working among stakeholders. This suggested that 9(26.5%) the contribution of teachers towards improving school climate among teachers in secondary schools of Dinsho district could be considered as low contribution.

Regarding ensuring information timely and accurately for stakeholders, Table 6 item 6 indicates that 20(58.84%) of teachers responded that the school principals were regularly ensuring the information timely and accurately for stakeholders. While, 7(20.58%) of teachers responded that the school principals were fairly ensuring the information timely and accurately for stakeholders. This suggested that 7(20.58%) of school principals were not still providing the information timely and accurately for stakeholders like teachers.

The over all analysis of distribution of teachers contribution towards improving school climate in secondary schools of Dinsho district were analyzed as regularly, fairly and rarely. The results were presented in Table 7.

Table 7: Summary of overall distribution of teachers contribution.

S.N	Teachers	Response		Mean	Std.D	Std. Error Mean
		F	%			
1	Rarely	17	50	1.50	0.50	
2	Fairly	8	22	1.61	0.49	.14
3	Regularly	9	28	1.77	0.42	
	Total	34	100			

As far as the overall contribution of teachers towards improving school climate was concerned, items no 1 in Table 7 indicates that the majority of 17 (50%) of teachers respondents revealed that the principals rarely meet all stakeholders to discuss their needs, explain the benefits of achieving their goal, rotate the role of team work, always hold regular meeting with, provide effective motivation, and ensure information system timely and accurately for all stakeholders. While 8(22%) of respondents indicated that the principals fairly engage the stakeholders. The remaining 9(28%) indicated that the contribution of teachers towards improving school climate was insignificant since the school principal does not encourage the teachers in the school. This implies that the majority of the teachers in secondary schools of Dinsho district were not significantly contributing towards the improvement of school climate appropriately. Besides the above descriptive statistics table of which provides the contribution of teachers towards improving school climate, the study conducted t-test results in the tables below to presents teachers contribution towards improving school climate.

Table 8 One-Sample Test of teachers contribution towards school climate

	T	df	Test Value = 1			
			Mean Difference	Bias	Bootstrap ^a Std. Error	Sig. (2- tailed)
Overall distribution of teachers contribution.	5.39	35	.77	.032	.14	.001

As shown in the T-Test table above the results are significantly different from the specified value 1 (Test Value = 1), $t=5.39$ with $p=.001$ since the p-value is much less than <0.05 .

4.3.1. Multiple linear Regression of Teachers Contribution towards School Climate

Goodness of Fit of Multiple Linear Regression Model

As we can see from the table below, R^2 , for our model is 0.964. Hence, we define the coefficient of determination as the proportion of the variation in the responses y (school climate) that is explained by the model relating y to x_1, x_2, \dots, x_6 . Therefore we have the multiple regression model with six x values, and then we can account for 96.4 % of the variability of the y values by using the model relating y to x_1, x_2, \dots, x_6 .

Table 9 Model Summary^f

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson
					R Square Change	F Change	df2	Sig. F Change	
5	.98	.96	.96	.23	.019	15.3	30	.00	1.83

a. Predictors: (Constant), Principals meet all stakeholders to discuss their needs.

b. Dependent Variable: Overall distribution of teachers contribution.

c. Weighted Least Squares Regression - Weighted by The principal ensure information system is timely and accurate for stakeholders.

Table 10 Stepwise multiple linear Regression Coefficients^{a,b}

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig. (P-Value)	95.0% Confidence Interval for B	
						B	Std. Error Beta
1	(Constant)	.04	.09	.36	.73	.17	.24
	Principal meets all stakeholders to discuss their needs	.05	.08	.55	.59	.15	.26
	The principal explains the benefits of achieving their goal towards stakeholders	.04	.10	.37	.71	.24	.17
	The principal rotates the roale of team work for stakeholders	.26	.12	2.6	.05	.02	.51
	The principal always holds regular meeting with stakeholders	.27	.15	2.9	.02	.06	.49
	The principal provides effective motivation for all stakeholders	.46	.12	3.9	.00	.22	.75

a. Dependent Variable: Overall distribution of teachers contribution.

b. Weighted Least Squares Regression - Weighted by The principal ensure information system is timely and accurate for stakeholders.

Accordingly, because the P- value of the principals provide effective motivation for all stakeholders, is much less than 0.05, we conclude there is significant evidence to reject. $H_0:\beta_6=0$. Thus, the principal provision of motivation for all stakeholders has additional predictive power in the presence of the other five explanatory variables. Increases the school climate by .18units as compared to not providing motivation when the rest variables are kept constant.

Furthermore, holding regular meetings with stakeholders was significantly influenced the school climate. Its P-value is less than 5% level of significance. Hence, we conclude there is significant evidence to reject the null hypothesis $H_0: \beta_5=0$. Thus, holding regular meeting with stakeholders has additional predictive power in the presence of the other five explanatory variables. For a unit increase in making a regular meeting with stakeholders, the amount of school climate by .106 units when the rest variables are kept constant.

The P-value for Principalsmeeting all stakeholders to discuss their needs and the principal explain the benefits of achieving their goal towards stakeholders are greater than 5% level of significance. Since the P-values for both variables are greater than 0.05, we conclude that there is no significant evidence to reject the null hypothesis $H_0:\beta_1=0$ and $H_0:\beta_2=0$ at 5% level of significance. Thus, Principal meet all stakeholders to discuss their needs and the principal explain the benefits of achieving their goal towards stakeholders has no additional predictive power in the presence of the other five explanatory variables.

Depending on the summary of the distribution of teachers contribution towards improving school climate, the researcher went to rate the teachers contribution into low contribution rating from (0-50%), moderate contribution rating from (51-70%) and high contribution rating from (71-100%). The result of these index were presented in Table 8 below.

Table 11: Distribution of rating of teachers contribution

S.N	Teachers contribut	Rating (%)	Freq	%	M	Sta.deviation
1	Low	0-50	24	72%	1.27	0.45
2	Moderate	51-70	10	28%		
3	High	71-100	0	0%	.72	0.26
	Total			100%		

As far as the contribution of teachers towards improving school climate was concerned the above Table 8 indicates that low teachers contribution with ranges of (0-50) occupied the total number of 24 (72%) of the respondents. This was followed by moderate contribution of teachers towards improving school climate which range from (51-70) with the total number of 10 (28%) of the respondents. This implies that the majority 24(72%) of the secondary school teachers of Dinsho district contributed a low contribution towards improving the school climate. On the other hand, as the result obtained from the above Table indicated that, there were no high contribution of teachers in secondary schools of Dinsho district with a mean and standard deviation of 1.27 and 0.45, respectively.

Similarly, the cointribution of experts towards improving school climate was analyzed in a similar way. Thus, the following Table 9 shows that contributions of district experts towards improving school climate in secondary schools of Dinsho district.

Table 12: Experts contribution towards improving school climate

S .N	Items	RA		N		NR		RE		M	SD
		F	%	F	%	F	%				
1	Principal meets all stakeholders to discuss their needs	21	50	14	33.4	7	16.6	1.67	.68		
2	The principal explains the benefits of achieving their goal towards stakeholders	27	64.3	12	28.6	3	7.2	2.03	.88		
3	The principal rotates the role of team work for stakeholders	25	59.5	10	23.8	7	16.7	1.89	.89		
4	The principal always holds regular meetings with stakeholders	28	66.7	8	19	6	14.3	1.69	.89		
5	The principal provides effective motivation for all stakeholders	25	59.6	9	21.4	8	19	1.72	.85		
6	The principal ensures information system is timely and accurate for stakeholders	26	62	8	19	8	19	1.72	.85		

In analyzing whether principal meets all stakeholders to discuss their need towards improving school climate, the result in Table 12 item 1 indicated that 21(50%) of experts

responded that their principal was regularly meeting with them to discuss their need towards improving school climate. While, 14(33.4%) of principals were fairly/moderately meeting their experts to hold discussion with them as well as the remaining 7(16.6%) did not meet their experts to discuss any issues regarding the contributions of them towards improving their school climate. This implies that only 21(50%) of principals were meeting the office experts to discuss their needs towards improving school climate. This had suggested that there was low contributions of experts towards improving their school climate in secondary schools of Dinsho district.

“ The interview conducted with secondary school principals and supervisors on whether principals meet all the stakeholders to discuss their needs towards improving school climate, their responses revealed that, the experts were reluctant to participate in school activities rather they focused on collecting the faults and the report to the office head. They also added that, the office experts came to school having checklist prepared by them, then they ask school principals or supervisor different questions what they intended to collect and finally return to office having their reports rather than providing support for school leaders.”

As item 2 in Table 12, indicated that 27(64.3%) of respondents responded that the school principals were regularly explaining the benefits of achieving their goals to experts. While 12(28.6%) of principals fairly explained the benefits of achieving their goals to stakeholders. This implies that 3(7.2%) of principals did not explain the benefits of achieving their goals to stakeholders during quarterly and annual meetings. This revealed that there was moderate contribution of experts towards achieving school climate in secondary schools of Dinsho district.

According to the information obtained in Table 12 item 3, out of 42 experts 25(59.5%) experts responded that the principals were regularly rotating the role of team working among stakeholders. While, 10(23.8%) of experts responded that the principals were fairly rotating the role of team working among stakeholders. This suggested that 25(59.5%) of the

contribution of experts towards improving school climate among experts in secondary schools of Dinsho district was moderate contribution.

As item 4 in Table 12, indicated that 28(66.7%) of respondents responded that the school principals were regularly explaining the benefits achieving their goals to satakeholders. While 8(19%) of principals fairly explained the benefits of achieving their goals to stakeholders. This implies that 28(66.7%) of principals explained the benefits of achieving their goals to stakeholders during quaterly and annual meetings. This revealed that there was moderate contribution of experts towards achieving school climate in secondary schools of Dinsho district.

According to the information obtained in Table 12 item 5, 25(59.6%) experts responded that the principals were regularly rotating the role of team working among stakeholders. While, 9(21.4%) of experts responded that the principals were fairly rotating the role of team working among stakeholders. This suggested that 25(59.6%) the contribution of experts towards improving school climate among experts in education office of Dinsho district was moderate contribution.

Regarding providing information timely and accurately for stakeholders, Table 12 item 6, indicates that 26(62%) of experts responded that the school principals were regularly ensuring the information timely and accurately for stakeholders. While, 8(19%) of experts responded that the school principals were fairly ensuring the information timely and accurately for stakeholders. This suggested that 8(19%) of school principals were not still ensuring the information timely and accurately for stakeholders like district education experts.

In general, in analyzing either experts or teachers made contribution towards improving the school climate in secondary schools of Dinsho district, the above results obtained from teachers and district education experts respondents revealed that, the district education experts were contributing more significantly than teachers in secondary schools of Dinsho district. However, this results was inconsonance with the results obtained through interview from supervisors and school principals. The results obtained through interview from school principals and supervisor indicated that, the district education experts were not contributing

much to their almost expected level. Therefore, this implies that the results obtained through questionnaire from teachers and interview from supervisors and school principals were mismatching. From this one can conclude that, although the contribution of experts towards improving the school climate in secondary schools of Dinsho district was better than teachers, it was evidenced moderate contribution. The over all analyses of distribution of experts contribution towards improving school climate in secondary schools of Dinsho district were analyzed as regularly, fairly and rarely. The results are presented in Table 13.

Table 13: Summary of overall distribution of experts contribution.

S.N	Experts response	F	%	M	S.D	Std. Error Mean
1	Rarely	26	62	1.270.45		.14
2	Fairly	10	23.8	1.77	.86	.14
3	Regularly	6	14.2	1.78	0.41.13	

As far as the overall contribution of teachers towards improving school climate was concerned, items no 1 in Table 13 indicates that the majority of 26 (62%) of experts respondents revealed that the principal rarely meets all stakeholders to discuss their needs, explain the benefits of achieving their goal, rotate the role of team work, always hold regular meeting with, provide effective motivation, and ensure information system timely and accurately for all stakeholders. While 10(23.8%) of respondents indicated that the principal fairly involves the stakeholders. The remaining 6(14.2%) indicated that the contribution of experts towards improving school climate was insignificant since the school principal did not encourage the experts in the school. This implies that the majority of the experts in secondary schools of Dinsho district were not significantly contributing to the improvement of school climate appropriately. On the other hand, as the result obtained from the above Table indicated that, there was no high contribution of experts in secondary schools of Dinsho district with a mean and standard deviation of 1.77 and 0.14, respectively.

4.3.2. Pair Sample Test and Correlation of Experts towards School Climate

Despite the above descriptive statistics of experts contribution towards improving the school climate, the study also used Paired sample Test and correlation which is discussed as follows.

Table 14 Paired sample Test and correlation of experts towards School Climate

		Paired Differences				Correlation	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	T-test			
1	Principal meets all stakeholders to discuss their needs - over all distribution of experts contribution	.39	.49	.082	4.72	.68	35	.000
2	The principal explains the benefits of achieving their goal towards stakeholders - overall distribution of experts contribution	.75	.65	.11	6.93	.69	35	.000
3	The principal rotates the role of team work for stakeholders - over all distribution of experts contribution	.61	.59	.09	6.12	.78	35	.000
4	The principal always holds regular meetings with stakeholders - overall distribution of experts contribution	.41	.50	.08	5.00	.92	35	.000
5	The principal provides effective motivation for all stakeholders - over all distribution of experts contribution	.44	.50	.09	5.29	.87	35	.000
6	The principal ensures information system is timely and accurate for stakeholders - overall distribution of experts contribution	.44	.51	.08	5.29	.87	35	.000

As shown in the above table 14 item 1, principal meets all stakeholders to discuss their needs overall distribution of experts contribution with M .38 and standard deviation of .49 respectively. As far as the overall contribution of experts towards improving school climate was concerned, items no 2 in table 14 indicates that the principal explains the benefits of achieving their goal towards stakeholders overall contribution of experts Mean .75 and standard deviation .65 respectively. As indicated as the overall contribution of experts towards improving school climate was concerned, items no 3 in table 14 indicates that the principal rotates the role of team work for stakeholders overall contribution of experts Mean .61 and standard deviation .59 respectively. As far as the overall contribution of experts towards improving school climate was concerned, items no 4 in table 14 indicates that the principal always holds regular meeting with stakeholders Mean .41 and standard deviation .50 respectively. As shown in the above table 14 item 5. The principal provides effective motivation for all stakeholders - overall distribution of experts contribution with M .44 and standard deviation of .50 respectively. As indicated as the overall contribution of experts towards improving school climate was concerned, items no 6 in table 14 indicates that the principal ensures information system is timely and accurate for stakeholders - overall distribution of experts contribution Mean .44 and standard deviation .50 respectively.

Depending on the summary of the distribution of experts contribution towards improving school climate, the researcher went to rate the experts contribution into low contribution rating from (0-50%), moderate contribution rating from (51-70%) and high contribution rating from (71-100%). The result of these index were presented in Table 12 below.

Table 15: Distribution of rating of experts contribution

S.N	Experts contribution	Rating (%)	Frequency	Percentages
1	Low	0-50	36	84
2	Moderate	51-70	6	16
3	High	71-100	0	0%
Total				100%

As far as the contribution of experts towards improving school climate was concerned the above Table 15 indicates that low experts contribution with ranges of (0-50) occupied the

total number of 36(84%) of the respondents. This was followed by moderate contribution of experts towards improving school climate which range from (51-70) with the total number of 7(16%) of the respondents. This implies that the majority 36(84%) of the education office experts of Dinsho district contribute a low contributions towards improving the school climate. On the other hand, as the result obtained from the above Table 15 indicated that, there were none high contribution of experts in education office of Dinsho district.

4.4. Relationship Between Leadership Styles and School Climate

In this section correlation analysis were conducted in relation to each one of the questions stated. The relationship between the school principal leadership styles and school climate was investigated by using pearson correlation analysis. This provided correlation coefficient which indicate the strength and direction of relationship. The correlation is significant at 0.05 and 0.01 level (2-tailed). To analyze the relationship between principal leadership style and school climate, the basic question which was raised in chapter one. What is the relationship between leadership styles practiced by school principal and school climate in secondary schools of Dinsho district? was considered. To answer this basic question the following null hypothesis was formulated. Thus, a 2-tailed Pearson Correlation Coefficient was used to identify the existence, strength and direction of relationship.

4.4.1. Relationship Between Principal Leadership Styles and School Climate

Ho1. There is no significant relationship between principal leadership style and school climate in secondary schools of Dinsho district. In testing this hypothesis, items related to principal leadership styles which were collected from teachers respondents computed together to form an index of leadership style. Similarly, items related to school climate were also computed together to form an index of school climate. Then the hypothesis was tested with the use of correlation coefficient as shown in below Table 16.

Table 16: Relationship between leadership styles and school climate

		Leadership style	School climate
Leadership style	Pearson Correlation	1	.746**
	Sig-(2-tailed)		.000
	N	34	34
School climate	Pearson Correlation	.746**	1
	Sig-(2-tailed)	.000	
	N	34	34

** Correlation is significant at the 0.05 level (2-tailed)

The results presented in Table 16 Shows, that there was a positive significant correlation between principal leadership styles and school climate ($r=0.746$, $p<0.05$). This implies that there was a statistically significant relationship between school principal leadership styles and school climate in secondary schools of Dinsho district. Therefore, the null hypothesis saying that there is no significant relationship between school principal leadership styles and school climate was rejected, because the Pearson correlation coefficient (r) between school principal leadership style and school climate was 0.746 ($r=0.746$) and the strength was also strong and positive. Thus, it can be possible to say that the strength was strong and statistically significant relationship between principal leadership styles and school climate in this study. From this, one can conclude that as school principals exercised different types of leadership styles their school climate was improved greatly.

All the interviewees supported the above information that there were relationship between school principal leadership styles and school climate. They said principals in their Dinsho secondary school play a pivotal role in improving school climate by involving different stakeholders in different activities. They also added that, the district education office and different school committee were responsible to improve school climate, but their contributions were not satisfactory as expected when compared to that of school principal. Thus, there was relationship between principal leadership styles and school climate and school principal leadership styles had role for the improvement of school climate in secondary schools of Dinsho district.

4.5. The Influence of Leadership Styles on School Climate

The predictive relationship between the perceived leadership styles of principals in the secondary schools and school climate was further analyzed by using simple and multiple regression analysis, which all leadership styles were taken as independent variable and School climate was considered as dependent variable. Table 13 shows simple regression between each of four leadership styles (telling, selling, participating and delegating) and school climate.

Table 17: Simple Regression Analysis of Leadership Styles and School Climate

S.N	Leadership styles	R	R ²	Adjust R square	Std. Error of the estimate
1	Selling	.511	.261	.239	.557
2	Telling	.583	.340	.321	.526
3	Participating	.581	.338	.318	.527
4	Delegating	.391	.153	.128	.596

Key: R: Correlation coefficient, R²: Coefficient Determination

- a. Predictor Variable leadership styles Telling, Selling, Participating and Delegating
- b. Dependent Variable : School Climate

Regarding the regression analysis of selling leadership style and school climate, Table 17 shows that (R=0.511) portraying 51.1% of change in school climate was due to selling leadership style. The remaining 48.9% change was due to unexplained factors. This implies that telling leadership style was important in predicting the school climate in the school.

Regarding the regression analysis of telling leadership style and school climate, on the other hand, shows that (R=.583) depicting 58.3% of change in school climate was due to telling leadership style. The remaining 46.7% change was due to unexplained variability. This implies that telling leadership style was more effective in predicting the school climate than selling leadership style in the school.

As far as the regression analysis of participating leadership style and school climate was concerned, Table 17 shows that (R=.581) portraying 58.1% of change in school climate was due to participating leadership style. The remaining 41.9% change was due to unexplained variability. This implies that participating leadership style was more important in predicting the school climate than selling leadership style in the school but less than telling leadership style.

As indicated in Table 17 the regression analysis of delegating leadership style and school climate shows that (R=.391) depicting 39.1% of change in school climate was due to

delegating leadership style. The remaining 60.9% change was due to unexplained variability. This implies that delegating leadership style was the least effective in predicting the school climate than the three (Telling, Selling and participating) leadership style.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapters contains the summary, conclusions, and recommendations of the study.

5.1. SUMMARY

As it was stated in the introduction parts, the purpose of this study was to identify the leadership styles employed by school principals, to examine the relationship between leadership style practiced and school climate, to investigate the implication of leadership style practiced on the type of school climate, to find out the contributions of school stakeholders (such as principals, teachers, supervisor and office experts) in improving school climate. A correlation survey design was employed as method of research design. To conduct this study the following basic questions were proposed.

1. What types of leadership styles are employed by school principals in the study area?
2. What is the relationship between leadership styles practiced and school climate in the study area?
3. What is the effect of leadership style practiced on the type of school climate in the study area?
4. What are the contributions of school stakeholders (such as principals, teachers, and Supervisor and office experts) towards improving school climate?

To answer these questions a correlation survey design was employed. Qualitative and quantitative research approach as well as a correlation survey design were used to examine the relationship between principal leadership styles and school climate. The sources of data were primary and secondary. The primary data were collected by using self-developed questionnaire which contained 20, 6 and 6 items that attempted to measure school principals leadership styles, contributions of stakeholders towards improving school climate and improvement of school climate to describe quantitative data respectively. In addition, interview guide was conducted with six school principals and one supervisor who had relatively school leadership experiences to provide in-depth information regarding leadership styles of the school principals. Similarly, FGD was

conducted with PTA heads who had relatively school leadership information to triangulate the data obtained through questionnaire and interview.

From the total 84 (38 for teachers and 46 for experts) copies of questionnaire distributed, 76 (34 teachers and 42 experts) were properly filled and returned the questionnaire. The rest eight questionnaire four from teachers and four from experts were rejected, since they were not properly filled by the respondents. The analysis was made based on 76 (34 teachers and 42 experts) who properly filled and returned the questionnaire which constituted the total return rate of 94.47%. The analysis was done using SPSS (version 20) to compute descriptive and inferential statistics such as frequency, percentages, mean scores, standard deviations, t-test and Pearson correlation coefficient. Data gathered from interview and focus group discussion was analyzed qualitatively using narrations approach to support and triangulate the results obtained through quantitative analysis.

The major findings of this study were; The findings showed that from the mean scores of the four leadership styles (Telling, Selling, Participating and Delegating), selling leadership style (M=2.8) had the largest mean score followed by delegating and participating leadership style (M=2.51) and (M=2.48) respectively. In addition, telling leadership style had the least mean score from the all leadership style (M=2.36). The interview and focus group discussion results also supported the quantitative findings. This suggested that selling leadership style was the most commonly employed leadership style among principals in secondary schools of Dinsho district, since selling leadership style had the largest mean score.

Regarding the implication of leadership styles on school climate, the findings of this showed that selling leadership was more implacable on school climate which was followed by delegating leadership style. Moreover, the selling leadership style was less implacable on school climate which was followed by participating leadership style. This implies that selling leadership style was the more implacable principal leadership style among principals in secondary schools of Dinsho district.

As far as the contributions of stakeholders towards improving the school climate was concerned, the findings of this showed that the contribution of both teachers and experts

should a low contribution towards improving school climate. The low contribution of teachers and experts towards improving the school climate shows that most of teachers and office experts were not contributing well towards the improvement of the school climate in secondary schools of Dinsho district. Therefore, the level of teachers and experts contribution towards improving the school climate was just low. This indicates that a lot of things expected from teachers and experts to improve the school climate effectively. Therefore, the findings shows that both teachers and office experts were not contributed well to their almost level to improve the school climate effectively.

Furthermore, when the correlation were calculated to examine the relationship between the school principal leadership styles and school climate, the study found out there was a positive and strong correlation between principals leadership styles and school climate. This implies that the school principal leadership styles played a pivotal role in improving the school climate in the school than the other stakeholders.

5.2. CONCLUSION

Based on the major findings stated above, the following conclusions have been drawn:

The findings of this study indicated that selling leadership style was the most commonly employed leadership style in secondary schools of Dinsho district. Therefore, selling leadership style played a great role to improve school climate in the school. However, different literature informs that selling leadership style was not significantly contributing towards the improvement of school climate. Hence, there is a need to maintain the ongoing positive impact of the selling leadership style, while seeking a means for shifting towards participating and delegating leadership styles which ultimately empower the school principals for the improvement of school climate in the schools.

The findings of this study indicated that there was a strong positive and statistically significant relationship between school principal leadership styles and school climate in the secondary schools of Dinsho district. From this it is possible to conclude that Dinsho district secondary school climate assumed to be improved when the school principals employed different types of leadership styles. Thus, there was a need to invest more on

school principals leadership styles which significantly contributed towards the improvement of school climate than the other stakeholders in the school.

The literature points out that not all leaders can successfully manage situations in their schools. Those who do so seem to be those who were matured to diagnose, recognize, and decide the right style of the leadership appropriate to the situations uniqueness nature of the schools. Unique solutions to educational problems need to be developed at each school site, complexity, and difficulty of this task requires a new form of leadership. Situational leadership is significantly proposed as model leadership may be well suited for this task. This type of leadership has the potential to build commitment in the complex and uncertain nature of school climate. Further qualitative findings revealed that the selected schools principals exercised situational leadership very greatly to enhance school climate. As study focused on the effect of the schools leadership styles on the schools climate, a principal's leadership style are efficient in that his or her leadership styles affects leaders' performance and others performing in the school one way or the other. Describing leadership styles was found helpful for leaders who want to provide appropriate and relevant practices to suit the context and needs of their schools.

Understanding importance of the significance and difficulty level of the schools climate to be good is needed by the leaders. Standards and expectations of the schools full activities need to be identified and acted as per the level of the understanding of the followers. A deep understanding of the school climate helps leaders to plan different strategies that bring the desired changes over time. For a leader diagnosing the readiness level of the followers, staff, co-workers, subordinates and customers at different levels like passive, conformist, alienated, effective and pragmatist, is a key to success. For the respective firstfour followers situation it was found that telling, selling, participating and delegating has been proved respectively appropriate. Research based leadership theory may help to provide professional knowledge that help to identify the relevant types of leadership to improve the practice. It helps emphasize on analyzing, interpreting leadership that is relevant and appropriate to the context.

Situational approach to understanding organizations in general and the leadership functions in particular is a set of tools for mobilizing commitment and enhance control that can have important performance implications and a value to the practicing leader. This needs thinking more broadly about who works in schools and what these people do. It is implied that there can be focus on hiring people with specialized talents likely to maximize effectiveness also requires facilitation of training for service providers, educators, and public agency leaders to coordinate, supports for students and families. Salaries, working conditions, teachers' preparation and mentor supports among other things are implications for educational policy and practices

5.3. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

In secondary schools of Dinsho district, selling leadership style was the most commonly employed principal leadership style. However, the implementation of selling leadership style was not much that contributed for the improvement of the school climate. Therefore, secondary school principals are recommended to use delegating and participating leadership styles to improve the school climate as well as to make the school environment conducive for teaching learning process.

As part of the teachers and experts responsibility to contribute a lot of things for their school to improve the school climate, the zonal education office expets are recommended to provide training regarding school improvement program for stakeholders such as teachers, experts, local community, and etc, to make the school climate more favourable for teaching learning process.

The school principl leadership styles have shown strong positive relationship with school climate. Hence, the district education office are recommended to maintain the ongoing positive relationship between principal leadership styles and school climate through building the leadership skill capacity of principals to enables them to perform at their best and utmost.

The zonal and district education office did not give due attention concerning the provision of quality facilities for the schools. Therefore, the zonal and district education office are advised to fulfill school facilities as much as possible by properly allocating educational resources and inviting different donars to make the school climate more attractive and conducive.

Finally, the researcher recommends further research in the area with broader extent and depth including other variables such as technological contribution, and community participation towards improving school climate that this study never addressed.

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7. APPENDICES

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral Sciences
Department of Educational Planning and Management
MA in School Leadership

Apeendix 1

A questionnaire to be filled by school leaders (principals, vice principals, supervisors, office experts and teachers)

Dear respondents!

This questionnaire is designed to collect relevant information for the study entitled “School leadership styles and school climates in Dinshoworeda secondary schools of Bale Zone in Oromia Regional state”. Your responses are vital for the study. Therefore, you are kindly requested to read all questions and fill with genuine response.

Your cooperation is greatly appreciated.

General Direction

- Each section has instruction as to how to reply each question/ items
- No need of writing your name.

Section I: Background information of the Respondents

Please provide your response to each of the following items by putting a tick “√” mark in the boxes.

- 1.1. School name _____
- 1.2. Sex Male Female
- 1.3. Age Below 20 21-29
- 30-39 40-49 50 and above years
- 1.4. Level of education attained
- Diploma Bachelor Degree
- Masters degree other _____
- 1.5. Work experience
- 0- 5 years 6-9 years 10-14 years
- 15-19 years 20 and above years

Please rate your level of agreement (by putting a tick (✓) mark) for each of the following statement that deal with School leadership styles and school climates in your school. Use the following rating scales. 5=Strongly agree (SA); 4= Agree (A), 3=Undecided (UN),2=Disagree (D) and 1=Strongly disagree (SD).

leadership styles are employed by school principals of the respondents as measured by questionnaire

S.N	Items	Rating scales				
		1	2	3	4	5
1	Principal checked the staff work on a regular basis to assess their progress(Selling item)					
2	Principal supervise teachers closely(Selling item)					
3	Principal appoint complete staff with some commiment task on school climate(Selling item)					
4	Principal closely check teacher activities(Selling item)					
5	Students responsible for school climate(Selling item)					
6	Principal provide highly compitent and committed staff with clear responsibility(Selling item)					
7	Principal make sure staff to aware procedure for school climate (Telling item)					
8	Principal use constructive feedback(Delegateing item)					
9	Principal recognize staff achievement with encouragement and support (Selling item)					
10	Principal discuss with any stakeholders prior to taking action(Partipating item)					
11	Principal use with iron first(Delegateing item)					
12	Principal meet all stake holders to discuss their need towards school climate(Telling item)					
13	Principal avoid making jugdement or premature evaluation of ideas or suggestion(Participating item)					
14	Principal talks more than listens(Participating item)					
15	Principal delegate duties that teachers are skilled at(Participating item)					
16	Principal ask all stakeholders to think a head of develop long term plans (Selling item)					
17	Principal delegate duties for teachers(Delegateing item)					
18	Principal set jobs for all stakeholders(Telling item)					
19	Principal explain the benefits of achheiving their work goals to stakeholders(Telling item)					
20	Principal monitors every things of the activities(Delegateing item)					
21	Principal rotate the role of team working for stakeholders(Telling item)					
22	Principal direct teachers on how to perform delegated duties(Delegateing item)					
23	Principal hold regula meetings to discuss work status for all					

-
- stakeholders(Telling item)
- 24 Principal provide capable stakeholders how are less motivated with time and resources(Participating item)
- 25 Principal hold periodic meeting with teacher to motivate and show support(Telling item)
- 26 Principal ensure that information system are timely and accurately (Selling item)
- 27 There is attractive school climate are their(Delegateing item)
- 28 There is high students promotion because of improvement of school climate(Selling item)
- 29 There is students school completion because of improvement of school climate(Selling item)
- 30 Principal available in the school always(Telling item)
- 31 School provide policy for quality and facilities(Delegateing item)
- 32 All stake holders to think a head of develop long term plans (Delegateing item)
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Appendix 2
College of Education and Behavioral Sciences
Department of Educational Planning and Management
MA in School Leadership

Interview A (for Teachers)

1. What is the leadership style that your school principal employed for school climate?

2. What is the implication of leadership styles on school climate?

3. What is the contributions of stakeholders towards improving school climate?

4. Do you think is there any relationship between the principal leadership styles and school climate?

Appendix 3

Focus Group Discussion for PTA

1. What is the leadership style that your school principal employed for school climate?
2. What is the implication of leadership styles on school climate?
3. What is the contributions of stakeholders towards improving school climate.
4. Do you think is there any relationship between the principal leadership styles and school climate?