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- In addition, the finding revealed that comparably the largest number of PTA member respondents were illiterate which are not capable of keeping written documents about different activities and information of the school which help them to give valuable contribution and judgment.
- Concerning work experience, many of leader respondents were at senior teacher career structure level as per policy of MOE so that, they can properly practice leadership roles in general and creating supportive school culture in particular regardless of other problems. Likewise, teacher respondents were from different teacher career structure level which in turn is favorable for experience sharing and creating learning school community if school leaders manage situation properly.

## 2. Leadership practice towards crating positive school culture

### 2.1. Regard to developing and implementing vision and mission

- Leaders in secondary schools of the study area were not participatory in the development of vision. In addition teachers also have no an opportunity to evaluate to what extent the goals are achieved. Even if teachers are not participating in the development of vision they are expected to implement it. The only thing that leaders do is that they articulate and communicate it to teachers.

### 2.2. Professional skill development

- School leaders of the study area were not facilitating professional skill development and it is not valued by the teachers. The finding also reveals that in service training is not a Means for professional development to crate cooperative working atmosphere. More over majority of respondents in the study area prove that there is no culture of sharing ideas among teachers within the school and with teachers of surrounding schools. In addition providing adequate time for professional development, adjusting an induction program to assist beginner teachers and creating awareness about the benefit of professional development is not the culture in the secondary schools of Metekel zone.

### 2.3. Managing and supporting teaching and learning

- Secondary schools of the study area the majority of respondents ensures that teachers do not spend most of their time in the school to strength teaching learning process. As a result of this to meet emotional, academic and social needs of student and the use of assessment strategy for improving teaching learning process is not the culture . The finding also reveals that teachers and students do not have common expectation on the students' performance. Respondents also confirm that teachers miss a considerable amount of classes due to different cases and do not give make up since they are not accountable for the students learning. This reality is further supported by the teachers' that principals vice principals and cluster supervisors failed to conduct continuous supervision to improve students' learning.

### 2.4. Creating conducive and healthy environment

- Secondary school leaders of Metekel Zone leaders do not conduct regular meeting. Majority of respondents agreed that urgent meeting is called in order to inform current situations and to find the solution for disagreement occurs in the school. The research finding reveals that there is a culture of trust between teachers and leaders that teachers
- can freely organize assess and plan their subject. The finding also clearly indicates some of the students' right to learn is respected, where as some other rights of students to learn are violated by the school. In general, a considerable number of respondents show that there was no helpful, two way and supportive culture in secondary schools under the study area.

### 2.5. School community relationship

- With regarding the school community relationship the majority of respondents indicate that secondary school leaders in the study area are failed to communicate about the vision to the community members and don't inform parents about the school improvement program. Continuing their explanation they confirm that the community members are not well mobilized for their contribution in building the capacity of the school which indicates the absence of cooperation between the school and community members. The finding also reveals that teachers don't interact with parents to support their children's learning at home and the schools don't receive regular feedback from parents.

### 2.6. Evaluation on performance of the school

- The research finding clearly revealed that secondary schools of Metekel zone don't conduct self-evaluation of their performance according the standards prepared at the national level. The majority of respondents also ensure appropriate data were no used to evaluate the performance as a result teachers were not rewarded according of the students' achievement. The data obtained in this area clearly indicate that there is no culture of regular supervision to evaluate the performance of teachers so that leaders were unable to provide constructive feedback to improve problematic situations of the school.

## 5.2 Conclusions

Based on the major findings, the researcher has arrived at the following conclusions:

1. In order to create positive school culture secondary school leaders are expected to focus how visions are formulated and implemented. Attention should also be given the extent to which the vision is shared by the school members. In explaining this issue Deal and Peterson (1998) states that positive school culture is composed of the extent to which the school vision is clearly formulated and shared by the school members. However, the finding of this research revealed that the school members are not participating in the development visions and the visions are not shared by school community. Therefore it is possible to conclude that the leadership practice in secondary schools of Metekel zone is failed to create positive school culture. In addition Fllan (2001) states that one of important dimensions of creating positive school culture is the extent to which teachers, students and parents are engage in decision making at the school innovativeness,. However, the finding of this study clearly indicates that leaders in secondary schools of the study area are not participative and don't give due emphasis on the attitudinal changes of teachers to the school improvement program and the creation of conducive and healthy school environment. There for it is also rational to conclude that the crucial dimensions in the creation of positive school culture are not taken in to consideration in the leadership practice of secondary schools of Metekel zone. Finally positive or 'good' school culture is also considered as one which enhanced student learning are practiced. In this regard the finding in secondary schools of the study area contradicts the above mentioned reality. As a result it is possible to conclude the schools are failed to practice meaningful staff development, enhancing the students learning, collective problem solving and sharing experiences. This implies that principals in secondary schools of Metekel zone were not in better position to create positive school culture.

## 5.3. Recommendations

Based on the major findings and the conclusions drawn, the following recommendations are forwarded.

1. Positive school culture both in its content and application has an effect on students learning. Therefore one of the ways that positive school culture to be created is being participatory in formulation of vision and making the visions to be commonly shared by the members of the school.



Therefore, it is recommended that leaders in secondary school of the study area should be participative in the development and implementation of vision. This can be realized if principals should united with teachers, parents and students, give them an opportunity to evaluate the progress and goal achievements and engage them in strategic decisions of the school.

2. It is clearly stated in the finding of the research that school leaders of the study area were not facilitating professional skill development and it is not valued by the teachers. Therefore, it is recommended that:-

- Principals should encourage teachers to share experience with in the school by enforcing department heads to adjust the regular program.
  - Principals should arrange experience sharing program with the surrounding school. For the practicability of this sufficient budget should be allocated when the strategic plan of the school is prepared.
  - Principals should give emphasis and allocate sufficient budget and time for professional skill development and training with in the school while they are preparing the school annual plan.
  - Principals should assign senior teachers as mentor to assist beginner teachers and regular program should be adjusted to create awareness about professional skill development.
  - Principals should give importance on creation of conducive and healthy school environment and regularly evaluating the performance in the school
3. The finding of the research revealed that teaching learning is not given necessary focus. Therefore, it is recommended that secondary school leaders of Mtekel zone should arrange regular discussion program with teachers, parents and students in order to manage and support teaching learning process.
4. The research findings on secondary schools the study area indicates that leaders are failed to communicate with parents and the community members. Therefore, it is recommended that leaders should communicate with them in different public meetings and school based meetings.

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