



Principals Leadership Practice in creating positive school culture in Metekel Zone secondary schools (Benishangul Gumuz National Regional state)

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Abstract

The major purpose of this research was to assess the principals' leadership practice in creating positive school culture in secondary schools of Metekel zone Benishangul Gumuz Region and to identify the major challenges. Proposing possible solutions which will help the schools to improve their practice was also the concern of this study. In doing so, four basic questions which helped the researcher to assess practice of principal's leadership in creating positive school culture and to identify the major challenges were formulated. To conduct this research descriptive survey research design was employed as the study covered large area. Again, quantitative and qualitative research methods giving more emphasis to quantitative one were used in conducting this research. The study was delimited to only to seven randomly selected secondary schools of the zone. For collecting necessary data for this research, 7 principals, 7 vice principals, 7 cluster supervisors and 70 students who were the member of students council and 35 PTA members of the sample secondary schools were selected using purposive sampling technique. Whereas, 65 teachers were selected as respondents by using lottery method of simple random sampling technique. The researcher has used questionnaire consisting of both close-ended and open-ended questions to gather data from principal, vice principal, cluster super visors and teacher respondents and FGD was conducted among sample students as well as PTA respondents. In addition, the important documents related to teacher, parents and students participation were consulted. The data collected using close-ended questions of the questionnaire were analyzed mainly using quantitative data analysis method. In doing so, frequency and percentage were used. Chi-square test was used to test the presence of significant statistical difference between responses of two respondent groups. But the responses obtained through open-ended questions of the questionnaire, FGD and results of document analysis were analyzed qualitatively for the sake of validating and triangulating the quantitatively analyzed data. Accordingly, the findings of the research has indicated that creating positive school culture in secondary schools of the study area was poorly practiced due to problem in applying participatory leadership in formulating vision, negative perception of leaders and teachers to ward professional skill development, lack of commitment in managing and supporting teaching and learning, classroom observation, providing feedback and discussion, lack of necessary skill and knowledge of performance evaluation, unable to communicate with parents and surrounding community and generally inconsistency of the practice. Therefore, the issue of planning, assigning senior teachers in assisting beginner teachers , practicing consistent and ongoing classroom observation, designing consistent feedback system, providing trainings for teachers, creating awareness on both teachers, parents and students, developing conducive and healthy environment and conducting self-evaluation of performance are recommended by the researcher for secondary schools of the study area to practice.

Key words:

Positive school culture
Principals Leadership practice
Principals Leadership practice

INTRODUCTION

This part deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of terms and the organization of the study.

1.1 Background of the Study

The school culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp and Smith 1994).

Deal and Peterson (1990) point to the importance of a shared vision championed by a strong leader with a sense of moral purpose.

Organizational theorists have long reported that paying attention to culture is the most important action that a leader can perform. Educational theorists have likewise reported that the principals' impact on learning is mediated through the climate and culture of the school and is not a direct effect (Hallinger and Heck 1998). Watson (2001) warned us that if the culture is not friendly to learning then student achievement can suffer. Fink and Resnick (2001) reminded us that school principals are responsible for establishing a pervasive culture of teaching and learning in each school. There is substantial evidence concerning the importance of leadership in creating good schools (Freiberg 1999 and Sergiovanni 2001). Ultimately, the relationships that shape the culture and climate of the school are strongly influenced by the school principal. 'In schools where achievement was high and where there was a clear sense of community, we found invariably that the principal made the difference' Deal and Peterson (1990). suggest that The most effective change in school culture happens when principals, teachers, and students model the values and beliefs important to the institution.

Fullan and Hargreaves (1996) use the concept of "culture" to refer to the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate) to each other. In simple terms, culture is "the way we do things around here". Principals must know what specific actions they can take to improve a school if student achievement is to be improved.

Hence, In light of the above notion, the researchers wanted to study the current leadership practice of principals in creating positive school culture by engaging students, parents and teachers in secondary schools of Metekel Zone in Benishangule Gumuz Regional state.

1.2. Statement of the Problem

To the knowledge of the researcher there is scarcity of studies which focused on school leadership practice of organizational culture in secondary schools of Metekel Zone. Due to this reason the researcher felt, there is a gap that needs to be assessed comprehensively about the practice of school leadership culture in secondary schools of Metekel Zone. Thus from personal work experience and the prevailing challenges in secondary schools the researcher was interested to assess school leadership practice and challenges in relation to the need for creating positive school culture,

Therefore, the main purpose of the study was to assess the current leadership practice of principals in creating positive school culture by engaging students, teachers and parents in secondary schools of Metekel Zone. Thus, the study attempts to answer the following basic questions:-

1. To what extent do school leaders perform their school leadership that create positive school culture
2. What are the major challenges that encounter principals in the process of creating positive school culture?

1.3 Objective of the Study

1.3.1 General objective

The purpose of this study is to analyze the principal's leadership practice and the culture of engaging students, teachers, and parents in secondary school of Metekel zone. Findings from this study provide insight about principal's leadership practice and school culture factors that influence students, teachers and parents participation in different activities of the school.

1.3.2 Specific objectives

The study focus on the following specific activities:-

- To look the views of teachers on the current leadership practice of principals toward the creation of positive school culture and improving students, teachers and parents' engagement.
- To identify the major problems encountered principals in creating positive school culture

1.4 .Significance of the Study

The study may contribute to practice of leadership by increasing the awareness of principals within schools. School leaders must be able to foster a shared culture to improve students, teachers and parents' participation.

Therefore, this study might have the following benefits:-

- The attempt to establish the relationship between school culture and students, teachers and parents participation in development of mission and shared vision in the secondary schools of Metekel zone.
- It might provide the necessary feedbacks to the secondary school principals to take corrective measures on the factors affecting their practice of leader ship and students, teachers and parents' engagement in the school affairs.
- This study may also encourage educational leaders, teachers and other researchers to study each domain in detail and wider scope.

1.5. Delimitation of the Study

This study was conceptually delimited to examine the leadership practice of principals towards the creation of positive school culture in six main areas which are preparation and implementation of plans, professional skill development, managing and supporting teaching and learning, creating conducive and healthy school environment, evaluation of performance and developing school community relationship.

1.6. Limitation of the Study

The researcher does not believe that the study is totally free of any limitation. One of the limitations was related with respondents' willingness. Some of respondents might not be cooperative as it will be expected. The study could by no means claimed as exhaustive, it will be considered as beginning for further investigation rather than taken as end by itself.

3: RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, research methodology, sources of data, study population, sample size and sampling techniques, procedures of data collection, data gathering tools, methods of data analysis, checking for validity and reliability of instruments.

3.1 Research Design

Descriptive survey research design was employed with the assumption that it helps the researcher to gather and describe comprehensive data related to the problem under consideration

Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & 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.

3.2 The Research Method

The research method incorporated both quantitative and qualitative with more focus on quantitative one. The reason for focusing on using quantitative approach was that assessing the current status of principal leadership practice demands the collection of quantitative data, which can be put to rigorous quantitative data in a formal and structured manner.

In addition, quantitative one was more preferred to qualitative one as qualitative approach needs more time and experience of the researcher. The qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.3 Source of Data

To achieve the objectives of this study several source of data were used. Secondary school principals, vice principals, cluster supervisors, teachers, students, and parents were used as the sources. The rational for selecting principals, vice principals and cluster supervisors as the sources of data for this study was that, the researcher believed these bodies were directly involving in the preparation and implementation of plans , professional skill development , managing and supporting teaching and learning , creating conducive and healthy school environment , evaluation of performance and developing school community relationship. In addition to these teachers, students and parents are the basic and important source of information to perform the above mentioned activities of the school. Documents in the schools which are directly related to the students, teachers and parents participation were also used as sources of data.

3.4 Population, Sampling Techniques and Sample Size

3.4.1. Study Population

The study population for this research comprised of all secondary school principals, vice principals, teachers, students and PTA members of seven woredas of the zone. Accordingly, 18 school principals, 18 vies principals, 18 cluster supervisors , 407 teachers, 10971 students and 126 members of PTA were the study population. The total study population was 11558.

3.4.2. Sampling Techniques and Sample Size

The sample respondents of this study were selected using two types of sampling techniques. From 18 secondary schools the researcher selected seven secondary schools one from each woreda, through random sampling techniques (lottery method). Accordingly Wombera, Bullen, Debe, Mndura, Mnbuk, Mankush and Pawe Secondary schools were included in the study.

Table 1: Sample secondary schools from each woredas

No	Woredas selected	NO. Secondary schools	Secondary schools selected
1	Mankush	2	Mankush
2	Bullen	3	Bullen
3	Pawe	3	Mandura
4	Dibatie	3	Dibatie
5	Mandura	2	Mandura
6	Wombera	3	Wombera

7	Guba	2	Manbuk
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Simple random sampling was also employed to select teachers from the sample schools. Thus ,according to the number of teachers in each sample schools 65(40%) were selected from 161 teachers .On the other hand, 7 (100%) principals,7 (100%) vise principals and 7 (100%) cluster supervisors were taken as sample through purposive sampling technique. It was felt they are in a better position to give relevant data about the practice. In the same way, 70 students (ten from each school) who are the members of students' council and 35PTA members (five from each school) who usually participate in different activities of the school were taken as sample.

Table2: Total population and Simple size in selected schools

No	Type	Total population	Sample size	Percentage	Sampling Techniques
1	Teachers	161	65	40%	Simple. R
2	principals	7	7	100 %	Purposive
3	Vise-principals	7	7	100 %	Purposive
4	Cluster supervisors	7	7	100 %	Purposive

3.5 Instruments of Data Collection.

The instruments used in gathering the data were questionnaire and Focus group discussion In addition, relevant reference books, journals, Internet sources and supervision manuals were used to support the findings of the study. The researcher believed that the selected instruments were fit the study design appropriately.

3.5.1. Questionnaire

Questionnaire was used to gather data for descriptive survey. Closed and open ended questionnaires were developed for respondents' in-light of literature review. The entire questionnaires were be prepared in English as the researcher believed that they can understand the items. The need to use the questionnaire as a research instrument in this study was related to the following reasons. First, the questionnaire can enable to obtain information about the thought, feeling, attitudes, and opinion of the research participants (Johnson and Christensen, 2008). Second, the questionnaires enable the researcher to collect data involving large number of participant in short period of time than other methods. Finally, since the research itself is survey design it is the most important method in collecting data than others. In preparing close-ended question items, likert scale was employed to identify to what extent the respondents agree or disagree on the stated issues with regard to the practice of leaders are participatory. This is because likert scale is commonly used in survey research, easy and takes less time to construct, simplest way to describe opinion and provides more freedom to respond. For majority of questions the scale consisted of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree was employed. The open-ended questions in a questionnaire were used as they allow the respondents to respond their answers in their own words. Moreover, they are more qualitative and can produce detailed answers to complex

problems. Furthermore, open-ended question items give greater insight and understanding of the topic under study by enabling respondents to write what they feel about the issue under consideration.

5.2. Focus Group Discussion

Focus group discussion will be conducted with purposively selected some students and PTA members. This technique was employed to acquire qualitative data about the various aspects related to the problem under study as it combines elements of both interviewing and participant observation. In addition, this technique enabled the researcher to generate qualitative data which

gave an insight into attitudes and perceptions in a social context where people can consider their own views in the context of the views of others and where new ideas and perspectives can be introduced as it allows observation of group dynamics and non-verbal communication. In order to maximize the responses which were gained from focus groups, the focus group discussion was conducted in Amharic Language and held in a non-threatening environment in which participants feel comfortable in order to extract opinions and to share ideas and perceptions through group interaction. In addition, the researcher will act as a facilitator and listener and asked pre-determined open ended questions which the respondents are expected to answer in any way they choose.

3.5.3. Document Analysis

Document analysis was used in order to gather additional data which helped the researcher to enrich the information obtained through questionnaire and focus group discussion. This will also helped the researcher to crosscheck the data obtained through questionnaire and focus group discussion. Documents provided the investigator with useful information about the culture of school leaders in employing participative leadership. Furthermore, documents which were used for identifying the students' need in the preparation of the school improvement plan like self-assessment sheet will be seen. School minutes which are related to improving teaching learning process, professional development, evaluation of teachers' performance and school community relation will be analyzed.

3.6. Data Gathering Procedures

With the intention of investigating the practice of principals' leadership in creating positive school culture by engaging teachers, students and parents in Metekel Zone secondary schools, the following procedures were followed while gathering data. First of all the researcher developed questionnaires based on the existing literature and duplicate it in a single copy were submitted for comment. After this refinement was made, and then pilot study was done. Secondly, once the instruments are well developed and pilot tested the researcher made contact with secondary schools principals prior to the collection of data. Having this, the researcher informed to all teachers about the purpose of the study and procedure of questionnaire in each sample secondary school. As indicated in sampling procedure section all principals, vice principals, teachers and cluster supervisors were included in the sample. Finally, the researcher administered and collected the questionnaire.

3.7. Methods of Data Analysis

Both qualitative and quantitative techniques of analysis were used based on the type of data gathered and the instrument used. Hence, how the researcher has analyzed the data has been described below in detail. As regards to the quantitative data, responses were categorized and frequencies tallied before analyzing, presenting and interpreting the data. In order to analyze quantitative data which were gained through close-ended questionnaire, frequency and percentage were employed. The researcher used percentage to explain the personal profiles of respondents. Moreover, percentage of responses of two different respondent groups for each item were calculated to judge the extent to which secondary schools under this study were practicing participatory leadership and to identify the major challenges to the practice. For the sake of simplifying data summarization, interpretation and analysis, the principals, vice principals and cluster supervisor

respondents were considered as school leaders in one group and teachers were categorized in another group. In addition, for ease of analysis, 5 rank responses of the questionnaires consisting of the following scales; i.e.,

5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree has been categorized in to three scales (agree, undecided, disagree).

In analysing qualitative data, the information that was gathered through content analyses (verbal and visual communication messages) during focus group discussion was transcribed and

Summarized using word expression. In addition, the hand written notes of document analysis and focus group discussions were transcribed, categorized and compiled together into related themes.

Summary sheets were prepared and translated into English Language and finally, the data were qualitatively analysed and interpreted to validate and triangulate the quantitative analysis.

3.8 Checking for Validity and Reliability of Instruments

To check content validity and internal constancy (reliability) of the instruments pilot test study were conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions. For pilot testing, 16 randomly selected teachers, 1 purposively selected school principal, 1 viceprincipal and 1 cluster supervisors of Pawe K2V2 secondary School were allowed to fill the questionnaire and the researcher asked the respondents about the clarity and whether or not the questionnaire fully covered all the area and most important issues related to participatory leadership practice. Cronbach Alpha were used to estimate the internal consistency (reliability) because it is the most appropriate type of reliability estimate for survey research. The result of the pilot testing was statistically computed by the SPSS computer program accordingly the reliability coefficient of the instrument was found to be 0.908 (90.8%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable. In addition, panel discussion had been conducted with professional department instructors of Giligil Beles Teachers Training College about validity and reliability of questionnaire, FGD and document analysis guidelines. Based on the comments obtained from respondents as well as panel discussion participants, items which were not clear have been made clear, unnecessary items were made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire.

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

The data were collected from a total of 86 respondents. For this purpose, a total of 86 copies of questionnaires were distributed to 65 teachers 7 principals, 7 deputy principals and 7 cluster supervisors. Questionnaires distributed to the principals, deputy principals and cluster supervisors and teachers were all returned. Therefore, the return rate of the questionnaire was 100%. Moreover, 70 students and 35 PTA members participated in focus group discussion.

4.1 Profiles of Participants

The focus of this subtopic was to give some basic background information about the respondents of teachers, leader as (principals, vice principals, cluster supervisors), students and PTA members. Accordingly, the profile of teachers and leaders who involved in filling questionnaire as well as the students and PTA members who involved in focus group discussion is discussed below.

Table 3: The Profile of Teacher and leaders Respondents

No	Profile		Respondents					
			leaders		Teachers		Total	
			No	%	No	%	No	%
1	Sex	Male	21	100	56	86.2	77	89.5
		Female	0	0	9	13.8	9	10.5
		Total	21	100	65	100	86	100
2	Educational Background	Diploma	0	0	3	4.6	3	3.5
		1 st Degree	14	66.6	56	86.2	70	81.4
		2 nd Degree	7	33.4	6	9.2	13	15.1
		Total	21	100	65	100	86	100
		0-2	5	23.81	8	12.3	13	15.2

3	Service in Teaching Profession in year	3-5	8	38.1	5	7.7	34	39.5
		6-8	2	9.52	16	24.6	18	20.9
		9-12	3	14.29	26	40	8	9.3
		13-16	2	9.52	4	6.2	6	7
		≥17	1	4.76	6	9.2	7	8.1
		Total	21	100	65	100	86	100

N.B. Leaders include principals, deputy Principals and department head teachers.

0-2 years =beginner teachers 3-5 years= junior teachers 6-8 years = teachers

9-12 years=senior teachers 13-16 years=associate head teacher

17 years and above =head teachers

With regard to the sex, item 1 of table three, 21(100%) and 56 (86.2%) of leaders and teachers respectively were males whereas, only 9(13.8%) of teachers were females and there were no females leaders. This shows that the majority of both leaders and teachers were males implying that the participation and contribution of females as both teachers and leaders was very low. This obviously contradicts the government policy of empowering females and consequently demands high attention of concerned administrative bodies and Education officials to improve females' participation as both leaders and teachers. This is because it has its own negative impact on realization of gender equity and equality. Besides, the less number of female teachers as leaders might have its own impact on practicing fair and equitable leadership and positive school culture.

As it is indicated in the item 2 of table three, educational status of the leaders and teacher respondents showed that high number of respondents that is, 14 (66.6%) and 56(86.2%) of leaders and teachers respectively have first degree whereas, the rest have second degree and very few of them were diploma graduates. From this, one can infer that the zone should strive to upgrade the educational level of many teachers from first degree to second degree and totally to replace diploma graduate teachers who are teaching at secondary school with first degree holders. This is because proper qualification of teachers has its own negative or positive impact on maintaining the quality of education in general and practicing effective and efficient trend of leadership and creating positive school culture in secondary schools.

Concerning their experience teachers in the teaching profession, 16(24.6%), 26(40%) , 4(6.2%) and 6(9.2) of teacher respondents respectively had worked in teaching profession for 6-8, 9-12,13-16 and ≥17 years .This indicates that, the teacher respondents were under the level of teachers,

associate senior teachers and to teachers' development designed by MOE . From

this, one can infer that many of the principals, deputy principals and department head teachers who involved in leadership activity of secondary schools were in a better position to conduct participatory leadership practice due to the rich experience the teachers gained from long service. In addition, their rich experience may help them easily identify weakness and strength of the school and it is an input for the school to create positive school culture in leadership practice. As one can see from item 3 of table two, the service year distribution of teachers is almost evenly distributed under all teachers' career development structure. From this it is possible to deduce that secondary schools of the study area can easily practice participatory leadership and effective experience sharing programs among teachers who are from different service years. This might help the schools to create learning organization in which one can learn from the other and to easily disseminate model talents and works among teachers.

Table4: Profiles of student respondents

			N	Percent
1	Sex	Male	43	61.4%
		Female	27	38.6%
		Total	70	100%
2	Grade	9 th	14	20%
		10 th	14	20%
		11 th	21	30%
		12 th	21	30%
		Total	70	100%
1	Sex	Male	32	91.4%
		Female	3	8.5%
		Total	35	100%
2	Educational background	Diploma	4	11.4
		1 st Degree	-	-
		10 th /12 th complete	12	34.3%
		Can read and write	15	42.9%
		Cannot read and write	4	11.4%
		Total	35	100%

Regarding the sex of the student respondents, the greater number,

43(61.4%) of them were males whereas only 27(38.6%) were females. This showed that secondary schools of Metekel zone did not actively involve female students in student council committee. Therefore, it is possible to say

that, female students were not in a position to exercise making decisions in different issues and gender equity in schools of the study area was not realized. The result of item 2 of table three revealed that the respondent students were vary from 20%-30% of all grade levels. This implies that the in secondary school students of the study area were representatives from all grade levels to participate in different activities of the school. This may helped the leaders to get valid and reliable information about different issues of the school from students in all grade levels. This also enables leaders to employ the practice of participatory leadership and create positive school culture in secondary schools of Metekel zone

Table 5: The Profile of PTA Member Respondents

As indicated in item 1 of table five, the greater number 32(91.4%) of the PTA member respondents were males whereas, only 3 (8.5%) were females. This shows that female parents were not contributing their own share in providing valuable feedback about their children which is an important input to improve the teaching learning process. This also might have its own impact on the creation of positive school culture and participatory leadership practice in the secondary schools.

As indicated in item 2 of table five, except 4(11.4%) all the rest 31 (88.6%) of respondents were literate who can read and write in which they are conscious and know the benefits of education and school system. This shows they were in a better position to devote their effort in supporting the school and feel sense of belongingness for the school they sent their children. There

for it is possible to say such kind of feeling and connectedness of parents to the school is the favorable condition to school to create collaborative culture.

4.2. Developing vision and mission

(Peter, 1990) notes that coherent vision specifies the particular values and beliefs that will guide policy and practice within the school. Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture change

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction.

The articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. The intent and content of the vision helps motivate all the members of the school community. Reflection on, and communication of, thus vision is essential if it is to become part of everyday practice. Therefore, this part of the research was concerned with assessing whether all members of school community participating in the development of vision in secondary schools of Metekel Zone.

Table 6: The practice of developing vision and mission

N o	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	There is a participatory leadership practice in the development of vision and mission	Teachers	38	58.5	7	10.8	20	30.8	65	100
		leaders	7	33.3	1	4.8	13	61.9	21	100
		Total	45	52.3	8	9.3	33	38.4	86	100
2	Principals ,teachers, parents and students are unified to implement the vision of the school	Teachers	49	75.4	7	10.8	9	13.8	65	100
		leaders	17	81.0	1	4.8	3	14.3	21	100
		Total	66	76.7	8	9.3	12	14.0	86	100
3	There is the school culture that encourage to evaluate the achievement of goal	Teachers	20	30.8	8	12.3	37	56.9	65	100
		leaders	13	61.9	3	14.3	5	23.8	21	100
		Total	33	48.8	11	12.8	42	38.4	86	100
4	There is clear vision and mission which focus on students' performance	Teachers	8	12.3	7	10.8	50	76.9	65	100
		leaders	2	9.5	1	4.8	18	85.7	21	100
		Total	10	11.6	8	9.3	68	79.1	86	100
5	Principals articulate the school vision to other member of the school	Teachers	8	12.3	3	4.6	54	83.1	65	100
		leaders	1	4.8	0	0	20	95.2	21	100
		Total	9	10.5	3	3.5	74	89.1	86	100
6	Students ,teachers and parents are participating in the strategic decision of the school	Teachers	17	26.2	3	4.6	45	69.2	65	100
		leaders	14	66.6	1	4.8	6	28.0	21	100
		Total	31	36.0	4	4.7	51	59.3	86	100
7	Students, teachers and parents are treated to work in collaboration to have shared norms as school members	Teachers	33	50.8	2	3.1	30	46.2	65	100
		leaders	4	19	2	9.5	15	71.4	21	100
		Total	37	43	4	4.7	45	52.3	86	100

As can be seen from **item 1** of table six, the respondents were asked to respond whether there was participatory leadership practice in the development of vision and mission in

their school or not. In response to this question 20(30%) teachers and 13(61.9%) leaders disagreed that there was participatory leadership practice in their respective schools, whereas 38(58.5%) teachers and 7(33.3%) leaders agreed. This shows that there was significant difference between the responses of the two groups. In addition the researcher did not find documentary record that indicates participation of teachers in the development of vision. From this hence, it is possible to conclude that secondary school leaders of Metekel Zone were not participatory in the development of vision and mission.

Item 2 of table six, is related to whether principals, teachers and students are unified to implement the school vision or not. In response to this question 49(75.4%) teachers and 17(81.0%) leaders agreed that leaders, teachers, parents and students are unified to implement the vision their respective schools. Therefore, it is acceptable if the researcher concludes teacher expected in the implementation of the vision in which they are not included in the preparation stage in secondary schools of the study area. This implies that teachers might not be committed to the realization of the vision of the school.

Item 3 of table six, is about the existence of the culture that encourage school members to evaluate the achievement of goals or not. In this regard the majority of teacher respondents [37(56.9%)] replied that there was no such practice in their respective schools whereas, more than half of the leaders [13 (61.9%)] agreed on the existence of the practice. This shows that there was significant difference between responses of the two groups. As has been raised earlier (item1 and 2 of table 6), the secondary schools teachers of the study area are assumed the merely implementers of the vision which is designed by others rather than to participate and evaluate it.

This finding has lead the researcher to critically view the stand of teacher respondents and to implicitly conclude that the school leaders of the study area were not employing participatory leadership practice in secondary schools of the study area.

While responding to **item 4** of table six, the majority of respondents 50(76.9%) teachers and 18(85.7%) leaders disagree with the occurrence of clear vision and mission within the school. This shows that there was no significant difference between responses of the two groups. From this, it is possible to recognize that secondary schools principals of the study area were not in better position to utilize teachers' professional contribution by linking their activities and behaviors with school programs and strategies and channeling group and individual efforts in a way that they could contribute for the success of school goals and objectives.

With regard to **item 5** of table six, the large number of respondents 54(83.1%) teachers and 20(95.2%) leaders replied that leaders are articulating and communicate the school vision and mission to the school members. This indicates that there was no significant difference between responses of the two groups. In addition, as was learned from document analysis, the researcher has observed that the school leaders frequently set an agenda to articulate about the importance of the vision and give direction to be realized in sample secondary schools under consideration. From this consequently, it is possible to conclude that secondary school leaders of Metekel Zone are only articulating and communicating the vision and mission instead of being participatory in developing and creating a sense of responsibility and commitment in its implementation.

In response to **item 6** of table six, 45(69.2%) teachers pointed out that students, teachers and parents are not incorporated and participate in significant school level strategy decisions. As we can see from the data, the majority of teacher respondents witnessed the absence of the practice whereas the nearly half of leaders 14(66.7%) responded that teachers students and parents were participating in significant school level strategy decisions. This shows that there was significant difference between the responses of the two groups. Regarding to this the focus group discussion conducted with students and parents ensures that they are not participating in

decision making which are very crucial in the school. In addition document analysis indicate that decisions on significant school issues like supporting girl students, income generating ,purchase of educational materials and maintenance of the school buildings are centralized by the leaders . From this hence, it is possible to conclude that secondary school leaders of Metekel Zone were not participatory in making decision in significant and strategic issues of the school.

Item 7 which is related to the creation of shared norms more than half of teacher and leader respondents respond that teachers, parents and students are not treated to have shared norms in the school,

4.3 professional skill developments of teachers

Continuing Professional Development (CPD) for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district-level expertise and a special Leadership and Management Program (LAMP) were initiated to build capacity of school principals and supervisors in planning and management. Capacity development of school staff will focus on two groups: practicing and prospective school leaders and practicing and prospective teachers. The important role of school leaders in quality improvement is well known. To allow leaders to play their role more effectively, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training (MOE, 2010). From this point of view, the items in the following table below were raised mainly to check whether or not secondary schools of the study area did use teacher professional skill development for these purposes denoted above or not secondary schools of the study area did use teacher professional skill development for these purposes denoted above.

Table 7:- Professional skill development of teachers

N O	ITEMS	Responden ts	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	There is a culture of facilitating teachers professional development which is valued in the school	Teacher	12	18.5	5	7.7	48	73.8	65	100
		Leader	1	4.8	2	9.5	18	85.7	21	100
		Total	13	15.1	7	8.1	66	76.7	86	100
2	In service training is a means for teachers professional development and to create cooperative working atmosphere in the school.	Teacher	3	4.6	0	0.0	62	95.4	65	100
		Leader	2	9.5	1	4.8	18	85.7	21	100
		Total	5	5.8	1	1.2	80	93.0	86	100
3	There is a culture that encourage teachers to share ideas with in the school or transfer training they received out of the school	Teacher	6	9.2	3	4.6	56	86.2	65	100
		Leader	1	4.8	1	4.8	19	90.5	21	100
		Total	7	8.1	4	4.7	75	87.2	86	100
4	Teachers encouraged to collaborate with surrounding schools to share experience	Teacher	6	9.2	15	23.1	44	67.7	65	100
		Leader	4	19.0	1	4.8	16	76.6	21	100
		Total	10	11.6	16	18.6	60	69.8	86	100
5	Adequate time is provided for professional skill development within the school	Teacher	10	15.4	3	4.6	52	80.0	65	100
		Leader	6	28.6	2	9.5	13	61.9	21	100
		Total	16	18.6	5	5.8	65	75.6	86	100
6	Assisting beginner teacher by senior teachers by senior teachers is a culture in the school	Teacher	10	15.4	5	7.7	50	76.9	65	100
		Leader	2	9.5	3	14.3	16	76.2	21	100
		Total	12	14.0	8	9.3	66	76.7	86	100

Regarding **item 1** of table seven, the majority of teacher respondents [48(73.8)] and 18(85.7%) of leaders disagreed the presence of a culture of facilitating and encouraging teachers professional development and to be valued by all teachers. Besides, the document analysis continuous professional development of teachers revealed that no sample secondary schools under consideration have clearly identified and go through professional skill development of teachers. In addition, it revealed absence regular programs that are adjusted for professional skill development. From this thus, it is possible to understand that secondary schools of Metekel Zone were hardly used build up the capabilities of teachers for which in turn that enhancing teaching-learning process .

With regard to **item 2** of the same table, the respondents were asked to express their opinion as to whether or not teachers are benefited from in service training as a means of professional skill development. Regarding this, the majority of respondents [18(85.7%) Leaders and 62(95.4%) teachers] expressed their disagreement. While the researcher was trying to assess the report documents, he got no document in all sample schools of the study area which showed the documented practice about training conducted among teachers with in the school. Therefore, it is possible to recognize that teacher professional skill development in the secondary schools of the study area did not help schools as the means of creating conditions for discussion between teachers to strengthen ability of teachers.

The objective in raising **item 3** of table seven was to explore respondents' agreement or disagreement with regard to whether or not teacher share whatever new ideas they have to other members of the faculty and replicate training they received by the support

of external bodies. Concerning this, in supporting with the above two items of the same table 19(90.5%) leaders and 56(86.2%) teachers disagreed. Most importantly, as document Analysis revealed, the schools have no any documented evidence which shows different programs designed based on the skill gap of teachers for the sake of integrating the teachers' performance levels with school objectives. More over from the open end questions of both teachers and leaders it is possible to recognize that shortage of budget to organize and facilitate such kind of are the major challenges in secondary schools under the study area. Thus , based on the above evidences, it is easy to understand that the secondary school leaders of the study area were not using training as a means of professional skill development by adjusting school programs and activities based on the teachers' skill gap, needs and interests.

Item 4 of table seven was to explore respondents' agreement or disagreement with regard to whether there is a culture that enabled teachers that encourage to work together with and share ideas with surrounding schools of the same level or not .Concerning this, 18(85.7%) leaders and 58(89.2%) teachers disagreed with the existence of a culture to work in collaboration and share experience with surrounding schools. In addition, as document analysis indicates, the schools have no any documented evidence which shows share of experience with other schools of the same levels on different issues to build the capability of teachers. Based on these evidences, one can conclude the school leaders do not give attention to build the experience of teachers in the schools of the study area.

With regard to **item 5** of table seven, 52(80.0%) teachers and 13(61.9%) leaders disagree that adequate time is provided for professional skill development of teachers. The response of this obtained on this issue is in support with the items above in the same table. In addition to the above obtained information in the deep analysis of the school annual plan professional development is not adequately supported with sufficient budget and time. Thus, due to all these the researcher winds up those secondary school leaders do not focus on the professional development of teachers. This necessitates them to allocate sufficient time, prepare a program and include teacher's professional development in the plan of sample secondary schools under consideration.

In response to **item 6** of table seven, the greater number of leaders 16(76.2%) and 50 (76.9%) teachers disagreed that about the arrangement of an induction program in order to assist beginner teachers by the senior teachers. Concerning the issue, from the open end question is clearly explained that in the schools newly assigned teachers face different challenges to become familiar to school community and adjust themselves to the teaching profession. More over some other respondent explain their view beginner teachers are informally oriented by friends about different issues in the school. The researcher also conducted document analysis and did not obtained any evidence about induction and orientation of newly assigned teachers. From the analysis of data through both open and close end questionnaire and document analysis, it is possible to deduce that secondary school leaders and senior teachers of the study area were not clear about the reason why they were expected to orient, socialize and familiarize newly assigned teachers and as a result it have negative impact on the teaching and learning process.

4.4. Managing and Supporting Teaching and Learning

It is point out by the educational researchers that a school with a positive school culture is a place with a “shared sense of

What is important, a shared ethos of caring and concern, and a shared commitment to helping students learn”. Schools that are conducted in a culture exhibiting these positive qualities have teachers and staff members who are willing to take risks and enact reforms.

Finnan (2000) identified assumptions that influence best practices and structures for educating students. One of the assumptions about best practices and structures for educating students is perhaps the most salient of all the assumptions. The useful consideration is

whether or not time and space are structured with the educational needs of the students in mind. In the case of this assumption concerning best practices, one must ascertain what methods teachers frequently use and is endorsed by the leadership. Do the teachers apply methods that are in the students’ educational best interests or to maintain order and discipline? Is cooperative learning prominent? How much time do teachers spend preparing for tests? In schools where teachers spend a considerable amount of time sorting students and trying to develop learning experiences for students of varied ability, many reforms, like the Accelerated Schools Project will be unlikely to be implemented successfully.

From the above point of view, the items in the following table below were raised mainly to check whether or not secondary schools of the study area did managing and supporting the teaching and learning.

N O	ITEMS	Respondent s	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	Improving teaching learning is the prior culture in our school	Teacher	6	9.2	5	7.7	54	83.1	65	100
		Leader	2	9.5	2	9.5	17	81.0	21	100
		Total	8	9.3	7	8.1	71	82.6	86	100
2	It is a culture in the school to meet the emotional, academic and social needs of students .	Teacher	10	15.4	5	7.7	50	76.9	65	100
		Leader	5	23.8	1	4.8	15	71.4	21	100
		Total	15	17.4	6	7.0	65	75.6	86	100
3	Teachers spend most of their time in the school to strength teaching learning process	Teacher	8	12.3	9	13.8	48	73.8	65	100
		Leader	3	14.3	0	0.0	18	85.7	21	100
		Total	11	12.8	9	10.5	66	76.7	86	100
4	Students evaluate the teaching learning process and provide feedback regularly	Teacher	4	4.3	4	6.2	57	87.7	65	100
		Leader	3	14.3	1	4.8	17	81.0	21	100
		Total	7	8.1	5	5.8	74	86	86	100
5	There is assessment strategy to improve instruction and students achievement	Teacher	2	3.1	1	1.5	62	95.4	65	100
		Leader	1	4.8	1	4.8	19	90.5	21	100
		Total	3	3.5	2	2.3	81	94.2	86	100

6	Teachers and students have common expectation for students performance.	Teacher	13	20.0	2	3.1	50	76.9	65	100
		Leader	4	19.0	2	9.5	15	71.4	21	100
		Total	17	19.8	4	4.7	65	75.6	86	100
7	Continuous monitoring and class room observation is a culture in the school	Teacher	19	29.2	2	3.1	44	67.7	65	100
		Leader	14	66.7	1	4.8	6	28.6	21	100
		Total	33	38.4	3	3.5	50	58.1	86	100
8	Teachers are accountable for students learning and instructional improvement	Teachers	20	30.8	13	20	32	49.2	65	100
		leaders	4	19	3	14.3	14	66.7	21	100
		Total	24	27.9	16	18.6	46	53.5	96	100

Table 8: managing and supporting teaching learning

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In responding to **item 1** of table eight, the majority of respondents [54(83.1%), 17(81.0%) teachers and leaders respectively] disagreed that in secondary schools improving teaching learning is the prior culture where as very few number of respondents [2(9.5%) leaders and 5(7.7%) teachers] agreed on the practicability of the issue. This points out that there was no significant statistical difference between the responses of the two groups. In support of responses, document analysis in many sample secondary schools of the zone under study indicated that teachers even do not conduct action research and evaluate curriculum to improve teaching learning process. Therefore, based on the evidences, it is possible to recognize that secondary schools of Metekel Zone were not in a better position to evaluate curriculum based on the identified core operational values in relation to maintaining quality of education in general and , leaders as well as teachers do not give priority on improving teaching learning process in particular.

With **item 2** of the same table, the respondents were asked to respond to whether there is a culture in the school to meet the academic, emotional and social needs of students. In response to this 15(71.4%) leaders and 50(76.9%) teachers disagreed. Similarly, the respondents of student and PTA focus group discussion participants explained that the needs and interests of the students are not taken in to consideration .They also explained that teachers as well as leaders do not communicate or arrange to a program to share ideas about the academic, emotional and social interests of the students. Supporting this, no sample secondary school of the study area could show written documents. Accordingly, one can conclude that in secondary schools of the study area the students and teacher do not have mutual aid to strengthen and improve teaching learning.

In **item 3** of table eight, the respondents were requested to ascertain whether teachers spend most of their time in the school or not and 48(73.8%) teachers and 18(85.7%) leaders disagreed that teachers spent most of their time in the school.

The open end question from both teachers and leaders indicates that teachers spend a considerable amount of time due to different reasons. Leaders in explaining their view confirm that one of the main reasons for class missing is that teachers are attending work shop at the regional, zonal and woredal level during the regular class time. On the other hand teachers verify principals at the school level arrange meeting program as a result class is missed repeatedly. From FGD students also explain that teachers miss classes and failed to interact with them about the teaching learning process. From the above observed data it is possible to surmise that teachers do not spend most of their time in the school to interact with students and improve instruction.

With **item 4** of the above table, the respondents were asked to respond to whether students were getting opportunity to discuss regularly, evaluate and provide feedback on the teaching learning process. Similarly, the respondents of student focus group discussion participants explained that they don't get an opportunity to evaluate and discuss about the teaching and learning rather they were always requested to fill teachers' performance appraisal criteria once a semester and continuous evaluation of teachers' performance appraisal. The above obtained data is to mean that the secondary schools under the study do not use their students to get feedback and improve teaching learning according to the needs and interests of the students.

In **item 5** of table eight, the respondents were requested to ascertain whether assessment strategy to improve instruction and students achievement. In this regard the majority of teachers 62(95.4%) and 19(90.5%) leaders disagreed with the existence of such practice. The explanation given by teachers from the open end questions indicates that they use assessment only to evaluate the students. They also confirm that leaders encouraged them to give 3-4 tests and a final exam with in a semester only to evaluate students' performance and to compute the result to pass or fail to the next grade level.

From the FGD with students subject teachers as well as leaders do not discuss with them to improve their achievement and instruction. Thus from the data observed above the researcher can conclude secondary schools under the study area do not use the assessment strategy to improve both instruction and students achievement.

With **item 6** of the same table, the respondents were asked to respond to whether teachers and students have common expectation for student's performance. In response to this 50(76.9%) teacher's and 15(71.4%) leaders disagreed. Similarly, the respondents of student focus group discussion participants explained that teachers do not exert their effort to motivate students in order to maximize their performance. Supporting this, no sample secondary school of the study area could show written documents like tutorial programs, make up classes and provision of supplementary materials to their text book. According to the information obtained above teachers do not exert their effort in order to motivate students and have shared beliefs and to improve their performance.

Based on the data obtained in all above the six cases (item 1-6 of table seven) , one can recognize that secondary school teachers and leaders do not have significant statistical difference on managing and supporting teaching and learning in order to improve students' performance of the study area. In addition, it is possible to say that teachers and leaders had not spend much of their time for improving instruction and students performance.

Item7 of table eight, was intended to get the idea of respondents whether continuous monitoring and classroom observation regularly conducted by supervisors and school leaders as a means of improving instruction process and students performance or not. In response to this 44(67.7%) teachers disagree and 14(66.7%) leaders agreed. In addition ,teachers explain their view supervisors and principals do not have regular program to conduct classroom supervision rather they spent most of their time in performing other routine activities of the school.

Similarly, the respondents of student and student focus group discussion participants explained that principals, supervisors and some senior teachers came to class and conducted observation once a year and continuous monitoring and observation of teachers' was not yet practiced. Supporting this, sample secondary school of the study area could show written documents in which classroom observation is conducted less frequently. As the result of the above mentioned reality one can conclude that leaders do not give emphasis to classroom observation and to improve the teaching learning process.

In the **last item** of table eight, the respondents were asked whether teachers are responsible for students learning and instructional improvement essential to create and sustain an effective learning in their respective schools. In their response more than 12(57.1%) leaders disagree that teachers are responsible for students learning and instructional improvement however unlike to that of teachers response 47(72.3%) of teachers responded that they are responsible and accountable for students learning and improving instruction. This indicates that there was significant statistical difference between the responses of the two groups. In supporting with the leaders response document analysis indicates that teacher's misses large number of classes due to different reasons and they do not give make up classes and tutorial for missed classes. From the focus discussion students ensure that teachers do not give make up for missed classes. From this, it is possible to realize that teachers' secondary schools of the study area are not responsible for students learning and improving the instruction in the school which would enable them to build and sustain learning organization.

4.5 creating conducive and healthy environment

Healthy schools that promote high academic standards, appropriate leadership and collegiality provide a climate more conducive to student success and achievement. Leader – teacher relations adequately address the importance of the culture and climate of schools. The first major purpose of a school is to create and provide a culture that is hospitable to human learning (Barth 2001).

From the above point of view, the items in the following table below were raised mainly to check whether or not secondary schools of the study area did managing and supporting the teaching and learning.

Table 9: creating conducive and healthy environment

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	Good working environment are encouraged to create school culture which is positive, caring and collaborative	Teachers	10	15.4	2	3.1	53	81.5	65	100
		leaders	10	47.6	1	4.8	10	47.6	21	100
		Total	20	23.3	3	3.5	63	73.3	86	100
2	Teachers are informed the current issues of the school.	Teachers	47	72.3	8	12.3	10	15.4	65	100
		leaders	17	81.0	1	4.8	3	14.3	21	100
		Total	64	74.4	9	10.5	13	15.1	86	100
3	Regular meeting is conducted among the school members and to create healthy environment and good working relationship	Teachers	22	33.8	5	7.7	38	58.5	65	100
		leaders	13	61.9	3	14.3	5	23.8	21	100
		Total	35	40.7	8	9.3	43	50.0	86	100
4	There is shared beliefs in our school that all students have the right to learn.	Teachers	53	81.5	5	7.7	7	10.8	65	100
		leaders	17	81.0	2	9.5	2	9.5	21	100
		Total	70	81.4	7	8.5	9	10.5	86	100
5	There is a culture of trust on their professional judgment between school leaders and teachers with in the school.	Teachers	44	67.7	3	4.6	18	27.7	65	100
		leaders	18	85.7	1	4.8	2	9.5	21	100
		Total	62	72.1	4	4.7	20	23.3	86	100

As **item 1** of table nine describe, 53(81.5%)teachers and 10(47.6%) leaders disagreed that the secondary school teachers were encouraged for good working relation and create positive, caring and collaborative school culture whereas, 10(15.4%) teachers and 10(47.6%) leaders agreed on the issue. In addition teachers explain their view they are not encouraged to work in collaboration the degree to which teachers engage in constructive dialogue that promote the educational vision of the school. The researcher do not also obtain the document that manifest teachers effort across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers. Thus from the data obtained above it is possible to conclude that leaders are not encouraging teachers to have good working relation and there was no an opportunity to create positive, caring and collaborative school culture in secondary schools of the study area.

Item 2 of table nine was aimed at to ascertain whether leaders in secondary schools of the study area usually give the current information to the teachers or not. In responding to this 47(72.3%) teachers and 17(81.0%) leaders agreed that there was such condition whereas, considerable number of respondents [10(15.4%) teachers and 3(14.3%) leaders] disagreed. Regarding the issue, the document analysis on minutes sample secondary schools revealed that teachers are informed the current issues of the school by leaders (principals, deputy principals and cluster supervisors) . Therefore, it is fair to generalize that leaders update teachers in relation the current issues which they obtained from external bodies like region, zone and woreda education and administrative office.

Regarding **item 3** of table nine describe, 22(33.8%) teachers and 13(61.9%) leaders agreed that in the secondary schools regular meeting is conducted to create good work relationship whereas, 38(58.3%) teachers and 5(23.8%) leaders disagreed with the issue. In addition teachers explain their ideas that staff meeting is conducted irregularly and leaders call the staff meeting sporadically only when they wants to inform current situation and directives sent from top level. In supporting this idea analysis of the school minutes indicates meeting is conducted intermittently.

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As the general finding of the practice in secondary schools of the study area revealed, leaders were failing to conduct regular and continuous meeting and generally the practice lacks the creation of healthy environment and good working relation among the staff members. The above aspects implicitly indicate that leaders call teachers for meeting solve or cope up the challenging situation after it exists. This leads one to conclude that there is no culture which leads to good work relationship in secondary schools of the study area.

As depicted in **item 4** of table nine, the respondents were asked to respond whether there is shared belief in the school all students have the right to learn and 53(81.5%), and 17(81.0%) teachers and leaders respectively agreed that students have the right to learn. In supporting their response both teachers and leaders give their explanation the school respect students dignity in order to be benefited from the education given in the school, they also have the right of speech, to participate in co-curricular activities , they are also free from discrimination on the basis of gender.

However the information obtained from FGD with students indicate that the school violates the right of students to learn in the school in some circumstance. Continuing their explanation they confirm that the schools close their door for students who coming late due to different reasons without asking the reason for coming late. In supporting the student's response it is clearly seen from the legislation of the school students who are late should not be allowed to come into to the school compass. Based on the evidences, one can realize that in secondary school of the study area most of the right of students to learn is respected. On the other side one can conclude there are some violated rights of students to learn.

As **item 5** of the same table, illustrates, 44(67.7%) teachers and 18 (**85.7%**) leaders agreed that there is the culture of trust on their professional judgment between teachers and leaders. In relation to this teachers explain their ideas they have academic freedom in preparing, organizing, providing the lesson and assessing their students. Thus, it is rational to conclude that the majority of teachers' professional judgment in relation to teaching learning process is delegated to them and their decision is accepted by the leaders. This also implies there is a culture of trust between teachers and leaders.

Document analysis of the school minute clearly indicates that almost all urgent meeting are called to resolve grievance which are created within the school staff members. Thus according to the result of the above information it is possible to conclude that in secondary schools of the study area there is a culture of disagreement is openly voiced among the staff members.

In general from the data obtained in the above table one can infer in secondary schools of Metekel zone leaders do not give considerable amount of emphasis to create healthy and conducive school environment

4.6. School community relationship

According to MOE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Therefore, under this part the researcher had tried to investigate the actual practice and come up with data in the table below.

Table 10: school community relationship

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N o	Items	Respondent s	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	The vision of the school is communicated to the community members	Teachers	11	16.9	35	53.8	19	29.2	65	100
		leaders	12	57.1	5	23.8	4	16.9	21	100
		Total	15	17.4	40	46.5	31	36.0	86	100
2	There is a culture of cooperation between the school and community	Teachers	15	23.1	4	6.2	46	70.8	65	100
		leaders	3	14.3	2	9.5	16	76.2	21	100
		Total	18	20.9	6	7.0	62	72.1	86	100
3	Parents are informed about the school improvement and invited to discuss about the teaching learning process	Teachers	30	46.2	5	7.7	30	46.2	65	100
		leaders	15	71.4	3	14.3	3	14.3	21	100
		Total	45	52.3	8	9.3	33	38.4	86	100
4	Teachers communicate with parents hoe to support students work at home	Teachers	6	9.2	5	7.7	54	83.1	65	100
		leaders	3	14.3	2	9.5	16	76.2	21	100
		Total	9	10.5	7	8.1	70	81.4	86	100
5	school receives regular feedback about the school from parents	Teachers	4	6.2	3	4.6	58	89.2	65	100
		leaders	4	19.0	0	0.0	17	81.0	21	100
		Total	8	9.3	3	3.5	75	87.2	86	100
6	Community members are well mobilized for their contribution in building the capacity of the school	Teachers	47	72.3	4	6.2	14	21.5	65	100
		leaders	16	76.2	2	9.5	3	14.3	21	100
		Total	63	73.3	6	7.0	17	19.8	86	100

In response to **item 1** of table ten, the greater number of respondents [12(57.1%)] agree leaders whereas 35(53.8%) teachers undecided concerning the issue the vision of the school is communicated to community members. Concerning the issue, the PTA member participants of FGD illustrated as it was unusual that the school principals communicate about the vision and the way it is to be implemented and realized. Continuing their explanation the school leaders call them for meeting for limited purposes and routine activities teachers' performance appraisal, disciplinary concern and approval of budgets. From the analysis of data through both a questionnaire and focus group discussion, it is possible to deduce that secondary school leaders of the study area were not clearly communicate about the vision and how to implement it.

While responding to **item 2** of table ten, the majority of respondents [46(70.8%), 16(76.2%) teachers and leaders respectively] disagreed that with the existence of culture which is cooperative between the secondary schools and community members, whereas the considerable number of respondents [15(23.1%) teachers and 3(14.3%) leaders] agreed on the existence of the culture. In support of responses, document analysis in many sample secondary schools of the zone under study indicated the unavailability of lists of identified core activities that have to be performed cooperatively by the school and community members. In addition the FGD conducted with PTA members clearly indicate that the community members do not know their roles and responsibilities in working cooperatively with the school. Thus from the above data it is rational to conclude culture of cooperation between the school and community is absent.

As **item 3** of table ten describe, 30(46.2%) teachers and 3(14.3%) leaders disagreed that parents are informed about the school improvement program are invited to discuss on the teaching learning process whereas, 30(46.2%) teachers and 15(71.4%) leaders agreed. The FGD conducted with PTA members indicates that they are not conscious about the school improvement program.

As the general finding of the practice in secondary schools of the study area revealed, leaders were failing to inform to parents about school improvement program and invite them to discuss about teaching learning and generally the practice lacks the application of participatory leadership.

With regard to **item 4** of the same table, 54 (83.1%) teachers and 16(76.2%) leaders disagreed that teachers are communicating with parents in supporting students work at home. whereas, 6(9.2%) teachers and 3(14.3%) leaders agreed with the existence of such practice in the schools. Therefore, it is rational and justifiable for the researcher if he perceives that teachers in secondary schools of Metekel Zone were not interacting with parents to set a strategy how to support their children learning at home.

As **item 5** of the same table, illustrates, 58(89.2%) teachers and 17(81.0%) leaders disagreed that the schools receive regular feedback from parents whereas, the rest considerable number of respondents [4(6.2%) teachers and 4(19.0%) leaders] agreed that parents provide feedback on different issues of the school. Thus, it is possible to conclude that the secondary schools of the study area were not in better position to get parents feedback as valuable input to improve the performance of the school and students achievement.

With regard to the last item of the same table, 47(72.3%) teachers and 16(76.2%) leaders were against with the idea that parents are well mobilized for their contribution in building the capacity of the school whereas, 14(21.5%) teachers 3(14.3%) leaders were supported the situation. Therefore, based on the data of both items 3,4, 5 and 6 of table nine, it is possible to generalize that, community members of secondary schools of Metekel zone were not mobilized to contribute in building the school capacity, provide crucial feedback, support students learning and participate in school improvement programs. In addition, implicitly one can say that the school community relation in secondary schools of the study area remains very lag behind.

4.7. Evaluation of performance in the school

For schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by the experts and supervisors in the administration and they also need to get feedback from their supervisors and experts (MOE, 2010).

Table 11: evaluation of performance in the school

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	Self-evaluation is regularly conducted based on the national standards in the school.	Teachers	10	15.4	7	10.8	48	73.8	65	100
		leaders	3	14.3	0	0.0	18	85.7	21	100
		Total	13	15.1	7	8.1	66	76.7	86	100
2	Data is effectively used to evaluate performance and improve teaching related practice in the school.	Teachers	14	21.5	5	7.7	46	70.8	65	100
		leaders	4	19.0	2	9.5	15	71.4	21	100
		Total	18	20.9	7	8.1	61	70.9	86	100
3	Regular supervision is done to evaluate teachers performance.	Teachers	20	30.8	10	15.4	35	53.8	65	100
		leaders	13	61.9	3	14.3	5	23.8	21	100
		Total	33	38.4	13	15.1	40	46.5	86	100
4	Constructive feedback was provided that helps the school members to solve their problems	Teachers	18	27.7	9	13.8	38	58.5	65	100
		leaders	13	61.9	3	14.3	5	23.8	21	100
		Total	31	36.0	12	14.0	43	50.0	86	100
5	Teachers in the school are rewarded on the basis of student achievement.	Teachers	7	10.8	5	7.7	53	81.5	65	100
		leaders	5	23.8	3	14.3	13	61.6	21	100
		Total	12	14.0	8	9.3	66	76.7	86	100

As can be seen from **item 1** of table eleven, the respondents were asked to respond whether the schools were conducting self-evaluation according to the national standard or not. In response to this question 48(73.3%) teachers and 18(85.7%) leaders disagreed that there was such kind of trend in their respective schools, whereas 10 (15.4%) teachers and 3(14.3%) leaders agreed. In addition, document analysis in all sample secondary schools revealed that there was no separate well prepared evaluation sheet to conduct and evaluate performance of the school. Therefore, it is acceptable if the researcher concludes that there was no clear self-evaluation

Item 2 of table eleven in reaction to these 46 (70.8%) teachers and 15(71.4%) leaders

Showed their disagreement. On top of this, document analysis in all sample secondary schools of the study area revealed the absence of any organized data which is used for evaluation of performance of the school. From this; one can deduce that performance evaluation in secondary schools of Metekel Zone was not serving as a means of improving teaching and learning.

In response to **item 3** of table eleven, the greater number of respondents [13(61.9%)] leaders agree and 35(53.8%) teachers disagreed concerning the issue of conducting regular supervision for performance appraisal of teachers is the culture of the school. Concerning the issue, a considerable number of teachers explain that performance appraisal of teachers carried out at the end of the semester without conducting supervision throughout the semester. In addition, the student participants of FGD illustrated as it was unusual that the school principals were seen in the class to conduct supervision of teachers. From the analysis of data through both a questionnaire, open end questions and focus group discussion, it is possible to deduce that secondary school leaders of the study area were failed to conduct regular supervision to make teachers performance appraisal clear, trustworthy and unbiased.

With regard to **item 4** of the same table, 38(58.5%) teachers disagree and 13(61.9%) leaders agreed with constructive feedback is given to solve the problems in the school. Thus, from the data obtained both items 3 and 4 the researcher can conclude that evaluating performance and providing constructive feedback is not the culture in the school.

Regarding the **last item** of the same table, 53 (81.5%) teachers and 13(61.9%) leaders disagreed that in secondary school teachers are rewarded as the result of students achievement whereas, very few number of respondents [7(10.8%) teachers and 5(23.8%) leaders] agreed.

In addition the findings of item 2 and 5 in table 10 are interconnected from the view point of the researcher that the latter is the consequence of the former one. Therefore, it is more justifiable if the researcher concludes that the secondary schools of Metekel Zone were failing to give reward for those teachers by analyzing student's achievement data in particular and other data in general.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

The purpose of this study was to assess the current practice and to identify the major challenges in principals' leadership practice towards the creation of positive school culture in Secondary Schools of Metekel Zone. The study has mainly focused on assessing the practice in relation to how leaders apply participatory leadership, in order to create positive school culture as a result of developing and implementing shared vision and mission, application of professional skill development, managing teaching and learning process, creation of conducive and healthy environment, establishment of supportive school community relationship, appropriate evaluation of school performance in secondary schools of the study area.

1. The profiles of the respondents

- With regard to the sex majority of 21(100%) and 56 (86.2%) of leaders and teachers respectively were males whereas, only 9(13.8%) of teachers were females and there were no females leaders. This shows that the majority of both leaders and teachers were males implying that the participation and contribution of females as both teachers and leaders was very low.
- This obviously contradicts the government policy of empowering females. This has its own negative impact on realization of gender equity and equality. Besides, the less number of female

- Regarding educational status of teacher and leaders respondents, the majority, 70 (81.4%) were found to hold first degree. In the case of student respondents, they were almost equal from all grade levels which show they can bring relevant contribution for school activities.
- 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 relation ship

- 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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