

**THE EFFECTS OF PRINCIPALS' LEADERSHIP STYLES ON SCHOOL
CULTURE IN PUBLIC SECONDARY SCHOOLS OF OROMIA
SPECIAL ZONE SURROUNDING FINFINE**

MA THESIS

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**The Effects of Principals' Leadership Styles on School Culture in Public
Secondary Schools of Oromia Special Zone Surrounding Finfine**

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DEDICATION

I dedicate this thesis to my loved family who treats me with affection and love for their dedicated partnership in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis, and completion of this thesis. All scholarly matters that are included in the thesis have been given recognition through citations. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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ABBREVIATIONS AND ACRONYMS

ESDP	Educational Sector Development Program
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
LSQ	Leadership Style Questionnaires
MoE	Ministry of Education
OSZSF	Oromia Special Zone Surrounding Finfine
PTSA	Parent-Teacher Association
SCQ	School Culture Questionnaires
SIP	School Improvement Program

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The Effects of Principals' Leaderships Style on School Culture in Public Secondary Schools of Oromia Special Zone Surrounding Finfine

ABSTRACT

The purpose of this study was to examine the effects of leadership styles on school culture of public secondary schools in the Oromia Special Zone Surrounding Finfine. The study employed a mixed method research design that includes 90 teachers, 16 school leaders, and 4 heads of the Parent Teachers Association as the respondents of this study. Standardized Leadership Questionnaire of Northouse based on Kurt Lewin's 1939 leadership model and School Culture Survey of Steve Gruenert, (1998) with some modifications were used to collect data. Data were analyzed using descriptive statistics such as mean, frequency, and standard deviations and inferential statistics such as t-test, Pearson correlation coefficient, and regression analysis. The findings show that the leadership style practiced in the study schools was dominated by Laissez-faire than another leadership style. The finding also indicated that though inadequately practiced, all leadership styles had a significant strong association with school culture and can be explained by the school culture taken into consideration. Thus, these implied that improvement in school culture will positively affect the practices of the leadership style in secondary school understudy. Based on the findings of the study the researcher concluded that well-established school cultures with a proper leadership style and democratic leadership style have resulted in a high level of achievement in school performance. The corolletin analysis further displayed that overall leadership styles: democratic, autocratic, and laissez-faire leaderships were good predictors of school culture and have a significant correlation. Although, the overall leadership styles and the overall school culture correlation were positive as the r value indicates. It was recommended that the OSZSF Education Office school leaders in collaboration with training institutes should have to provide training for current principals on the concepts and practices of leadership styles and school culture; encourage the adoption of leadership strategies by school leaders as democratic or participative style, facilitating annual forums and experience sharing programs among school leaders; and conducting further studies on issues related to school culture and leadership styles.

Key words:- leadership style, school culture, school leader

1. INTRODUCTION

This chapter deals with the introduction to the study which incorporates the background of the study, statements of the problems, basic research questions, objectives of the study, significance of the study, delimitations of the study, limitations of the study, and definitions of key terms.

1.1. Background of the Study

Educational institutions are critical places where the next generation is educated and school cultures with strong leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations and inevitably face the challenges of maintaining the goals of the institutions (Northouse, 2007).

Leadership is vital for any organization. Leadership sets the conditions and expectations for excellent instruction and the building of a culture of ongoing learning for educators and learners in a school (Karen L., Kyla L., and Stephen A., 2010). Leadership is a process where individual influences a group of individuals to achieve a common goal; for instance, school leaders should develop the skill of influencing others and the ability of engaging stakeholders to achieve common goals (Begley, 2010). School leadership is the process of directing and guiding teachers, students, and parents to achieve educational goals (Wachira, Gituma, and Mbugua, 2017).

Fullan (1993) demonstrated that after socioeconomic status school culture had a more powerful effect on student achievement than other variables. School culture is defined as "the basic assumptions, norms, and cultural artifacts that are shared by school members, which influence their functioning at school" (Maslowski, 2001).

To a significant extent, culture determines the actual pattern of leadership behaviors in an institution or organization. Cultural values and norms likely influence the attitudes and behaviors of leaders in ways unconscious of them. In addition, cultural values reflect social norms in the relationships between individuals. These norms specify acceptable forms of leadership behaviors. For example, the norms appear as societal laws, limiting the use of

power to influence the decisions and actions of others. Intercultural leaders must balance commercial and cultural concerns. Commercial imperatives focus on the silent leadership capabilities that corporations must possess to respond successfully to customer needs and competitive threats (Schein, 2002). This implies that effective leadership can increase customer satisfaction.

The school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. The principal is the central figure in shaping school culture. The principal sets the tone of the school and gives direction and impetus toward what is most important for teaching and learning (Deal and Peterson, 2009).

Principals as the school's chief educational leaders play a major role in shaping the culture of the school organization. In supporting this argument, the Ministry of Education, Government of Ethiopia (2005:16) commented that principals as educational leaders play a vital role in the success of the school. Successful school leaders, create a strong sense of vision and mission, build a strong culture of collaboration, create problem-solving plans to facilitate work, set appropriate curriculum implementation mechanism and possess an instructional leadership quality that takes responsibility for student achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members, monitor student learning progress and closely work with parent and community members. From the above one can understand that without an effective educational leader schools can't create positive school culture.

Frewoini (2016) stated that the challenges of principals' leadership styles, principals' personalities, the nature of the task, the relationship between the principal with staff members, the nature and culture of the school, and the larger environment (political, economic and social), lack of experience of school principals and lack of adequate training are among the

main challenges those influence the principals' leadership style. Moreover, lack of facilities and equipment is a moderate challenge that hinders the principal leadership style.

The Education and Training Policy set aims and objectives, which is to: produce skilled manpower with the necessary quality and quantity to meet the national socio-economic development requirement, to bring up citizens who understand, respect, and defend the constitution, a citizen who respects democratic values and human rights moreover with the good work culture and ethics (MoE, 1994).

The study conducted by Ermias (2014) revealed that leadership styles; Autocratic, Democratic, and Laissez fairs styles were practiced by different degrees among school leaders of secondary schools in the East Badawacho District, Hadiya Zone, and SNNP. From the findings, it was recommended that school leaders should use democratic and laissez-faire styles of leadership in their school administration to enhance better job performance among teachers. The use of the autocratic leadership style should be practiced only when there is a shortage of time for discussion and the staff is new and inexperienced.

In every school, a culture exists; however, it can differ extremely from school to school. Some schools are welcoming and enjoyable to visit. Vivid paintings and displays of student work are hanging on the walls. Students can be seen working in cooperative groups inside the classrooms and engaging in discussions about their work. Teachers plan together and discuss ways to improve student achievement. Other schools have walls that are covered with pale, white paint. Several students are sitting in the principal's office with disciplinary referrals in their hands. The values, goals, principles, procedures, and practices that each school operates by are distinctively different. These characteristics define the organizational culture of the school. This study focused on investigating the relationship between principal leadership styles and school culture in the public Secondary School of Oromia Special Zone Surrounding Finfine.

1.2. Statement of the Problem

Every school has its own culture and it's different from school to school. Student characteristics, family backgrounds, and the owner of the school's interest are the major

factors to form, distract, and shape one school's culture. The formation of organizational culture is a complex process that involves many variables, such as socialization, rituals, language, authority, economy, technology, and influence. For this reason, culture emerges as a product of the interaction of many dimensions. Some of these dimensions may be more dominant than others. However, the formation of a common culture first depends on the presence and association of a group of people interacting with each other. In educational organizations, where humans are at the center, every school has a culture built in the process of its formation (Marzano, Waters, and McNulty, 2005). Organizational culture holds its units together and shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends that give it a distinctive identity (Hoy and Miskel, 2012).

Ministry of Education (2013) stated that the quality of education depends on the presence of competent and committed school principals, as they are instructional leaders, who focus on helping teachers to amend their classroom performance and make academic instruction their schools' top priority. In another way, MoE (2010) stated that school principals need to have theoretical knowledge, skill, and adequate experiences in school leadership and management and should have a profile of possession of various training on school leadership and management to play active and effective leadership style in school improvement programs.

Concerning the school culture and principal leadership style, there are some studies done in our country Ethiopia. Among the studies related to this title was studied by Hana (2019) studied the relationship between leadership style and school culture in private secondary schools of Bole Sub-City and found that autocratic leadership style, had positive and moderate significant co-relationship with collaborative leadership, collegial support, and professional development, but it has a weak relationship with other dimensions. On top of this Democratic leadership style had a moderate, but significant correlation with learning partnership, collaborative leadership, professional development, and collegial support, but with teacher collaboration, and unity of purpose school culture dimensions was found too strong a significant correlation.

Wakjera (2018) studied the three principal leadership styles which are autocratic, democratic, and laissez-faire, and found that they have a positive and significant influence on teachers'

performance. However, Aklilu (2019) found that autocratic principal leadership style negatively influenced academic achievement because they adopt harsh leadership style which was highly detested by teachers. Supporting this, Haile (2018) revealed that, there was no significant influence of the laissez-faire leadership style. Principals who used this style tend to fail to follow up on those they have delegated tasks and consequently, performance declined.

Getachew's (2020) study showed that the principals of the secondary schools did not exert effort and were not committed to making good collaboration with their teachers to improve their school culture. As a result, the organizational climate in secondary schools was affected highly. The participating style of principals was ineffective. The principals in secondary schools used the democratic style of leadership, which is characterized by a high task and low relationship orientation. They were not open mind to demonstrate their confidence to the teachers, showed interest in their activities, and facilitate their goal accomplishment by providing necessary support, and the style of leadership affected the behavior, attitude, values beliefs, and the relationship between the principals and the teachers that exist with in the secondary schools. Based on the correlation the school principals were high task-oriented and low relationship oriented. That means they used a democratic style and the school climate was a closed climate. The focus of the principals during the working time was not aligned with that of the teachers. On the other hand, the school community and parents responded as if they were ignored to be engaged in the school activities and this showed the relationship between the school principal leadership style and school climate is negatively correlated or very weak.

The findings of the researchers and the experiences of the researcher show that school leadership is being challenged by a lot of problems. However, this research is different from the previous research in different ways. Firstly they focused only major effects of leadership styles on school culture under the study area. Secondly the researcher could not find the study conducting regarding the effects of principals leadership style on school culture in the area under study. Finally, empirical research investigation in relation to leadership styles and school culture in public secondary school of Oromia special Zone surrounding Finfinne is very rare.

1.3. Basic Research Questions

Based on the statement of the problem, this research formulated the following research questions;

1. What is the leadership style frequently practiced by school principals in public secondary schools of Oromia Special Zone Surrounding Finfine?
2. What is the school culture being dominated by principals in public secondary schools of Oromia Special Zone Surrounding Finfine?
3. What is the relationship between principals' leadership style and school culture in public secondary schools of Oromia Special Zone Surrounding Finfine?

1.4. Objectives of the Study

This section provides the objective of the study. It comprises general objectives and specific objectives.

1.4.1. General objective

The general objectives of this study was to asses the relationship between school culture and principals' leadership style in public Secondary Schools of OSZSF.

1.4.2. Specific objectives

The specific objectives of this study were able to:

1. Describe the leadership style frequently practiced by principals in the school under study.
2. Identify the school culture dominated by school principals' in public secondary schools of Oromia Special Zone Surrounding Finfine.
3. Examine the extent of the relationship between school culture and Principals' leadership styles in Oromia Special Zone Surrounding Finfine.

1.5. Significance of the Study

These days, education is becoming a global issue, especially in developing countries. This study was designed to investigate the effects of principals' leadership style on school culture

in the public secondary school of OSZSF. The findings of the study might have the following values terms of policy makers, practice and knowledge.

The result of the study may be serving much significance: first, the finding of this study may provide important information that the policy makers on education should consider in the education reform program. Secondly, the result of the study may reveal the OSZSF public secondary schools' leadership style and school culture dimension they perceived and provide relevant information. It may also use for the career development of the researcher. Thirdly, this study also contributed to the ongoing research that examines the relationship between school culture and leadership style. As a result, of the findings from this study, further research may evolve, especially from researchers who are interested in conducting similar studies in other areas.

1.6. Delimitation of the Study

The study was delimited to the public secondary school of OSZSF, Oromia Regional State. It was delimited to three selected Districts and one administrative town in the zone. They are; Mulo, Sululta, Baraka Districts, and Sendefa town administration. In selected Districts, there were seven secondary schools. It was unaffordable and unmanageable to consider all schools due to the reason of finance and time constraints. To make this research more manageable and consistent, four public secondary schools were selected by the researcher by using simple random sampling techniques. These schools are Cara Gudina, Chanco Abba Gada, Sandefa, and Sire Guyo secondary schools.

The respondents of the study were school leaders (principals, vice-principals, supervisors, and unit leaders), teachers, and PTAS. Because the researcher considers them as they have more information about the principals' leadership styles and school culture. In addition to this, conceptually, the study was delimited on three leadership styles; Autocratic, Democratic, and Laissez-fair leadership style to examine the dominant style of the school principal leadership style and the relationship between leadership styles and six dimensions of school culture. To make the study more manageable, frequency, percentage, mean, standard deviation, t-value, p-value, and correlation analysis was used. A questionnaire and interview guide were used as instruments of data collection. Regarding sampling techniques, availability sampling

techniques were employed for school leaders (principals, vice-principals, supervisors, and unit leaders), and PTAS whereas simple random sampling techniques were employed for teachers. The researchers used a mixed research design more quantitative and less qualitative methods.

OSZSF was chosen as a study area, because of the researcher's affiliation to observing and getting awareness about the issues of the study at secondary schools while he has worked as a school supervisor in the selected Districts. Moreover, government secondary schools will be selected as a subject of the study to properly manage the study using the limited resources within the scheduled time frame.

1.7. Limitation of the Study

Research work cannot be free from any limitations. Hence, some of the limitations that faced the researcher in conducting this study were lack of experience, shortage of reference materials related to the study in Ethiopia, and shortage of recent literature in the area of leadership styles and school culture. Another limitation was that most of the teachers and school leaders (principals, vice-principal, supervisors, and unit leaders) were busy and had not enough time to respond to questionnaires and interviews. Some of them who have enough time was also unwilling to fill in and return the questionnaire as per the required time. However, the researcher was able to minimize some of the questionnaires also maximized because some of my colleagues helped me by encouraging respondents to fill in the questionnaires and return them. Another limitation is the lack of experience in research. To overcome those limitations the researcher attempted to create a smooth relationship with the respondents. Nevertheless, the limitations possibly would not have a significant impact on the results of the study.

1.8. Definitions of Key Terms

Public secondary school: is a school system following the primary schooling established to offer general education consists to students from grades 9-12.

Leadership Effectiveness: is the performance of individuals that produce good school culture which results in a better product for the organization.

Leadership Style: is may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goal.

Leadership: is the process by which an individual or group influences, motivates, and enables others to contribute toward the effectiveness and success of the organization.

Organizational culture: is the values and behavior that contribute to the unique social and psychological environment of an organization.

School culture: the guiding beliefs and values evident in the way a school operates and used to encompass all the attitudes, expected behaviors, and values that impact how the school operates.

School leaders: educational leaders such as principal, vice-principal, and unit leaders that lead the school by developing, implementing, assisting, administrating, and establishing the school goals and objectives as well as planning the schools' instructional programs.

1.9. Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of the background of the research, statements of the problems, significance, delimitation, limitation, and operational of the key terms. The second chapter deals with a review of the related literature in research. The third chapter discussed research design and methodology. The fourth chapter deals with results and discussion. The fifth chapter deals with a summary, conclusion, and recommendation on the findings of the study. References and an appendix which included a questionnaire, interview format, and other related materials were a part of the documents.

2. REVIEW OF THE RELATED LITERATURE

This chapter deals with the study and presents brief reviews of some of the theoretical and empirical related literature to the research problems. The review of literature begins with the definition and concepts of leadership, the importance of leadership, and the principals' leadership style. Secondly, the concepts of culture, school culture, elements of culture, and norms of school culture. Finally, the linking of principals' leadership style and culture on the role of school principals' in the general secondary school were reviewed. These are the part of this section and was discuss in detail as follows:

2.1. The Concept of Leadership in School Setting

Leadership is a complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership. Therefore, leadership has been defined from a different perspective and the concept with some agreeable characteristics is discussed below. Both the old and new concepts of leadership appear to agree on some characteristics of leadership. 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 the downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity, and energy for improving the organization. As indicated in Lai (2011) research suggests that leaders need to have qualities that facilitate followers to transform one situation into others. Therefore, the ability of leaders to influence others to meet defined objectives or goals. It involves attempts on the leader to effectively influence the behavior of a follower in situations. Often the person who satisfies the needs of individuals in a group will emerge as the leader.

According to Manasse (2016) leadership is a process of influencing group activities, setting goals, and achieving these goals. Yukl (2010) describes Leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. As

Nimisha and Musa (2018) leadership involve the process of getting employees in an organization to work effectively towards the achievement or attainment of organizational goal. It is the activities of influencing, motivating, and directing people in an organization to work according to expectations or beyond to realize organizational set goals. Even though these above definitions are different in explanation, it has the same destination which is organizational achievement.

Leadership is a kind of power where one person can influence or change the values, beliefs, behavior, and attitudes of another person (Ganta and Manukonda, 2014). Like other human activities, leadership is difficult to pin down. In this regard, leadership is a concept that does not have yet a universally accepted definition rather it is agreeable in working definition by scholars who work in the field. Leithwood and Riehl (cited in Abebe Hunde, 2018) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others to achieve common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives.

2.2. Importance of Leadership

Leadership plays an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective leadership acts by empowering employees to engage them and improve work outcomes (Aldoory and Toth, 2004). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass and Avolio, 2000). Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behavior. In addition, Bass (2006) states that leadership is considered as key issue in any given institution and effective practices of leadership are reported to have a positive relationship with increased and improved organizational effectiveness and performance. Michel and Peter (2007) argued that the transformational leader attempts to have a strong teacher's commitment towards the school. The increasing range and complexity of leadership responsibilities in schools means

that it is no longer possible for the principal to be the sole leader. Oyetunyi (2006) , in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners,, discipline, and school climate, to mention but a few.

Hoy and Smith (2007) theorized that the single most important factor in school effectiveness is the principal. This statement depicts the need for leaders to recognize their leadership style and have an understanding of how vastly important it is to the overall effectiveness of their school. The leadership styles that are predominantly enacted by school administrators play an integral role in the functioning of all aspects of a school. Leadership is a concept that has been widely studied and researched across a variety of domains including both the business and educational worlds. Cezmi, Sevas, and Toprak (2014) stated, “Leadership is known as an effort that directs organizational activities to achieve a common goal” (p. 173). With the ever-changing educational landscape, principals must incorporate a wide range of leadership skills and styles to direct their school organization towards common goals and a well-directed vision. Leadership is important for the success of an organization because it provides guidance, and purpose and helps others understand the long-term strategies and goals of a business.

2.3. Leadership Style

Leadership styles are behavioral patterns that help a leader to exercise his/her activity by influencing the behavior of his/her subordinates in an organization. Effective leaders also vary their styles in response to such factors as community expectations, organizational climate and culture, and certain aspects of the task such as timeliness and availability of resources (Gamage D. and Sooksomchita,P. 2006). Northouse (2007) also states that leadership style consists of the behavior pattern of a person who attempts to influence others. It includes both directive (task) behavior and supportive (relationship) behaviors.

Adeyemi (2010) defined leadership style as the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The concept of a principal’s leadership styles is familiar to administrative staff for there are many textbooks and literature that deal with it. According to Daft and Noe (2001), a principal’s leadership styles has an

effect on teachers as well as students. Adeyemi (2006) described leadership style as a pattern of behavior used by a leader in an attempt to influence group members to make decisions regarding the mission, strategy and operations of the group activities. A leader needs to work with people, to influence them and direct them towards the achievement of organizational goals. According to Abwalla (2014), the manner in which the leader performs the roles and directs the affairs of the organization is referred to as his or her leadership style. Leadership style is therefore the way a principal leads.

Education leadership styles are based on the understanding that certain characteristics, such as physical energy and/or social interaction play a part in the way education is imparted. Effective leadership styles in education are about strengthening the performance of education leaders, improving student achievement, maintaining school culture, motivating staff holders, etc. Many researchers and books are focused identified three styles of leadership. These include the autocratic, democratic, and Laissez-faire leadership styles.

2.3.1. Autocratic leadership style

The autocratic leadership style is a type of leader who uses the autocratic style to dictate all policies and procedures in the organization with little or no group participation. The such leader is task-oriented; hence impose task and methods of work on subordinates who have to carry out directives without questions. Cherry (2017) stressed that autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. In terms of this type of leadership style, all decision-making processes are leader-centered, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership style is successful in providing strong motivation for the leader.

Yukl (2005) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this

style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effectively strange, especially when the leader is short on time and when followers are not productive. Autocratic-self-defense is a leader who insights things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Authoritarian or autocratic-homothetic style is a leader who stresses the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group. Mgani (2006) and Ngirwa (2006) the autocratic behavior of the leaders were seen particularly when they decide to take actions without considering other important stakeholders in education matters.

2.3.2. Democratic leadership style

Peterman (2000) described democratic leadership style is a style that can motivate humanness, teamwork and participation of workers. Democratic or participative leadership is used by leaders to involve employees in the managerial task giving guidance and support. It is also one of the most convenient styles that allow employees to present their ideas or opinions freely in the organization for which they are working. David (2007) argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. His study also focuses on a survey of the effectiveness of democratic and participatory school administration and management in school, and spending time getting people,,s buy-in, the leader builds trust, respect and commitment.s

Democratic leadership styles: the democratic leadership style is also known as the participative style as it encourages full participation of subordinates in the affairs of an organization. This style is characterized by policy making using consultation, a delegation of authority, self-expression, initiatives, and multidimensional communication. Cherry (2017) maintained that democratic leadership, also known as participative leadership or shared leadership is a type of leadership style in which members of the group take a more participative role in the decision-making process. This type of leadership can apply to any organization, from private businesses to schools to the government. Everyone is allowed to participate, ideas are exchanged freely, and discussion is encouraged.

2.3.3. Laissez-fair leadership style

The terminology is from the French “Let them do what they wish.” There are no hard and fast rules, which lead to complete freedom or autonomy to staff of the organization. When a wrong person is put in charge, he or she refuses to take action in order not to offend the followers, thus producing disastrous consequences (Afful-Broni,2004). However, where the subordinates are skilled in the various disciplines, this system can be appropriate.

According to Mbiti (2007), laissez-faire leadership style refers to style as a free-reign style where the leader doesn’t lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods”. The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. “Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing discipline in secondary schools (Wu and Shiu, 2009).

The laissez-faire style is described by Hackman and Johnson (2009), as the most effective style, especially where followers are mature and highly motivated. The Laissez-faire leadership style allows complete freedom for group decisions without the leader’s participation. Thus, subordinates are free to do what they like. The laissez-faire leadership style is characterized by the complete freedom of the group and its members to do what they wish. The leader who adopts this style is carefree and merely supplies materials to subordinates to work with and does not supervise them. According to Cherry (2017), laissez-faire leadership, also known as delegate leadership, is a type of leadership style in which leaders are hands-off and allow group members to make decisions. A laissez-faire style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation.

2.4. Conceptual Definition of Organizational Culture

Various and numerous definitions have been made regarding organizational culture. According to Schwartz and Davis (1981), organizational culture is the whole of beliefs and expectations shared by members of the organization and the norms that shape the behaviors of groups and individuals in the organization. Some of the scientists who are interested in the concept treat the organization's culture as a set of widely shared beliefs about how people behave at work and the values that make it possible to distinguish which goals and tasks are important (Waldron NL and McLeskey J., 2010).

Hellriegel and Slocum (2004) describe an organization's culture as a complicated structure that is composed of beliefs, ideas, attitudes, behaviors, and values shared by members of the organization. Organizations are social systems. The most important elements of this social system are the people. These people, who make organizations dynamic, come to life with their knowledge, manners, and beliefs, or briefly "culture," which they surround. Organizations are made up of people with different cultures. Social gaze, beliefs, rewards or punishment expectations, flexibility, and fatalistic beliefs, that is, social expectations, which are shaped in the culture in which humans are located, cause them to look at the same phenomenon in the same context (Cole, Martin, and Dennis, 2004). These people have come together with several professional criteria, and as a natural consequence of being a group; they have formed a system of beliefs and values that are relatively different from other organizations but within themselves. This system is "organization culture." School culture can change over time to obtain higher student achievement as the profiles enrolling at the school vary from one year to the other and a school should adapt itself to them (Tyson,2008).

To be able to compete in a constantly changing environment, the organization must adapt itself to this change, and continually learn and practice what they teach (Coppieters, 2005). Every organization should demonstrate value-based management. In other words, according to the development of events, there should be a set of values and decisions in the face of developing situations that do not take daily decisions (Lankford H, Loeb and Wyckoff 2012).

2.5. School Culture

School culture is a complex phenomenon that has a significant impact on school effectiveness, both concerning employee performance and student achievement (Deal and Peterson, 1998; Cogaltay and Karadag, 2016). School culture has been defined in a variety of ways and is sometimes confused with school climate and school environment. A school's culture is very simple and generally defined as "the way we do things around here" and a school's climate or environment refers to "the way we feel around here" (Muhammad, 2009, p. 19).

School culture has many layers and is different for every school (Cogaltay and Karadag, 2016; Shaw and Reyes, 1992). Kalkan et al. (2020) identified four layers of personal experience: the individual's perception of surroundings, the different settings in which an individual participates (e.g. home, school, community), the individual's relationships with others in these different settings, and finally the culture created by the interactions of the previous three levels. In other words, school culture reflects the experiences of its constituents, and these experiences encompass not only classroom experiences, but also experiences outside the classroom walls. A teacher's experience includes relationships with students and also with colleagues and administrators, collaboration or lack thereof with colleagues, the climate of faculty meetings, school initiatives, and parent and community interactions (Kalkan et al., 2013). A student's school experience includes peer relationships in addition to relationships with parents, teachers, and administrators; a student's experience reflects time spent in the classroom, school open spaces, such as the cafeteria and the library, and at school events in addition to his or her home life and community activities (Kalkan et al., 2013).

2.6. Dimensions of school culture

According to some researchers, several various dimensions of school culture are determined. These dimensions are as follows:

2.6.1. Collaborative leadership

Collaborative Leadership is the degree to which school leaders establish and maintain collaborative relationships with school staff. Arbabi and Mehdinezhad (2015) defined

collaborative leadership as “the participation of employees in different levels in the organization to identify problems, analyze solutions and achieve solutions, so they can assist their managers and headquarters in solving problems”. Collaboration is a great way for instructional improvement. This approach yielded high achievement, positive relationships, and psychologically healthy people (Johnson, 1989). Inger (1993, p.1) found that teachers saw improvement in student achievement, behavior, and attitude. “In schools where teachers work collaboratively, students can sense the program coherence and a consistency of expectations”. The collaboration provided for significant and lasting personal growth that lead to substantial organizational change (Christenson and Eldredge, 1996).

2.6.2. Teacher collaboration

The degree to which teachers engage in constructive dialog furthers the educational vision of the school. Poulos et.al (2014) said “teachers universally point to the impact of teacher collaboration on student learning by improving classroom practice, promoting data use, increasing academic rigor, and supporting students’ nonacademic needs”.

2.6.3. Professional development

Professional development is the degree to which teachers value continuous personal development and school-wide improvement. Main, J.T. (2015) stated that for continuous professional development to be effective and for transformative learning to take place, participants must understand the topic in terms of what to do, how it works, and why it is important. Continuous professional development that increases teacher effectiveness and improves pedagogical practices has a strong connection to teachers’ self-efficacy.

2.6.4. Unity of purpose

The degree to which teachers work toward a common mission for the school. Freed (2014) defined a shared purpose as insightful. She stated: “a well-functioning school is one in which the school leadership especially the head of the school can manage the complex network of people focused on a shared mission whatever it may be”.

2.6.5. Collegial support

Collegial support is the degree to which teachers work together effectively. LaPlant (1986) and Paquette (1990) both researched the impact of collegial support among teachers. Their research found that teachers that work and plan together, as well as celebrate their accomplishments seem to have a positive impact on their overall view of the culture of the school. Collegiality is comprised of professional collaboration and affiliation and exists when people feel valued and included. Collegiality comprises two elements: professional collaboration and affiliation. “Professional collaboration is the degree to which staff members work together to solve professional issues and to encourage and inspire each other” while affiliation is present when “relationship between all members of the school community demonstrate harmony, respect, mutual support, and enjoyment of each other’s company (Philips and Wagner, 2003, p.5).

2.6.6. Learning Partnership

Learning partnership is the degree to which teachers, parents, and students work together for the common good of the student. An important component of establishing learning partnerships is to help students understand how academics relate to them, who they are, and what the world means to them. Teachers need to show how lessons are relatable but it is on the student to make the material personal (Blodget, 2016). This gives the students the ability to develop self-awareness, self-advocacy, and self-efficacy (Vantine, 2016).

2.7. The Roles of Principals in Constructing School Culture

School culture is a phenomenon that is created by students, teachers, administrators, parents, and other school staff members, and it is acquired in the form of habits, beliefs, perceptions, behaviors, and norms. School culture influences every aspect of how a school functions including the methods of communication and the style of leadership of the school. Organizational trust in schools may not be formulated without school culture and the stakeholders of education as principals, teachers, students, and parents. Quality of communication among leaders of education, teachers, and students plays an important role in constructing trust in a school. Trust will increase motivation and morals and improve

cooperation, school culture, organizational commitment, and the impact of the instructional leaders on teams.

Teacher leaders can gain the trust of teachers if they help them as peers' not as expert supervisors and avoid giving strict feedback about the teaching activities of the teachers (Manging and Stoelings, 2011). They have to be facilitators by pointing out the weaknesses and showing the ways to increase the effectiveness of the activities. Teacher leaders are more effective when they are supported by the principals (Leithwood et.al, 2004). Principals may inform the teachers about the roles and importance of teacher leaders to increase school effectiveness and may provide sufficient time for them to work together (Gigante and Firestone, 2008). Coaching can be effective when supported by the principals (Matsumura, Sartoris, Bickel, and Garnier 2009) and the teachers (Atteberry A, Bryk A, Walker L and Biancarosa G 2008).

Principals can explain the importance of coaching to the teachers for improving teaching (Matsumura, Garnier, Corrente, Junkel, and Bickel 2010). The works of the instructional leaders of a school are complementary to each other so they have to trust and support each other. In this way, leadership can contribute to improving student learning by shaping the conditions and school climate based on the school objectives which target to meet the needs of contemporary society. Different perceptions among teachers and school administrators on educational leadership may cause problems regarding the organization of the school. This may in turn become a source of organizational conflict.

Taking into consideration the impact on the shaping of school culture, weaknesses, and training needs of instructional leaders to succeed in their mission can be analyzed, and education opportunities can be provided to improve their instructional leadership qualifications; then measures can be taken against the factors that restrict instructional leadership. School leaders must be aware of the importance of instructional leadership and positive, cooperative

2.8. Positive versus Negative School Culture

School culture has a strong relationship to the effectiveness of a school for both teachers and students; a positive school culture can positively influence school effectiveness while a negative school culture has the opposite effect (Teasley, 2017). In their study of the relationship between school culture and teacher leadership, Cansoy and Parlar (2017) described a positive school culture as one in which “there is a supportive environment, the level of autonomy is high, and sharing and collaboration are its basis” (p. 312). Cansoy and Parlar further asserted the importance of trust, personal relationships, sympathy, and collaborative problem-solving (Cansoy and Parlar, 2017). In addition, Muhammad (2009) added that teachers’ belief in students’ ability to achieve success was a significant factor in positive school culture. In other words, a positive school culture exists when principals are supportive, teachers collaborate, and student success is the shared vision of all stakeholders.

On the other hand, negative school culture can significantly contribute to the lack of school effectiveness. Rai and Prakash (2014) carried out a literature review based on the key factors of school effectiveness and reported that “the characteristics of ineffective schools (like lack of vision, unfocused leadership, dysfunctional staff relationship, ineffective classroom practices, etc.) were found extremely related to the culture” (p. 44). When a negative school culture exists, it serves as a roadblock to collaboration, job satisfaction, school connectedness, and ultimately student achievement

Positive school culture is a culture in which there is a strong supportive environment, the level of autonomy is high, and sharing and collaboration are its basis (Cansoy and Parlar, 2017). In addition, positive school culture is one in which “educators have an unwavering belief in the ability of all students to achieve success, and they pass that belief on to others” (Muhammad, 2009, p. 20)

2.9. Relationship between Principals’ Leadership and School Culture

The interplay between leadership and culture which affects all aspects of the school is both a complex and slippery concept in school environments. School culture shaped within the organization often demonstrates what people think, and how they behave. In this context, it is

evident that school culture is linked with the aims and activities of the organization and its management. Like many other organizations, schools have also their own unique culture that helps us comprehend the complex senses that work below the surface and are in the air of human groups and organizations (Deal and Peterson, 1990). Leadership style shapes culture and culture affects leaders. This means that school culture and leadership have the potential to, directly and indirectly, influence each other. Improving learning and teaching environments is part of the job of every school principal. At this point, school principals are expected to support and help develop a strong school culture where the students and teachers have a high motivation to learn and teach (Karadağ and Özdemir, 2015), sincere and honest relationships among school members, and a sense of acting together (Kalkan, Altınay, Atasoy, and Dağlı, G 2020). It is also expected of principals to transform the school into a learning organization and manage change.

Research on school improvement promotes innovation, encourages change, takes a risk, and indicates the main power of the culture in enhancing curriculum, instruction, professional development of human resources, and the learning process (Smylie, 2009). It is evident that much research related to school culture has been made within the effective school research literature and it is linked with productivity and performance outcomes such as student achievement, teacher motivation, commitment, turnover, and organizational change. Avcı (2016) states that the school principal plays a vital role in sharing and growing the organizational culture. Kalkan, et al. (2020) found that school culture has a partial mediator effect on the leadership styles and the organizational image. Moslehpour, Altantsetseg, Mou and Wong. (2019) noticed that the organizational climate and working style fully mediate the relationship between leadership style and job satisfaction. School culture research is meant that school principals have to raise the commitment of the school community to meet individual expectations and to create a positive school culture.

2.10. Summary of Literature Review

To sum up, regarding the principals' leadership style and school culture there are different leadership styles practically implemented at the school level and the magnitude of applicability varies across the school leaders. Based on this, there are three most commonly

practiced leadership styles which are the Democratic, Autocratic, and laissez-faire leadership style.

School culture contributes to the overall success of a school. Although the objective of the standards-based reform efforts is to align content, teaching, and assessment, the chances of these reforms being successful are remote unless a culture exists that supports and values these structural changes. In addition, leaders are viewed as being vital to improving the effectiveness of an organization. One possible method for increasing an organization's effectiveness is by identifying an individual's leadership style, and consequently, matching it to a compatible culture. Based on the review of the literature, there is evidence that indicates that leadership and school culture are correlated. Attempting to understand one without having an understanding of the other will not obtain the desired results. As a result, school leaders must have a thorough understanding of their role in shaping the school culture, as well as the leadership style that is most appropriate for assisting them in doing so, for them to be effective. In turn, this research study will help to fill this gap.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research description of the study area, the research design, Sources of data, population, sample and sampling techniques, data gathering tools, method of data analysis, and ethical consideration in brief.

3.1. Description of Study Area

The study was conducted in OSZSF. The Zone is located in the center of Oromia Regional States. This zone is one of the 21 zones of the Oromia Regional States, which is located surrounding Finfine the capital city of Ethiopia. Finfine is the capital city of this Zone. These zones were organized from six districts and one town's administration. OSZSF is bordered on the south by the South West Shoa zone, on the east by East Shoa zones, on the north by the North shoa zones, and on the west by West Shoa zones. The Zone has 22 Secondary schools (9-12) (OSZSF education desk report, 2021). The studies were conducted in three districts and one town's administration from these districts three secondary schools (Carra Gudina, Canco Abba Gada, and Sire Guyo) and town administration, and one secondary school (Sendafa) are selected randomly.

The topography is characterized by an area of great physiographic diversity like a mountain, high plateaus, low plateaus, and low lowland. It has also three agro-climatic zones which include a cool type of terminal zone, moderately warm temperature, and cool. As the special zone, it was created after the census of 2007; it is hard to find correct data about its population. The estimated population size according to the 2007 census conducted by the CSA is 794,489, of which 228,420 or 28.75% were urban dwellers. The three largest ethnic groups reported were the Oromo (95.12%), the Amhara (3.24%) and all other ethnic groups made up (1.64%) of the population. Oromifa was spoken as a first language by 96.47%, Amharic was spoken by 2.82% and the remaining 0.71% spoke all other primary languages reported.

3.2. Research Design

In this study, the descriptive research design was employed because the major goal of this study is to describe the effects of principals' leadership styles on school culture, as it exists at

present. It is also relevant to gather detailed information concerning leadership styles and school culture in public secondary school selected in OSZSF. The basic ground behind applying this design is to collect data to answer questions about peoples opinions, beliefs, attitudes, behaviors, and demographic composition on the current study (Mills and gay,2016).

Additionally, descriptive research design makes possible the prediction of the future based on findings on prevailing conditions. In line with this, Jose and Gonzales (1993), state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994), describes that descriptive research design helps to gather data at a particular point in time to describe the nature of existing conditions or relationships that exist between specific events. In this study, both quantitative and qualitative research approaches were used. Because of the nature of data collection tools which help to gather quantitative and qualitative data and that are quantitatively organized, required qualitative explanation.

3.3. Sources of Data

The necessary information to conduct the study has been collected from both primary and secondary sources to get adequate information about the leadership style and school culture.

3.3.1. Primary sources of data

The primary sources for first-hand information were school principals, vice-principals, unit-leaders, supervisors, and teachers. The reason for selecting these respondents as the primary sources of data were based on the expectation that they might have better information and experience on the issue under study, through questionnaires and interviews.

3.3.2. Secondary sources of data

Secondary data were collected from different documents to supplement the primary sources of data. To have a background about the principal's leadership style and School culture at the school level, documents such as educational guidelines, files (records and documentation), and reports are used as secondary sources of data.

3.4. Population, Sample Size, and Sampling Techniques

According to the OSZSF education office, quarter reports of 2021, there were six Districts, one administrative town, and 22 public secondary schools in the Zones. Since the scope of research and the population is wide and large in numbers.

Blum (2012) defined a target population as all the members of a real or hypothetical set of people, events, or objects to which researchers wish to generalize the results of their research. To make the study concrete and genuine, it is advisable to use representative samples and generalize the findings to the population. Current 22 public secondary schools in OSZSF. To create the research manageably and obtain reliable data and easy to analyze and interpret its results, in this research three (50%) Districts and one town (100%) administration were selected by using simple random sampling of a lottery method. First, the list of all the six Districts was ready the lottery paper is prepared with their names. Next a colleague, without any clue, drew the lottery paper. Finally, Mulo, Sululta, and Baraka Districts and Sendafa town administrations were selected.

In these selected Districts there were collectively 22 public secondary schools. These four schools were selected by using a simple random sampling technique. Finally, Cara Gudina, Canco Abba Gada, Guyo Sire, and Sendafa secondary schools were included.

From four sampled schools out of 140 teachers, 90(64.28%) were selected as a source of data by simple random sampling, to provide all schools teachers in the sampled school with an equal chance to be selected as samples, and 4(100%) principals, 4(100%) vice-principals, 4(100%) supervisors and 4(100%) unit leaders (or 16(100%) school leaders) were selected by using availability sampling technique, whereas 4(100) PTAS were selected using purposive sampling because they have close relationships with directly school leadership. The total population was selected from three districts and one administration town in OSZSF. The total population size of each respondent representative 110 (68.75%) was selected from the population of 160.

Table 1. Summary of the total population, sample size, and sampling techniques

No.	Respondents	School name												Sampling Techniques
		Cara Gudina			Canco A/ Gada			Guyo Sire			Sendafa			
		Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%	
1	Principals	2	2	100	2	2	100	2	2	100	2	2	100	PS
2	Teachers	32	21	65.6	48	30	62.5	20	13	100	40	26	65	SRS
3	Supervisors	1	1	100	1	1	100	1	1	100	1	1	100	PS
4	Head of PTA	1	1	100	1	1	100	1	1	100	1	1	100	PS
5	Unit leaders	1	1	100	1	1	100	1	1	100	1	1	100	PS
	Total	37	26	70.2	53	35	66	25	18	72	45	31	68.	

AS= Purposive sampling, %= Percentage, SRS= Simple Random Sampling

3.5. Instruments of Data Collections

The researcher used the following tools to conduct gather data. These are; questionnaires and interviews are data-gathering instruments.

3.5.1. Questionnaires

Questionnaires are the most important tools which the researcher used to get primary data from the respondents. According to Cohen et al, (2000) and best Kahan (2008) Likert type of questionnaire are appropriate tools to obtain accurate and relevant data about the current situation of issues large within a short period relatively cost-effective way. The researcher has used two standardized questionnaires the first one was used to gather data to identify the dominant leadership style in the Public secondary school of OSZSF. The questions were derived from North House leaders' behavior description model. They were modified to directly adjust to the study. To make the data manageable, a close-ended questionnaire was prepared to collect data from teachers and school leaders. In this study, the revised LSQ consisted of 18 items and it was used to assess the leadership behaviors of principals. The response of each item was based on Likert's (1932), 5 points scale showing 1 strongly disagree, 2= disagree, 3=neutral, 4= agree and 5 strongly agree. Three leadership styles namely democratic, laissez-faire, and autocratic leadership styles were measured using the

questionnaire. There were six questions investigating the behavior of the style under each of the three leadership styles. The second questionnaire used the School Culture Survey (SCS) developed by Steve Gruenert, a professor of educational leadership at the Indian state university. According to Gruener (1998), SCS is used to assess the school toward six cultural dimensions of the schools the revised SCS is collaborative leadership, teacher collaboration, unity of purpose, collegial support, learning partnership, and professional development. The total number of items used to assess school culture was 12. The response of each item was based on Likert's (1932), 5 points scale showing 1 strongly disagree, 2= disagree, 3=neutral, 4= agree and 5 strongly agree.

The questionnaire for 90 teachers and 16 school leaders participants had three sections. The first section deals with general information of respondents' data including sex, age, educational level, qualification, and length of the service year. The second section deals with leadership style and school culture. Using the scale stated above, the participants indicated their opinions on each item by putting an (X) mark in the appropriate space. The questionnaires were prepared in the English language since the participants were bachelor's degree holders, and they could understand the language easily.

3.5.2. Interview guide

The semi-structured interview was used as a data collection instrument to obtain additional data that could strengthen the output of the study. The main reason to select semi-structured interviews was that it helps to find out the different personal perspectives and views deeply and to triangulate the validity of the data gathered through questionnaires (Cohen et al, 2000). The interviews permitted greater depth of responses which were not possible through any other means. Thus, the purpose of the interview were to collect more supplementary opinions to stabilize the questionnaire responses.

A total of five semi-structured interview items were prepared by the researcher. A semi-structured interview was conducted with selected four Supervisors and four PTSA heads. Semi-structured items were prepared for the above respondents. The reason behind the semi-structured interview items was the advantage of flexibility in which new question was forwarded during the interview based on the responses of the interviewees. The interview

session used English and Afan Oromo languages to clarify the questions and collect additional information. The duration of the interview was about 15-20 minutes for each participant and during the interview session, note-taking was applied to take down the information provided by respondents and later on translated in to English by the researcher.

3.6. Data Collection Procedures

The researcher adopted the following steps in collecting the data for the study. First, the researcher collected the letter from the Haramaya University Department of Educational Leadership and Management. Second, he went to the educational experts and other concerned bodies and explain the purpose of the research and convinced them to support it by forwarding relevant information data. Third, the questionnaires were duplicated. Fourth, the researcher distributed the questionnaires to four secondary school teachers and school leaders (principals, vice-principals, supervisors, and unit leaders). Finally, the researcher collected the questionnaires and presented their thanks to the respondents because of their genuine cooperation.

3.7. Methods of Data Analysis

After the collection of necessary data, careful analyses were employed systematically for the quantitative and qualitative types of data. The data which were collected through close-ended questionnaires were tallied and tabulated. The interpretation was made with the help of frequency and percentage. The items were classified into different tables in line with the basic questions. Each item was analyzed and interpreted. The data obtained through semi-structured interviews were transcribed and organized into categories, themes, and discussions. The qualitative data were analyzed by using narration. The quantitative data was tabulated and processed by using a statistical package for social sciences (SPSSV-20). Then, the analyses of the quantitative data were made using descriptive statistics, like frequency, percentage, mean and standard deviations. Besides, to test the presence of significant differences between teachers and school leaders in respondents' responses to items of the questionnaire; a t-test was calculated. Furthermore, 2-tailed Pearson's correlation coefficients were used to determine the relationships between leadership style and school culture. Besides, Regression analysis was used to examine the relationship between principals' leadership styles and the

school culture practiced in the schools under study. The equation of the regressions was generally built around dependent variables (leadership styles) and independent variables (schools culture).

3.8. Ethical Consideration

Fouka and Mantzorou, (2011) indicates research ethics is important in all research endeavours and it requires that researchers should protect the self-respect and self-esteem of their respondents, participants, informants and they should also publish well the information that is researched.

To realize ethical law first the researcher received an introduction letter from Haramaya University, a formal letter to be submitted to all concerned bodies to obtain their cooperation. The researcher clearly informed the respondents verbally about the purpose and benefit of the study just to secure their permission.

According to Best and Khan (1999) involving participants in research work is important by considering the ethical principles laid down to protect them. Furthermore, all the participants were reassured of confidentiality by explaining to them that their names and other clues status in the study and exposed to external bodies. The researcher did not personalize any of the responses of the respondents during data presentations, analysis and interpretation and hence the identity of the respondents has been kept confidential. Any data and information given by them were kept confidential so that no one has the opportunity to relate response to anyone of them, and the data and information they provide were not used for anything other than for this research purpose only.

4.RESULTS AND DISCUSSION

The major purpose of this study was to assessing and identifies the effects of Principals' Leadership style on School Culture in Public Secondary Schools of OSZSF. More specifically, the study deals with the leadership styles frequently practiced by principals in the schools and describes the extent of the relationship between leadership style and schools culture and the dominant leadership style in the study schools. To attain these objectives attempt was made to answer basic research questions of the study by collecting the data from primary and secondary sources.

The primary data were collected through questionnaires and interviews from secondary school teachers, school leaders (supervisors, unit leaders, vice-principals, and Principals), and PTAS. The questionnaires were initially distributed to 106 respondents 90 Teachers and 16 school leaders (4 principals, 4 vice-principals, 4 supervisors, and 4 unit leaders). Among the distributed questionnaires, 90(95.6%) teachers, and 16(100%) school leaders; a total of 102 (96.2%) respondents were appropriately filled and returned. The remaining 4 (3.8%) respondents were not correctly filled and returned the questionnaires. Therefore, the analysis and interpretation of the data in this study were made using the responses of these teachers and school leaders who correctly filled out and returned the questionnaires. In addition, data obtained from interview responses of school supervisors and the head of PTAS were also used in the analysis and interpretation of the data made in this chapter.

Accordingly, the analysis and interpretation of the data were presented here under dividing into four parts; based on the specific objectives of the study. The first part presents the background information of the respondents. In the second part issues related to the Leadership style frequently practiced by school principals' in public secondary schools were presented and analyzed. In the third part, issues related to the school culture being dominated by principals of the schools under the study were discussed. In the last part of the chapter, the extent of the relationship between leadership style and school culture used by principals were presented and analyzed using the data collected from the respondents.

4.1. Background Information of the Respondents

This section provides a descriptive overview of the demographic information of the respondents, which includes sex; age; educational background, and work experience of them were presented. The demographic characteristics of the respondents are who responded to the questionnaire.

Table 2. Demographic Characteristics of the Respondents

Characteristics	Respondents										
	Teacher		Principals and vice-p		Supervisors		Unit leaders		PTAS		
	f	%	f	%	f	%	f	%	f	%	
Sex	Male	55	61.1	7	87.5	4	100	4	100	4	100
	Female	34	37.7	1	12.5	-	-	-	-	-	-
	Total	90	100	8	100	4	100	4	100.0	4	100
Age	≥25	16	17.7	-	-	-	-	1	25	-	-
	25-35	55	63.9	2	25	1	25	2	50	1	25
	≤35	19	21.1	6	67	3	75	1	25	3	75
	Total	90	100	8	100	4	100	4	100	4	100
Qualification	Diploma	-	-	-	-	-	-	-	-	2	50
	Degree	72	80.0	2	25	-	-	3	75	2	50
	Masters	18	20.0	6	75	4	75	1	25	-	-
	Total	90	100	8	100	4	100	4	100	4	100
Work Experiences	1-10	40	44.4	2	25	1	25	2	50	4	100
	11-20	28	31.1	4	50	1	25	2	50	-	-
	< 20	22	24.4	2	25	2	50	-	100	-	-
	Total	90	100	8	100	4	100	4	100	4	100

Source: Secondary Data Collected from sampled schools 2022

Key terms; f= frequency, %= percentage

In table 2 item 1, the majority of teachers 55(61.1%), school leaders 15(87.5%) and 4(100%) of head PTSA are males. Only 34(37.1%) of teachers and 1(6.25%) of school leaders group of the respondents are females. From this, one can realize that the number of females in the teaching profession is much lower than males in the sampled schools, and the school leadership position in secondary schools was controlled by males in the sampled school.

Regarding table 2 item 2, the age of the respondents showed that 16(17.7%) of teachers were found less than or equal to 25 years old. Second, to this, the age 55(63.9%) of teachers was found between 26-34 years old. The 3rd 19(-%) of teachers were found equal or above 35 years

old. With regards to the age of school leaders, showed that 1(6.25%) were found less than or equal to 25 years old. Moreover, 5(31.25%) of them were found between 26-34 years and 7(43.75%) of them were found equal or above 35 years old.

Concerning table 2 item 3, which shows the academic qualification of respondents, about 72(80%) of teachers and 5(31.25%) of school leaders had first-degree holders. Moreover, 18(20%) of teachers and 11(68.75%) of school leaders had master's holders. With the head of PTAS, 2(50%) were degree holders and 2(50%) were diploma holders. Concerning this, MoE's standard for secondary school education (MoE, 2009) stated that a minimum requirement for teachers to work in secondary school is first degree holders and for school leaders secondary degree holders'' but not fulfilled in school leaders.

Regarding table 2 item 4, which shows the work experience of the respondents 40(46.5%) and 24(27.9%) teachers had worked for 1-10 years and between 11-20 years respectively. Then the last 22(25.6%) teachers had worked above 20 years. On the other hand, 6(37.5%) and 7(43.75%) of school leaders had worked for 1-10 years and between 11-20 years. Next to this 3(18.75%) of school leaders had worked and above 25 years. All PTSA heads worked 4(100%) worked between 1-5 years. This implies the respondents were matured, educated, and relatively experienced in their respective job position. Hence, it is possible to assume that, these respondents could able to provide genuine and truthful responses to the issues raised in the study.

4.2. The Leadership Style Frequently Practiced by School Leaders

Teachers and school leaders (principals, vice-principals, supervisors, and unit leaders) were asked about the rate of leadership styles frequently practiced by school principals' in public secondary schools.

4.2.1. Practices of the democratic leadership styles

In this study the practice of Democratic leadership styles in secondary school is determined by the mean, t-value, and p-value values of teachers' and school leaders' responses to the

questionnaire. Six questionnaires were prepared and each of the items were designed in the form of five rating scales.

Table 3. Democratic Leadership Style measured with its elements

NO.	Items	Respondents	Rating scales					M	SD	t-value	p-value	
			1	2	3	4	5					
1.	Teachers have frequently and supportive communication with the school principal	Teacher	f	5	23	6	27	25	3.51	1.31	-8.48	.049
			%	5.8	26.7	6.9	31.4	29.1				
		School leaders	f	2	2	-	8	4	3.62	1.36		
			%	12.5	12.5	-	50.0	25.0				
2.	Teachers are part of the decision-making	Teacher	f	10	35	6	20	15	2.94	1.34	-7.07	.000
			%	11.6	40.7	6.9	23.2	17.4				
		School leaders	f	4	3	-	6	3	3.06	1.56		
			%	25.0	18.8	-	37.5	18.8				
3.	School principals guide without pressure	Teacher	f	11	11	15	32	17	3.38	1.29	-11.1	.005
			%	12.8	12.8	17.8	37.2	19.7				
		School leaders	f	2	2	-	5	7	3.81	1.47		
			%	12.5	12.5	-	31.2	43.8				
4.	Principals take Teachers as competent and if given a task will do a given job	Teacher	f	12	22	9	24	19	3.19	1.40	-8.25	.000
			%	13.9	25.6	10.5	27.9	22.1				
		School leaders	f	2	5	-	4	5	3.31	1.47		
			%	12.5	31.2	-	25.0	31.2				
5.	The principal help teachers find their "passion".	Teacher	f	9	15	15	31	16	3.35	1.26	-9.95	.038
			%	10.5	17.4	17.4	36.1	18.6				
		School leaders	f	2	3	-	3	8	3.75	1.57		
			%	12.5	18.8	-	18.8	50.0				
6.	School principals need to help teachers for completing their work	Teacher	f	4	9	13	49	11	3.63	.99	15.3	.449
			%	4.65	10.5	15.1	56.9	12.8				
		School leaders	f	1	2	-	7	6	3.93	1.20		
			%	6.2	12.5	-	43.7	37.5				

The result obtained from the score was interpreted as followings. 1.0-1.49=strongly disagree (very low), 1.5-2.49= disagree (low), 2.50-3.49=neutral (medium), 3.50-4.49 = agree (high value) and if mean value was equal to or above 4.50, it was interpreted as strongly agree (very high) (Bluma, 2012).

As indicated in table 3 item 1, the teachers are frequent and supportive in communication with the school principal mean score of teachers and school leaders is (M=3.51, SD=1.31) and (M=3.62, SD=1.36) respectively and the value was rated as high. The t-value result (t=-8.48, p=.049) and $\alpha=0.05$ indicate that there was a statistically significant difference between the school leaders' and teachers' respondents. This means the secondary school principals allowed,

teachers time and space to talk, encourage them to speak freely, accept the feeling of teachers may emerge unexpectedly, and check teachers' understanding by giving feedback/ providing further clarification information.

According to table 3 item 2, the teachers and school leaders asked teachers to be part of the decision-making process the mean value is equal to (M=2.94, SD=1.34) and (M=3.06, SD=1.56) respectively and the rating value was medium. The t-value result ($t=-7.07$, $p=0.00$) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders and teachers' respondents. This shows teachers involve in the decision-making process to a medium extent which means in some cases teachers have participated in the decision-making process otherwise the decision-making power is in the hands of the school principals or school leaders.

Regarding table 3 item 3, the school principal guides without pressure teachers, the mean value of teachers and school leader is (M=3.38, SD=1.29) and (M=3.81, SD=1.47) respectively, and the value was rated as high. The t-value result ($t=-11.1$, $p=.005$) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. It can be concluded that secondary school principals provide guidance voluntarily to the teachers and all staff without power.

Regarding table 3 item 4, the principals take teachers as competent and if giving a task will do a given job, point teachers and school leaders response mean score is (M=3.19, SD=1.40) and (M=3.31, SD=1.47) respectively and the rated was medium. The t-value result ($t=-8.25$, $p=0.00$) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders and teachers' respondents. The respondents' responses show the school principal doesn't undermine teachers he/she believes that teachers have the competency to perform complex duties so the school principal doesn't centralize the power at the top instead he/she delegates different tasks for the teachers to perform because he/she believes on them.

Regarding table 3 item 5, school principals help teachers to find their passion by allowing showing their creativity, and talent the mean value of teachers and school leaders is equal to (M =3.35, SD=1.26) and (M=3.75, SD=1.57) respectively and the rate value was high/medium. The t-value result ($t=-9.95$, $p=.380$) and $\alpha=0.05$ indicates that there was not a

statistically significant difference between the school leaders' and teachers' respondents. This indicates that respondents' responses to secondary school principals assist teachers to find their passion. This means not only on the interest of teaching disciplines but includes attributable characteristics who have surpassed for achieved excellence in a specific field or subject or other doing creative things.

According to table 3 item 6, school principals need to help teachers for completing their work the mean score of teachers and school leaders ($M=3.63$, $SD=.99$) and ($M=3.93$, $SD=1.23$) respectively, and the value rate was high. The t-value result ($t=-15.3$, $p=.449$) and $\alpha=0.05$ indicate that there was not a statistically significant difference between the school leaders' and teachers' respondents. The data shows that secondary school principals need to offer assistance that maybe through advice, direction or help this is especially advice for beginning teachers but it is true for teachers throughout all levels of experience. In addition, the interview was conducted with supervisors, concerning the principals' leadership styles.

The majority of the interview supervisors said that;

As I think democratic leadership styles are not new concepts that should be practiced in every organization, special in educational sectors, but there are not frequently practiced in school because of a lack of principals awareness, lack of support from the education office, and all teachers are not participating in deacon-making and principals cannot giving the best guide to teachers and student. But on major or sensitive issues like examination, school discipline, and school improvement programs all teachers participated in general meetings.

4.2.2. Practices of the laissez-faire leadership styles

In this study practice of the Laissez-faire leadership styles in secondary school are determined by the mean, t-value, and SD values of teachers' and school leaders' responses to the questionnaire. Six questionnaires were prepared and each of the items were designed in the form of five rating scales.

Table 4. Laissez-faire Leadership Style measured with its elements

NO.	Items	Respondent	Rating scales					M	SD	t-value	p-value	
			1	2	3	4	5					
1.	In most situations, principals prefer little input from the subordinates	Teacher	F	13	7	15	9	42	3.70	1.51	-11.5	.000
			%	15.1	8.1	17.4	10.5	48.8				
		School leaders	F	3	2	3	4	4	3.25	1.48	-10.1	.001
			%	18.8	12.5	18.8	25.0	25.0				
2.	In complex situations school principals let teachers work problems on their work	Teacher	F	2	18	12	9	42	3.90	1.31	-12.5	.823
			%	2.3	20.9	13.9	10.5	48.9				
		School leaders	F	2	2	1	6	5	3.62	1.40	-14.2	.000
			%	12.5	12.5	6.2	37.5	31.2				
3.	As a rule, leaders allow teachers to appraise their work	Teacher	F	7	9	15	39	16	3.58	1.15	-14.0	.825
			%	8.2	10.5	14.5	45.4	18.6				
		School leaders	F	-	2	2	5	7	4.12	1.08	-14.3	.589
			%	-	12.5	12.5	31.2	43.7				
4.	The principals leave subordinates alone	Teacher	F	-	4	3	62	17	4.07	.64	-14.3	.589
			%	-	4.65	3.5	72.1	19.8				
		School leaders	F	4	2	2	3	5	3.18	1.64	-14.3	.589
			%	25.0	12.5	12.5	18.8	31.2				
5.	School principals stay out of the way of teachers as they do their work	Teacher	F	2	8	10	47	19	3.85	.95	-14.0	.825
			%	2.3	9.3	11.6	54.6	22.1				
		School leaders	F	2	1	3	6	4	3.56	1.31	-14.3	.589
			%	12.5	6.2	18.8	37.5	25.0				
6.	School principals give complete freedom to teachers	Teacher	F	4	9	13	49	11	3.63	.99	-14.3	.589
			%	4.65	10.5	15.2	56.9	12.8				
		School leaders	F	-	2	1	9	4	3.93	.92	-14.3	.589
			%	-	12.5	6.3	56.2	25.0				

The result obtained from the score was interpreted as followings. 1.0-1.49=strongly disagree (very low), 1.5-2.49= disagree (low), 2.50-3.49=average (medium), 3.50-4.49 = agree (high value) and if mean value was equal to or above 4.50, it was interpreted as strongly agree (very high) (Bluma, 2012).

Regarding table 4 item 1, in most situations, teachers prefer little input from the principal item teachers mean value of teachers and school leaders is equal to (M=3.70, SD= 1.51) and (M=3.25, SD=1.48) respectively and rated as a medium of school leaders and high in teachers responses. The t-value result (t=-11.5, p=.000) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders and teachers' respondents. So, school principals are expected to exert much input by working hard, as seen before the majority of teachers are a beginner here as the data shows teachers prefer much input from the principal. The last point is that the school principal leave subordinates alone item.

Regarding table 4 item 2, in a complex situation school, the principal lets teachers work problems on their items the mean value of teachers and school leaders is equal to ($M=3.90$, $SD=1.31$) and ($M=3.62$, $SD=1.40$) respectively, rated as high. The t-value result ($t=-10.1$, $p=.001$) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. This implies that secondary school principals' let teachers work on problems alone. Maybe letting teachers work on problems encourages them to become creative but hear the data shows that most respondents agreed on the point.

Regarding table 4 item 3, as rule leaders allow teachers to appraise their work item the mean of teachers and school leaders is ($M=3.56$, $SD=1.15$) and ($M=4.12$, $SD=1.08$) respectively and the rate was high. The t-value result ($t=-12.5$, $p=.825$) and $\alpha=0.05$ indicates that there was no statistically significant difference between the school leaders and teachers' respondents. This means that teachers give their judgment about the quality of their work by doing self-appraisal which means those OSZSF Public secondary school principals aren't the chief judge of the achievement of teachers.

Regarding table 4 item 4, the school principal leave subordinates alone item, teachers and school leaders response mean value is ($M= 1.71$, $SD=1.09$) and ($M=1.93$, $SD=1.12$) respectively and rated as low. The t-value result ($t=-14.2$, $p=.000$) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. That means school principals and subordinates work coordinately.

According to table 4 item 5, the school principal stay out of the way of teachers as they do their work item the mean value of teachers and school leaders is ($M=3.85$, $SD=.95$) and ($M=3.56$, $SD=1.31$) respectively, and the rated was high. The t-value result ($t=-14.0$, $p=.825$) and $\alpha=0.05$ indicate that there was not a statistically significant difference between the school leaders' and teachers' respondents. This show the secondary school principals involve / herself instead of staying out by saying this is not my job or it's not my responsibility.

As indicated in table 4 item 6, the response from the school principal gives teachers complete freedom item mean value of teachers and school leaders is ($M=3.63$, $SD=.99$) and $M=3.93$, $SD=.92$) respectively and rated as high. The t-value result ($t=-14.3$, $p=.589$) and $\alpha=0.05$

indicate that there was not a statistically significant difference between the school leaders' and teachers' respondents. As the data shows Public secondary school principals have given unlimited teachers freedom. The interview results are also similar to that of quantitative data collected through questionnaires. Most interviewees of supervisors and PTAS said; “*Many school principals practiced laissez-faire leadership styles in schools because it gives high freedom to teachers and all staff*”.

4.2.3. Practices of the autocratic leadership styles

In this study practice of the Autocratic leadership styles in public secondary school is determined by the mean, t-value, and SD values of teachers' and school leaders' responses to the questionnaire.

Table 5. Autocratic Leadership Style measured with its elements

Items	Respondents	Rating scales					M	SD	t-value	p-value	
		1	2	3	4	5					
1 School principals give rewards/punishment to motivate teachers to achieve school objective	Teacher	f	19	34	7	19	7	2.25	1.22		
		%	22.1	39.5	8.2	22.1	8.1				
	School leaders	f	6	6	-	3	1	2.18	1.32		
		%	37.5	37.5	-	18.7	6.2				
2 School principals say that most teachers in the general population are lazy	Teacher	f	47	10	11	18	-	2.00	1.23		
		%	54.6	11.6	12.8	20.9	-				
	School leaders	f	10	6	-	-	-	1.37	.50		
		%	62.5	37.5	-	-	-				
3 Teachers supervised closely by school leaders	Teacher	f	10	47	11	18	-	2.35	.85		
		%	11.6	54.6	12.8	20.9	-				
	School leaders	f	9	2	-	2	2	2.25	1.69		
		%	56.2	12.5	-	12.5	12.5				
4 The principal is the chief judge of the achievement of teachers	Teacher	f	32	26	11	7	10	2.27	1.35		
		%	37.2	30.2	12.8	8.1	11.6				
	School leaders	f	9	2	-	2	3	2.25	1.69		
		%	56.2	12.5	-	12.5	18.7				
5 The principal gives orders and clarifies procedures	Teacher	f	9	4	11	13	49	4.03	1.35		
		%	10.5	4.6	12.8	15.1	56.9				
	School leaders	f	2	1	-	6	7	3.93	1.38		
		%	12.5	6.2	-	37.5	43.7				
6 Teachers feel insecure about their work and need direction	Teacher	f	6	23	5	25	27	3.51	1.36		
		%	6.9	26	5.8	29.1	31.3				
	School leaders	f	3	2	-	8	3	3.37	1.45		
		%	18.7	12.5	-	50.0	18.7				

The result obtained from the score was interpreted as followings. 1.0-1.49=strongly disagree (very low), 1.5-2.49= disagree (low), 2.50-3.49=average (medium), 3.50-4.49 = agree (high value) and if mean value was equal to or above 4.50, it was interpreted as strongly agree (very high) (Bluma, 2012).

According to table 5 item 1, the school principal give reward or punishment to motivate teachers to achieve school objective, and the mean value of teachers ($M = 2.25$, $SD = 1.22$), and school leaders ($M = 2.18$, $SD = 1.32$) was rated very low. Additionally, the t-value result ($t = -5.78$, $p = .000$) and $\alpha = 0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. As we assume that employee motivation comes not through employment, but by creating a structured set of rewards or punishments. Here the researcher can observe a low mean that shows public secondary school principals do not create a structured set of rewards and punishment to motivate teachers.

Regarding table 5 item 2, the teachers and school leaders asked the School principal to say that most teachers in the general population are lazy, as the mean value is ($M = 2.00$, $SD = 1.23$) and ($M = 1.37$, $SD = .50$) respectively and the rate was very low. The t-value result ($t = -3.58$, $p = .001$) and $\alpha = 0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. This leadership style characteristic is based on employees as inherently lazy but here the data shown in selected secondary schools of OSZSF principals do not show such characteristic.

According to table 5 item 3, states that teachers supervised closely by the principal were rated as low with the mean value of teachers and school leaders ($M = 2.35$, $SD = .85$) and ($M = 2.25$, $SD = 1.69$) respectively and it was very low. The t-value result ($t = -6.89$, $p = .000$) and $\alpha = 0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. This show as the school's principal Public secondary school does not use close supervision and a comprehensive control system.

Regarding table 5 item 4, the principal is the chief judge of the achievement of teachers, the mean value of teachers is ($M = 2.27$, $SD = 1.35$) and school leaders' mean is ($M = 2.25$, $SD = 1.69$) and the rate was very low. The t-value result ($t = -4.25$, $p = .000$) and $\alpha = 0.05$ indicates that there

was a statistically significant difference between the school leaders and teachers' respondents. As the data shows that the public secondary school principals use retain decisions making power to judge teachers' achievement.

According to table 5 item 5, the respondent asked the principal to give orders and clarify procedures and the mean value of a teacher is (M =4.03, SD=.1.35) and the mean of a school leader is (M=3.93, SD=1.38) and the value rate was high. The t-value result (t=-17.2, p=.035) and $\alpha=0.05$ indicate that there was a statistically significant difference between the school leaders' and teachers' respondents.

According to table 5 item 6, concerning teachers feeling insecure about their work and needing direction, the mean value of teachers is (M =3.51, SD=1.36) and the mean of school leaders is (M=3.37, SD=1.45) and the rates were high. Additionally, the t-value result (t=-8.54, p=.022) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents. As the data shows the majority of respondents agree on the point that means secondary school teachers needed direction to accomplish their tasks, this increases the stress and insecure feeling of teachers.

4.2.4. The summary of leadership styles dominantly practiced

In this study, the summary of leadership styles dominantly practiced in secondary school is determined by the mean, t-value, and SD values of teachers' and school leaders' responses.

Table 6. Summary of School Principals' Leader Styles

No	Leadership Style	Teachers		School leaders		Total		t-test	P-Value
		M	SD	M	SD	M	SD		
1	Democratic	3.33	1.25	3.58	1.34	3.38	1.25	-10.16	.000
2	Laissez-faire	3.75	1.02	3.61	1.26	3.78	1.02	-5.45	.079
3	Autocratic	2.78	1.14	2.50	1.20	2.75	1.16	-7.57	.000

Under this part of the respondents' responses regarding the practices of three leadership styles (democratic, autocratic, and laissez-faire) were presented and analyzed.

With regards to the Democratic leadership style, the overall results illustrated in the table showed the mean score is (M=3.38, SD=1.25) which was rated as a medium by the majority of

respondents. Additionally, the t-value result ($t=-10.16$, $p=.000$) and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders' and teachers' respondents.

With regards to the Laissez-faire leadership style, the overall results illustrated in the table showed the mean score is ($M=3.78$, $SD=1.02$) which was rated as high by both groups of respondents. Additionally, the t-value result ($t=-5.45$, $p=.079$) and $\alpha=0.05$ indicates that there was not a statistically significant difference between the school leaders and teachers' respondents.

With regards to the Autocratic leadership style, the overall results illustrated in the table showed the mean score is ($M=2.75$, $SD=1.16$) it was rated as a medium by both groups of respondents. In addition to this, the statistical test obtained shows that ($t = -7.57$, $p=.000$) which is less than t-critical when tested at p-value ($p=.00$, $p > \alpha$) indicates that there was no statistically significant difference between the school leaders and teachers respondents.

In general, when the practice of the three styles of leadership was compared at the schools' understudy, the respondents' rating results indicated that laissez-faire leadership style practice had dominated. This implies secondary school principals in the study schools; give complete freedom to teachers, stay out of the way of teachers as they do their work, and leave subordinates alone the staff, in most situation principal prefer little input to the subordinates, allows teachers to appraise their work, and in complex situation school principal let teachers to work problems on their work. The authority of power was given to the employee and the most determined goal make decisions and resolve problems on their own. This implies that democratic leaders' practices in the study schools guided school leaders to consult employees and allowed them to give any input. It initiates them to create resistance between themselves and their followers as a means of emphasizing role distinctions.

4.3. The school culture being dominated by principals in Secondary school

In order to identify the most and least dominantly practiced school culture in public secondary schools are determined by the respondents responses by mean, SD and t-test are listed by 12 questiones.

No.	Items	Respondent						t-test	p-value
		Teachers		School leaders		Total			
		M	SD	M	SD	M	SD		
	Collaborative leadership	2.25	.97	3.40	1.39	2.43	1.14	-5.6	.078
1.	Principals value teachers' idea	3.13	1.47	3.68	1.49	3.12	1.48	7.04	.00
2.	Teachers are involved in the decision-making process	1.37	.57	3.12	1.36	1.64	.98	2.89	.004
	Teachers collaboration	3.55	1.32	2.84	1.42	3.45	1.34	10.5	.003
3.	Teachers work together to develop and evaluate programs	3.63	1.42	3.50	1.63	3.62	1.44	11.9	.001
4.	Teachers take time to observe each other teaching	3.49	1.28	2.18	1.47	3.28	1.38	8.22	.000
	Unit of purpose	3.01	1.16	2.62	1.42	2.91	1.20	-9.2	.002
5	Teachers support the mission of the school	2.79	1.40	3.12	1.36	2.78	1.34	7.01	.000
6	The school mission provides a clear direction	3.23	1.03	2.12	1.36	3.04	1.14	11.4	.00
	Collegial support	3.60	1.38	3.53	1.46	3.59	1.40	10.2	.000
7	Teachers work cooperatively.	3.65	1.38	3.50	1.41	3.62	1.38	8.92	.037
8	Teachers are willing to help out whenever there is a problem	3.56	1.42	3.56	1.59	3.56	1.42	11.3	.000
	Learning partnership	1.88	.94	2.31	1.03	1.93	.97	4.54	.000
9	Teachers, principals and parents communicate frequently about student performance	1.42	.72	2.50	1.26	1.54	.82	3.00	.00
10	Students are held responsibility for their learning	2.35	1.28	2.12	.80	2.31	1.21	5.28	.000
	Professional development	2.81	1.44	2.75	1.16	2.80	1.41	6.00	.003
11	The school give value for school improvement program	3.13	.72	3.43	1.31	3.17	1.44	7.08	.000
12	Teachers regularly participate in formal education programs	2.51	1.49	2.06	1.38	2.44	1.47	4.65	.000

Table 7.school culture questionnaires'

As data in table 7 item 1, indicated six dimensions of school culture were rated by respondents (Teachers and School leaders) responses. They were collaborative leadership (CL), teacher collaboration (TC), unity of purpose (UP), collegial support (CS), learning partnership (LP), and professional development (PD).

The mean score for collegial support ($M=3.59$, $SD= 1.40$) was the highest mean score among all the other dimensions of school culture. This shows secondary school teachers work coordinately in the group to achieve the unit the purpose of the school mission and teachers are volunteers to help out whenever there is a problem.

The next highest mean score from the dimension was that of teachers' collaboration with a mean score of ($M=3.45$, $SD=1.34$). This means that respondents' perception indicates the teachers work together to develop and evaluate programs and take time to observe each other teaching.

The third highest mean score was that of teacher collaboration ($M=3.15$, $SD= 0.83$) while the fourth highest mean score belonged to collaborative leadership ($M= 3.1$, $SD= 0.92$) and the lowest mean score for that of learning partnership ($M= 2.7$, $SD= 0.73$), students held accountability and responsibility for their learning, but parents and teachers don't frequently communicate about student performance, whereas the second least perceived school culture dimension belonged to professional development ($M=2.71$, $SD=0.73$). According to the above-average mean scores, four of the school culture dimensions such as teachers' collaboration, collaborative leadership, learning partnership, and professional development fell within a medium mean category. This means the Secondary schools were hesitant to with these school culture dimensions. Additionally, the t-value result of CL, TC, UP, CS, LP, and PD is ($t=-5.65$, 10.51 , 9.20 , 10.18 , 4.54 , and 6.00 $p=.000$, $.003$, $.002$, $.000$ and $.003$) respectively and $\alpha=0.05$ indicates that there was a statistically significant difference between the school leaders and teachers respondents.

As the interviewees' responses side that teachers are willing to help each other, they want to work cooperatively during work time but in some cases, we observe that they are involuntary to do any activity without payment. In public secondary schools, teacher collaboration in school culture is dominantly perceived. Developing different programs and evaluating them by teachers is highly observed in this school.

Concerning the unity of purpose culture dimension in response to the question does the school, mission statement reflect the value of the community? As the interviewees said that yes it

does, it represents us because of this we want to teach our children in this school. Secondary school unity of purpose is the second dominantly perceived school culture.

Concerning the interview question regarding collegial support school culture dimension, what they observe as a PTAS membership about teachers collaboration, as PTAS said; *“Teachers help each other as they can and teaching practice disagreements are expressed openly and discussed to solve. In general, collegial support school culture is dominantly perceived in Secondary school under stud”*.

As interviewees responded concerning learning partnership school culture dimension, when they express the extent of PTAS discussion, as they said

To low extent teachers, parents and school principals communicate about student performance. During one school year, student parents may attend for the school closing time or other ceremonies or in serious cases of the discipline of the student, otherwise, they are not voluntary to attend frequently to communicate about student performance. The learning partnership school culture dimension is the least perceived culture in the secondary school of OSZSF and PTAS, teachers and students freely described students' performances.

Regarding the last school culture dimension, professional development interviewees responded in case of school improvement program PTAS interviewees said; *“The school provides one and three- year plans and we discuss it and then the PTA chairman reflects parents at the beginning of the school year without this nothing is done by us and the number of MA (master of arts) graduated teachers are rare”*.

4.4. The Relationship between Principals’ Leadership Style and School Culture in Public Secondary school

The third aim of the study was to study the presence of a relationship between the principals' leadership styles (the democratic, laissez-faire, and autocratic leadership styles) and school culture in the public secondary school under study. To do this, a Pearson product-moment correlation was conducted and the result obtained was displayed in table 8. Correlation

research is used when the study seeks to identify the extent to which two or more variables cover (Cresswell, 2012). The Pearson product-moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of the correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Measuring the strength and the direction of the relationship that occurred between variables is, therefore, important for further statistical significance. To this end, the Pearson product-moment correlation coefficient is computed to describe the relationship between principals' leadership styles and school culture. School culture is an independent variable that affects leadership style variables.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). The result of correlation analysis indicates the degree of relationship that occurred between principals' leadership style (dependent variable) and school culture (dependent variables). To analyze the correlation a 2-tailed Pearson correlation analysis was used. The correlation is significant at 0.05 and 0.01 levels (2-tailed). To interpret the results of the correlation, Somekh and Lewin's (2005) criterion for evaluating the magnitude of a correction was used as a reference. Thus $r < 0.33$ weak relationship, r -between 0.34 and 0.66 moderate relationship and r - between 0.67 and 0.99 strong relationship.

Table 8 presents the relationship between the three leadership styles (democratic, laissez-faire, and autocratic) and six school culture deamination (teachers collaboration, unit of purpose, collaborative leadership, learning partnership, collegial support, and professional development).

Table 7. The relationship between principals' leadership style and school culture deamination

Variables		Demo	Lai.	Auto.	Correlation					
					CL	TC	UP	SP	LP	PD
Demo.	PC	1								
	Sig. (2tailed)									
	N	102								
Lai	PC	.925**	1							
	Sig. (2tailed)	.000								
	N	102	102							
Auto.	PC	.966**	.973**	1						
	Sig. (2tailed)	.00s0	.000							
	N	102	102	102						
CL.	PC	.906**	.971**	.959**	1					
	Sig. (2tailed)	.000	.000	.000						
	N	102	102	102	102					
TC.	PC	.989**	.890**	.945**	.876**	1				
	Sig. (2tailed)	.000	.000	.000	.000					
	N	102	102	102	102	102				
UP.	PC	.965**	.921**	.940**	.929**	.955**	1			
	Sig. (2tailed)	.000	.000	.000	.000	.000				
	N	102	102	102	102	102	102			
CS.	PC	.970**	.859**	.920**	.844**	.982**	.945**	1		
	Sig. (2tailed)	.000	.000	.000	.000	.000	.000			
	N	102	102	102	102	102	102	102		
LP.	PC	.869**	.957**	.945**	.961**	.839**	.881**	.828*	1	
	Sig. (2tailed)	.000	.000	.000	.000	.000	.000	.000		
	N	102	102	102	102	102	102	102	102	
PD.	PC	.937**	.973**	.982**	.967**	.912**	.920**	.883*	.950*	1
	Sig. (2tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	102	102	102	102	102	102	102	102	12

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

Key:- Demo=Democratic leadership styles, Lais= Laissez-faire leadership styles, Auto=Autocratic leadership styles, CL= Collaborative leadership, TC= Teachers' collaboration, UP= Unit of purpose, CS=Collegial support, LP= Learning partnership and PD= Professional development.

As shown in table 8 there is significant and positive relationship was found between variables of principals' leadership styles and school culture. Democratic leadership style was correlated with learning partnership ($r=.906$), professional development ($r=.937$), collegial support ($r=.970$), collaborative leadership ($r=.906$), teacher collaboration ($r=.989$) and unity of purpose ($r=.965$). Generally, the democratic leadership style was a strong relationship with all

school culture deamination. There is a positive relationship between the democratic leadership style and six school culture demotions (r-value positive). The relationship is statistically significant (sig. =0.000) at 0.05 level of significance.

Laissez-faire leadership style relationship with school culture the r value revealed that it had a strong relationship with collaborative leadership (.971), professional development (.937) and unity of purpose (.921), unity of collegial support (.859), learning partnership (.869) and teacher collaboration (.890). This implies that the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school culture had a very strong relationship with the Laissez-faire leadership style.

Autocratic leadership style had a positive and strong relationship with all school culture deamination; with teacher collaboration (.945), unity of purpose (.940), learning partnership (.945), collaborative leadership (.959), collegial support (.920), and professional development (.982). Generally, the study finding indicated that principals' leadership style and school culture at R-values significance was a positive and strong relationship in secondary school under study.

Table 8. Correlation between overall Leadership Style and School Culture

Variables		Correlation	
		Leadership style	School culture deamination
Overall leadership style	PC	1	.993**
	Sig. (2tailed)		.000
	N	102	102
Overall School culture deamination	PC	.993**	1
	Sig. (2tailed)	.000	102
	N	102	

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

The result of all respondents' responses under principal leadership style shows 'Pearson'(r=.993) and response under school culture shows Pearson correlation is (r=.993), which was positively correlated. The overall leadership styles and the overall school culture correlation were positive and strong as the r value indicates.

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with a summary of major findings, conclusions drawn from the findings, and recommendations of the study. In the first section, a summary, of the general study and the major findings were presented. The conclusions drawn from the findings were made. Finally, recommendations were given based on the major findings of the study.

5.1. Summary

The overall objective of this study was to assessing the effects of principals' leadership style on school culture in the public secondary school of OSZSF. Accordingly, the following three basic questions were formulated to guide the research endeavor.

Those objectives aided in the creation of the following basic research questions;

What is the leadership style frequently practiced by school principals' in public secondary schools of OSZSF?

What is the school culture being dominated by principals in public secondary schools of OSZSF?

What is the relationship between principals' leadership style and school culture in public secondary schools of OSZSF?

To answer the research question, related literature was reviewed. The study was carried out in three secondary schools in three Districts and one secondary school of one town administrative that were selected by simple random sampling techniques to the study from 22 secondary schools of six districts and one town administrative in OSZSF.

In this study, the researcher employed a descriptive survey method and a mixed research design. Thus, extensive data were collected and used to confirm findings from different data sources through consequently to validate the generalizability of the study. The quantitate data was collected from a total of 102 respondents. The qualitative data were collected using interviews with 8 respondents (supervizeros and PTSA). To analyze quantitative data the following statistics tools such as percentage, frequencies, mean, standard deviation, and independent sample t-test were used to guide the analysis and interpretations of the findings. Moreover, the qualitative data were interpreted and analyzed by specific themes. The return

rate was 102(96.22%). Data analyses were conducted by using SPSS software. The qualitative data were obtained through interviews conducted with 8 respondents selected from the survey participants.

5.1.1. Background of the respondents

The study showed that the numbers of respondents of male respondents were much greater than that of female respondents and teachers and school leaders (principals, vice-principals, supervisors, and unit leaders) positions were dominated by males in the secondary school under study. Regarding the ages of respondents, the majority of respondents were found between the ages ranges of less than 25, 25-30, and 31- 40 as the study shows.

It was found from the response that the majority of teachers and school leaders in the secondary school under study were degree and master's holders respectively. This confirmed that according to MoE's standard for secondary school education (MOE, 2009), the respondents had the required level of qualification to work in secondary schools of the OSZSF.

While some of the PTSA heads were diplomas and degree holders. Regarding the respondents' years of service, the majority of them were between the range of 1-10 and 11-20. In general, the findings of this study confirmed that the majority of the respondents are adult males who had bachelor's degree level of education, and worked for more than five years. This implies that the respondents were matured, educated, and relatively experienced in their respective job position. From this, it is possible to assume that, these respondents could be able to provide authentic and honest responses.

5.1.2. Leadership style frequently practiced by principals

The most frequently practiced principals' leadership styles were seen from three leadership styles, these were Democratic, Laissez-faire, and Autocratic leadership styles.

Concerning leadership styles frequently practiced with the Democratic leadership style, most of the respondents shows their responses of teacher ($M=3.33$, $SD=1.25$) it was rated medium,

and school leaders ($M=3.58$, $SD=1.34$) were rated high and the total mean of respondents is ($M=3.38$, $SD=1.25$) it was rated to medium.

Concerning leadership styles frequently practiced with the Laissez-faire leadership style, most of the respondents shows their responses of teacher ($M=3.75$, $SD=1.02$) it was rated too high, and school leaders ($M=3.61$, $SD=1.26$) it was rated too high and the total mean of respondents is ($M=3.78$, $SD=1.02$) it was rated too high.

According to leadership styles frequently practiced with the Autocratic leadership style, most of the respondents shows their responses of teacher ($M=2.78$, $SD=1.14$) it rated to medium and school leaders mean value is ($M=2.50$, $SD=1.20$) it was rated to medium and the total mean of respondents is ($M=2.75$, $SD=1.16$) it was rated to medium.

Generally, when the practice of the three styles of leadership was compared at the schools' understudy, the results indicated that the Laissez-faire leadership style was dominantly practiced in the study schools. This implies secondary school leaders in the study schools, give complete freedom to the followers to make individual decisions on their own, principals stay out of the way of teachers as they do their work, and principals leave subordinates alone.

5.1.3. School culture being dominated by principals

Regarding school culture respondent response was analyzed concerning the six dimensions of school culture (collaboration of leadership, unit of purpose, teachers' collaboration, learning partnership, professional development, and collegial support) the following finds were identified.

Collegial support is dominantly perceived in school culture in public secondary schools of OSZSF, the mean value is ($M=3.59$, $SD=1.40$) and is rated as high. Teachers' collaboration is the second dominantly perceived school culture in secondary schools under study and the mean value is ($M=3.45$, $SD=1.34$) and is rated as high. The learning partnership school culture dimension is the least perceived culture, the mean value is ($M=1.93$, $SD=.97$) and is rated as low while, Collaborative leadership school culture dimension is the second least school culture and the mean value is ($M=2.43$, $SD=1.14$) and is rated as low.

The learning partnership school culture dimension is the least perceived culture. Principal accepts teachers' ideas, feelings or opinions because the majorities agree on the point, but the majority of teachers' perception indicates that the involvements of teachers in the decision-making process are low.

5.1.4. The relationship between principals' leadership style and school culture

The results of the correlation test were conducted to see the association between the three leadership styles (democratic, autocratic, and laissez-faire) and school culture strongly practiced; the status of the democratic leadership style in the study schools could be improved.

Democratic leadership style had a positive and very strong relationship with six school culture diminution; teacher collaboration, unity of purpose, learning partnership, collaborative leadership, collegial support, and professional development were significant at .001 levels.

Laissez-faire leadership style relationship with school culture the r-value revealed that it has a very strong and positive relationship with professional development, unity of purpose, and collaborative leadership whereas it has a strong and positive relationship with learning partnership, collegial support, and teacher collaboration.

The findings on the relationship between the leadership styles and dimensions of school culture revealed a statistically significant and positive relationship between autocratic leadership style and all the six dimensions of school culture at 0.00 $P < 0.05$ significant levels. Regarding learning partnership, collaborative leadership, professional development, collegial support, teacher collaboration, and unity of purpose, school culture dimensions were found very strong and positive significant correlation with autocratic leadership style as the r-value signified.

Concerning the relationship between principals' leadership styles and school culture, there was a strong and positive relationship between principals' leadership and school culture in the secondary school under study. This implies that there was a high relationship between leadership styles and school culture. The finding of this study indicates a significant

relationship between principals' leadership style and school culture in the secondary school under study.

5.2. Conclusions

Based on the summary of the study findings, the following conclusions were made regarding principals' leadership style and school culture practiced at the public secondary school understudy.

1. The principals in the secondary schools understudy mostly dominantly practiced Laissez-faire leadership styles other than leadership styles. This shows principals tended not to leave teaching in the complicated situation to work on problems on their own, staying out of the way of teachers as they do their work given complete freedom, exert little input to the subordinates, and learn subordinates alone but principals tended to allow teachers to apprise their work.
2. The democratic leadership style was practiced as a medium rate this show, secondary schools principals tended to guide without any pressure, have frequent and supportive communication with teachers, help teachers for completing their work and to find their passion by participation in different clubs and by creating the chance to show their creativities or passions and addition to this teachers perceived that principals take teachers as competent and given a task win do properly, but in decision-making process teachers are not part of the decision making process.
3. The autocratic leadership style is the least perceived leadership style of public secondary schools of OSZSF. This shows principals tended not to leave teaching in the complicated situation to work on problems on their own, staying out of the way of teachers as they do their work given complete freedom, exert little input to the subordinates, and learn subordinates alone but principals tended to allow teachers to apprise their work.
4. The researcher concluded that according to the results of respondents revealed the most dominant school culture is collegial support school culture dimension means that teachers work coordinately in the group to achieve a unit of purpose that is the school mission and they are voluntary to help out whenever there is a problem in their school

while learning partnership school culture dimension is the least perceived culture. The school principal, students, parents, and teachers don't frequently communicate about student performance.

5. Regarding the relationship between leadership style and school culture, the overall leadership styles have a positive relationship with overall school culture dimensions.

5.3. Recommendations

Based on the summary and conclusion of the study, the following recommendations were forwarded to practitioners and decision-makers to minimize the effects of school culture on leadership effectiveness trustfully.

1. Zonal Education Offices in collaboration with District Education Offices should provide short and long-term trainings to school leaders (principal, vice-principal, supervisors, and unit-leaders) and teachers regarding leadership styles and school culture in the form of workshops and seminars, so that school leaders and teachers in secondary schools would become skillful and knowledgeable about the effect of leadership styles on school culture, how to practice and make the schools effective and efficient in achieving the mission of the schools.
2. The researcher recommended that school principals use different leadership styles because everyone has different characteristics in directing subordinates to further improve their performances, especially teachers and students. Then the principals have to use a mixed leadership style based on the situation to achieve the goals of the schools.
3. Effective leaders at the school level should have the necessary conceptual and technical skills to perform their functions properly. The principals should be highly qualified and experienced, to achieve the desired learning outcomes. However, as evidenced by this study, the status of principals' leadership effectiveness in public secondary schools of the OSZSF needs improvement. Moreover, their educational backgrounds also showed a lack of professionalism among principals of the schools' studied. Thus, it is recommended, that they should work curiously to assign those individuals qualified in

Educational Leadership to secondary school principalships job positions highly recommended.

4. Experience sharing programs regarding the effective implementation of the effect principal leadership styles on school culture in the zones should be designed and implemented by joint efforts of Schools, Zone, and District education offices. For instance, by taking immediate action on critical problems identified, it is advisable if an annual forum is held among school leaders on leadership and school culture issues at the regional or zonal level with the participation of educational offices and leaders.
5. Finally, this study is focused on limited identifying major situations related to effects of principals' leadership styles on school culture in the secondary schools, there may be other specific issues not addressed through this study. So, it is recommended that further studies at all schools of the educational structure in particular are conducted on issues related to the effects of principals' leadership styles on school culture.

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APPENDIX
HARAMAYA UNIVERSITY

College Of Education and Behavioral Sciences
Department of Educational Planning and Management

A. Questionnaires are to be filled by teachers and school leaders (principals, supervisors, vice-principal, and unit leaders).

Dear respondent: I would like to express my heartfelt appreciation and regard for your time and sincere cooperation in advance to fill in these questionnaires. This questionnaire will be designed to gather data for research titled “**The Relationship between School Culture and Principals’ Leadership Styles in Government General Secondary Schools of Oromia Special Zone Surrounding Finfine**”. The results and success of the study will depend on the quality of your response. Hence, I request you kindly provide an accurate and honest response to the item presented. Your identity will be kept confidential and your response will be used only for academic purposes.

General Directions:

- No need of writing your name
- Respond to all closed-ended questions by putting (x) marks in the box provided and to the open-ended ones by writing your responses in the spaces provided.
- Your urgent responses will contribute to the value of the research.

Thank you in advance for your cooperation!

Part I: General information and personal data.

- 1.1. Your schools name _____ 1.2. Gender : Male ___ Female ___
- 1.2. Age : Less than 25 years ___ 25-29 ___ 30-34 ___ 35-39 ___ Above 40 years ___
- 1.3. Level of Educational. Diploma ___ BA/BED/BSC ___ MA/MASC ___
- 1.4. Work Experiences in years: A. Less than 1-5 ___ B. 6-10 ___ C. 11-15 ___
D. 16-20 ___ E. 21-25 ___ F. More than 26 _____
- 1.5. Your current job position _____ 1.6. Service year in current position _____

Part II: School principal leadership style survey questionnaire.

Dear respondents: Leadership style survey to identify school leaders' practice of leadership style. This questionnaire contains statements about leadership style. Next to each statement, circle the number that represents the degree of how strongly you agree or disagree about the statement by using the following scoring system: (1) strongly disagree, (2) Disagree, (3) Neutral (4) Agree, and (5) strongly agree. Be honest about your choices as there are no right or wrong answers it is only for your self-assessment.

Direction: for each of the statements below, mark (x) the number that indicates the degree to which you agree or disagree.

Key 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

No.	Leadership style	Rating scale.				
	Democratic leadership style	1	2	3	4	5
1	Teachers have frequent and supportive communication with the school principal					
2	Teachers are part of the decision-making process					
3	School principals guide without pressure					
4	Principals take Teachers as competent and if given a task will do a given job					
5	The principal help teachers find their "passion".					
6	School principals need to help teachers for completing their work					
Laissez-faire leadership style.						
1	In most situations, principals prefer little input from the subordinates					
2	In complex situations school principals let teachers work problems on their work					
3	As a rule, leaders allow teachers to appraise their work					
4	The principal leave subordinates alone					
5	School principals stay out of the way of teachers as they do their work					
6	School principals give teachers complete freedom					
Autocratic leadership style						

1	School principals give rewards/ punishment to motivate teachers to achieve school objective					
2	School principals say that most teachers in the general population are lazy					
3	Teachers supervised closely by school leaders					
4	The principal is the chief judge of the achievement of teachers					
5	The principal gives orders and clarifies procedures					
6	Teachers feel insecure about their work and need direction					

Any comment or suggestion for the improvement of leadership in your school

Part III. School culture survey questionnaire

Dear respondents: school culture survey to identify school principal practice as culture. This questionnaire contains statements about school culture types. Next to each statement, circle the number that represents the degree how strongly you agree or disagree about the statement by using the following scoring system: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and strongly agree (5). Be honest about your choices as there are no right or wrong answers it is only for your self-assessment.

Direction: for each of the statements below, mark (x) the number that indicates the degree to which you agree or disagree

Key 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree

No.	Statements	Rating scale				
		1	2	3	4	5
1	Principals value teachers' idea					
2	Teachers are involved in the decision-making process					
3	Teachers work together to develop and evaluate programs					
4	Teachers take time to observe each other teaching					
5	Teachers support the mission of the school					

6	The school mission provides a clear direction					
7	Teachers work cooperatively.					
8	Teachers are willing to help out whenever there is a problem					
9	Teachers, principals, and parents communicate frequently about student performance					
10	Students have held responsibility for their learning					
11	The school gives value to the school improvement program					
12	Teachers regularly participate in formal education programs					

Any comment or suggestion for the improvement of leadership in your school

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A. Guide to Structured Interview for school Principal and Head of PTAS.

Dear Interviewees

This interview is designed to solicit relevant information for the research carried out on the topic “**The relationship between leadership style and school culture in Public secondary school of OSZSF**”. The study is conducted for academic purposes only. The soundness and validity of the research findings highly depend on your kind and genuine responses. Therefore, I kindly request you to respond to the questions carefully.

Thank you in advance for your cooperation!

Part I: General Information

1. Sex_____ 2. Age _____ 3. Qualification_____
3. Experience as work _____ 5. Position in school_____

Part II: Give your response to the question in short and be precise.

1. What type of leadership style is dominantly practiced in their school? Is it Democratic, Autocratic or Laissez-faire?
2. What types of school culture are practiced by school principals in your schools?
3. Does all staff participate in the school decision-making process?
4. PTAS and students' parents you observe your children's school teacher's collaborative activity? If your answer is yes list what you observe.
5. What is the extent of collegial support in the school that you observe?
6. To what extent that parents, teachers, and the school principal communicate about school climate and culture?