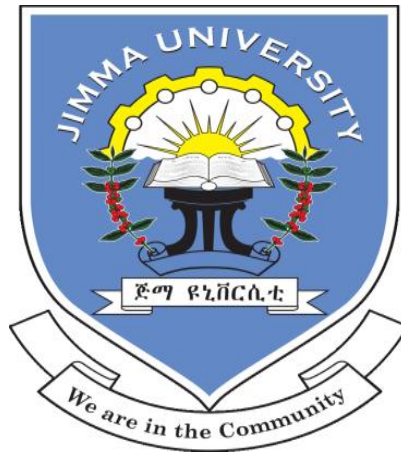


**THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND STUDENTS'  
ACHIEVEMENT IN DAWURO ZONE SECONDARY SCHOOLS**

**BY:**

**TEMESGEN GEBREMESKEL TESSEMA**

**ADVISOR: ABUNU AREGA (PhD)**



*A Thesis Submitted To Jimma University College of Education and Behavioral Science  
Department of Educational Planning and Management in Partial Fulfillment of the  
Requirements for the Award of a Degree of Master in Educational Leadership*

**JUNE, 2019**

**JIMMA, ETHIOPIA**

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## **DECLARATION**

This research project is my original work and has not been presented for an award of degree in any other university.

TEMESGEN GEBREMESKEL TESSEMA

Sign \_\_\_\_\_

Date \_\_\_\_\_

This a research report presented for Jimma University College of education and behavioral science department of educational planning and management in partial fulfillment of the requirements for the award of a degree of master of education in educational leadership for examination with my approval as the university advisor.

Main advisor- Dr. ABUNU AREGA

Sign \_\_\_\_\_

Date \_\_\_\_\_

Place: Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Date of submission- \_\_\_\_\_

## **DEDICATION**

I dedicate this work to my wife W/roAlmazBushu and my children KibruTemesgen, Helen Temesgen and TinsaeTemesgen.

## **ACKNOWLEDGEMENTS**

The successful completion of this research project could not have been possible without the blessings of the almighty God. Next and foremost I would like to express my heartfelt thanks to my punctual Advisor Dr. AbunuArega for his guidance, positive criticism, for his professional advice, constructive comments and everything he has taught me in my attempts to make this work a success, I openly thanks him. I appreciate the contribution of respondents for the cooperation in filling out questionnaires.

In a special way, I fondly appreciate the moral and financial support by my wife AlmazBushu and thank my children Kibru, Helen, and Tinsae for their patience during my absence while studying.

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## **Acronyms and Abbreviation**

CSA: Central Statistics Authority

GPA: Grade Point Average

MoE: Ministry of Education

RSHS: Research and Service High School

SCS: School Culture Survey

SNNPRS: South Nations Nationalities and People Regional State

SPSS: Statistical Package for Social Science

UNESCO: United Nations Educational, Scientific and Cultural Organization

USA: United States America

## **Abstract**

*The purpose of this study was to investigate the relationship between school culture and students achievement in Dawuro zone secondary schools. The target population for this study was 41 directors 831 teachers, 10,582 students, totaling about 11,454 respondents. Stratified and random sampling techniques were used to select the sample. The sample size comprised of 222 respondents, 5 directors in the five sampled schools, 116 teachers and 101 students. Data collected through questionnaires and analyzed by the descriptive statistics (frequencies and percentages) and inferential statistics (correlation). Finding revealed that there was a positive relationship between school culture and students' achievement by coefficient 0.203, of school mission, vision, values and students' achievement by a coefficient of 0.424, Communications through school assemblies and students' achievement by a coefficient of 0.495. It also found that correlation between motivation through prize giving and student achievement by a coefficient 0.018. However continuous assessment and students' achievement related negatively by a coefficient -0.138. Based on the findings of the study, it was concluded that elements of school culture related with students achievement in Dawuro zone secondary schools. The study recommended that the directors should support the students and teachers to understand their school mission, vision and values strongly and strengthen holding of more regular assemblies and create various motivation methods that will fully motivate and challenge students and teachers to do their best. The teachers should offer more continuous assessment tests to their students to enable them to be more confident and ready for the final National Examination.*

# CHAPTER ONE

## INTRODUCTION

This chapter included background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of basic terms and organization of the study.

### 1.1. Background of the study

Organizational culture has assumed considerable importance in the 21<sup>st</sup> century because of its impact on employee performance and job satisfaction. For example, Lunenburg and Omstein (2004) in their research conducted on factors influencing teacher's job satisfaction revealed that school structure had an influence on students' achievement. Teachers in the sampled schools were committed to their work due to how the school structure was organized (Rosenholtz, 1989). It is the imperative of every organization to understand its own dynamic culture so that managers can capitalize on the insights generated by the cultural perspective to wield greater control over their organization (Donaldson, 2001). The culture of organization such as communication was structured and how the employees identified themselves with the schools affected how they were committed to their work which was measured by how the school performed.

School culture is born from the general societal culture (Lawton, 1987). This is so due to the fact that elements of school culture (vision, mission and values) do not stand apart from societal cultures.

School culture can be defined as the historically transmitted patterns of measuring that include the norms, values, belief, ceremonies, rituals, traditions and myths understood by members of the school community (Hellriegel & Slocum, 1974). People in a particular culture may or may not be conscious of its influence and may or may not be able to articulate its elements. They do what they do and say what they say because that is the way things are commonly done or said (Brown, 2004).

Odhiambo (2005) in his study highlighted the notable elements of culture which included school assemblies. The first thing on each Monday, Wednesday and Friday, students were called to homegrown assemblies by various musical means. The schools used the assemblies for greetings and sharing by students, classes and staff poems were recited, songs were sung and successes celebrated. Individual students shared their writing efforts and classes reported on them events. This was a time for greetings and sharing by students and staff for the purpose of bonding and communication. Students and teacher reflected on achievement of academic targets among other aspects which helped them to stay focused.

Thacker, Jerry and McInerney (1992) looked at the effects of school culture on student achievement in Elementary schools in Belgium. The study focused on creating a new mission statement, goals based on outcomes for student, curriculum alignment corresponding with those goals and building level decision – making. The result was significant, the number of students who failed an annual statewide test dropped by as much as 10 percent.

In a study by valentine (2006) in Columbia, a school with effective learning culture, first maintains the image of a “professional community”, similar to the fields of law or medicine. Teacher pursues a clear, shared purpose, engage in collaborative activity and accept a collective responsibility for student learning. Secondly, the school has a clear mission. Teachers value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including teachers. Third, the school encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more.

MacNeil, Prater and Busch (2009) supported that schools with good culture have motivated teachers in Texas. They added that highly motivated teachers have greater success in terms of student performance and student outcomes. School directors seeking to improve student performance should focus on improving the schools’ culture by getting the relationship right between them, their teachers, students and parents. The directors should measure school climate and use these assessments to focus the schools’ goals on learning for the purpose of improving academic performance.

In Mwebaza (2010) study in Masaka District, Uganda, teachers' and students' perceptions showed that there are many continues assessment strategies to be used and the strategies have a positive relationship to students' performance in the final examinations. This is because through assessment tests, teachers tend to realize their own weakness in teaching and those of their students and strived to ameliorate them.

Good application of these assessments using different strategies would help in moving towards accomplishing learning objectives and restoring greater confidence in the class and school systems. The purposes of school based testing were: to provide feedback to learners, determine learners' achievement, prepare learners for final examination, motivate learners and evaluate the effectiveness of teaching methods used (Ituma, 2012).

A school's culture is the key factor in determining whether school improvement is possible (Deal & Peterson, 1998). The importance of a school's culture in educational reform is evident in research related to school effectiveness (Fullan, 1991).

Meaningful school improvement begins with culture change and culture change begins with the school leader (Reeves, 2007). The impact of leadership upon student achievement seems to be mediated by characteristics of school culture (Hallinger& Heck, 1996), including assumptions, values, and beliefs of the school's members as evidenced in their everyday actions (Fullen, 1991).

Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Dimbisso, 2009). Academic performance in different subject areas is designated by grades, marks and scores assigned by teachers (Adeddiwura&Tayo, 2007). The grades and scores obtained by students represent students' scholastic standing and is also a pointer of the effectiveness of schools, indicators of quality of education, a major determinant of the wellbeing of youths in particular and the nation in general (Lewin, Wasanga& Somerset, 2011). Some researches (Ali, Norhidayah,Jusoff, Kamaruzaman, Ali, Syukriah, Mokhtar,Najah&Salamt, 2009; Boit.Njoki&Chan'ach, 2012) have found that there is a close relationship between students' academic performance and development of a nation. Students with high academic

performance have been found to be more productive and contribute towards the economic growth of a country.

Omusonga, Kazadi and Indoshi (2008) in their study on the relationship between school culture and students' performance in French in selected secondary schools in Kenya concluded that, there was a strong correlation between the schools culture and students' performance in French. The research established that, developing a culture in studying French such as French co-curricular activities such as observing French days, music and drama festivals among others, within a school improves students' scores in French. The culture can then be applied to all the other subjects in the school and the school's mean score can significantly improve.

Education is regarded as a means of acquiring knowledge, values, and skills that provide people opportunities to adjust to the social and cultural changes. This capacity in turn helps people to participate in political, cultural, and social activities (Anbesu, 1996). In line with this, Amsalu (2002) indicated that the performance of educational institutions could be determined by the nature of school culture including, quality administration, commitment of teachers and students motivation for their learning.

As a result of all these, Ethiopia has formulated a pragmatic education and training policy (MoE, 1994). Based on this policy, South Nation Nationality Regional state has been doing its best to improve students' academic achievement. This study, therefore, were attempted to make a survey of the relationship between school cultures such as School mission, vision and value, School assemblies, Prize giving, Assessment test and student achievement in SNNPR on Dauro Zone Secondary schools.

## **1.2. Statement of the problem**

Secondary education system serves dual purpose. On one hand, it produces middle level work force that is needed in different sectors of the economy. On the other hand, it serves as a basis for higher learning, which enables the production of higher – level human power. This objective can be achieved only if the quantity of education provided at this level is of reasonable quality. The participation of students has increased since the introduction of the new Education and training policy of 1994. The new education and training policy applied in Ethiopia in recent years have addressed a number of issues of which the introduction of standardized students' achievement.



Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of the students' academic achievement that could be because of different factors. Factors of students' achievement can be investigated in terms of many variables of which some of them are school culture. Regarding this concept, Deal (1993) defines school culture as the “deep patterns of value, beliefs, and traditions that have been formed over the course of a school history “(p.83). “The heart and soul of school culture is what people believe, the assumption they make about how school works. “(Sergiovanni, 1992, p.47). School culture is evident in the commonly held beliefs of teachers, students and principals (Heckman, 1993). An effective school culture goes beyond creating an efficient learning environment and focuses on the core values necessary to teach and influence students.

The problem being addressed in this study is the relationship between school culture such as School mission, vision and value, School assemblies; Prize giving, Assessment test and student's academic achievement that is sustained hot issue. According to kisumo, Osman, & Ongeti (2013) schools are termed as “performing” or “non – performing” depending on school mean scores in national examinations. With secondary education being a basic requirement for selection into tertiary institutions (MoE, 1994), Poor performance undermines students' chances of job placement and meaningful participation in development of the national economy. Dawuro Zone Secondary Schools have failed to narrow the differences in performance in student's academic achievement mean score in national examination. To show this problem statistically, in selected sample schools from 2008E.c – 2010E.c Grade 10 National Examination mean score of students' academic achievement of Dawuro zone were the following.

**Table1.1: Statistical figure of Grade 10 National Examination**

No.	Secondary school	2008E.c	2009E.c	20i0E.c	Average
1	Gessadelba	2.73	2.84	2.41	2.66
2	Waka	2.4	2.4	2.41	2.4
3	Wara	2.51	2.34	2.41	2.42
4	Woldehane	2.45	2.46	2.45	2.45
5	Essera	2.47	2.37	2.48	2.44

The above Table shows the mean score of student's academic achievement. Students spend a significant amount of time in school. Therefore, students' feeling about their school experience can have a big impact on their daily lives. Students not only need to feel safe at school, but should also feel comfortable, and that they are part of a supportive environment.

School culture is evident in the commonly held beliefs of teachers, students and principals (Heckman, 1993). An effective school culture goes beyond creating an efficient learning environment and focuses on the core value necessary to teach and influence students.

School culture significantly impacts on student achievement. Learning partnership was the cultural factor that was a significant predictor of academic achievement in Schools. Gruenert (2005) discovered that learning partnership and unity of purpose were the cultural factors that correlated positively with academic achievement. The school's culture either supports or damages quality professional learning. Developing and sustaining appositve, professional culture that nurtures staff learning is the task of everyone in the school. With a strong, positive culture that supports professional development and student learning when organizational members communicate with one another, they speak a common language, use similar terms, and observe similar rituals and ceremonies. Typical examples of dominant organizational values in schools include high performance expectations of teachers and students.

These issues were not properly studied and identified by the concerned stakeholders' in Dawuro Zone Secondary Schools. In Dawuro zone, when I had worked as a teacher for last twenty seven years, from these Ten years, I had worked in Daworo Zone Teacher Association as General Secretary and Chairman of the Association. In this time I have recognized and participated at National, Regional, Zonal, District and even if at School level in Conference, Training, Meeting, Community Mobilization Program, Document of students result Analysis Reporting, Seminars and Workshops and in that repeatedly indicated that the student Academic issues and their success in Examinations.

Especially these issues are wanted to focus in Dawuro Zone Educational System. Hence, this study were examined the relationship between school culture and student achievement in Dawuro Zone Secondary Schools. The earlier diverse research does not address diametrically the school culture that affects student academic achievement. It also does not consider the multiple

factors that explain teacher interaction with students. In addition it does not address student academic achievement properly. From this point of view the issues needed further inquiry and initiated to conduct study on those issues.

In addition this research study provides signpost to further investigation for researchers, practitioners, gives information for policy makers, and individuals participating in the studies that School culture has their own impacts on Students' Academic Achievement.

The purpose of this study is to assess the relationship between the school cultures and student achievement on the national standardized assessment results of grade Ten in Dawuro zone secondary schools. To address this, the study sought to provide answer to the following basic questions.

1. Is there the relationship between school **vision, mission** and **values** and students' **academic achievement** in secondary schools of Dawuro Zone?
2. Is there the relationship between frequent communications through school **assemblies** and students' **academic achievement** in Dawuro Zone Secondary Schools?
3. Is there the relationship between motivations through **prize** giving with students' **academic achievement**?
4. Is there the relationship between **Continuous Assessments Test** and students' **achievement**?

### **1.3. Objectives of the study**

The following general and specific objectives were proposed to address the basic research questions of the study.

#### **1.3.1. General Objective**

The general objective of this study is to assess the relationship of school culture and students' academic achievement of secondary schools of Dawro Zone in SNNPRS.

#### **1.3.2. Specific Objectives**

**The specific objectives of this study are:**

1. To assess the relationship between school **vision, mission** and **values** and students' **academic achievement** in secondary schools of Dawuro Zone.
2. To inquiry the relationship between frequent communications through school **assemblies** and students' **academic achievement** in Dawuro Zone Secondary Schools.

3. To study the relationship between motivations through **prize** giving and students' **achievement**.
4. To investigate the relationship between **Continuous Assessments Test** and students' **achievement**.

#### **1.4. Significance of the study**

The effectiveness and efficiency of any educational program depends by understanding of the problems that hinder its successful accomplishment. Thus educational leaders, teachers, students and parents to be aware of the problems, which affect students academic achievement, and this is possible only by conducting systematic research on the issue. Hence, the importance of this study is to create awareness about the school culture and students' achievement in Dawuro Zone Secondary Schools. Moreover it used to provide solution to problems and to provide basis for other researchers, or to extend the scope of knowledge.

First, the study was identified the school culture that hinders student's academic achievement in public secondary school of Dawuro Zone. The study will provide the Dawuro zone Educational department and SNNPR educational bureau with up-to-date information concerning secondary school. It is also envisaged that this study may provide information for parents, educators, students and school administrators to reflect upon various factors that help students to achieve their academic goals.

#### **1.5. Delimitation of the study**

This study was conducted at Dawuro Zone secondary Schools of selected 5 Schools in five districts, such as from East cluster Loma district Gessadelbba Secondary school, from West cluster Mareka district Waka Secondary School and Tarchazuriya district Wara Secondary School, from North cluster Gena district Woldehane Secondary School and from South cluster Esera district Eseraballe Secondary School. The rest six districts and schools were omitted. The reason is vast amount of schools and Target population has homogeneous culture. The study were looked at the relationship between school culture such as School mission, vision and values, School assemblies, Prize giving, Assessment test and Students' achievement from 2008 E.C - 2010 E.C Grade 10<sup>th</sup> National examination results in Dawuro Zone selected Secondary Schools. The reason is National Examination and Student Achievements' was being standardized.

The scope that this research were conducted at Dawuro Zone was previous research did not touched this topic widely and to improve students' academic achievement by providing positive school culture and to sketch contribution for sustainable progress of students academic achievement.

### **1.6. Limitation of the study**

A limitation of the study refers to the constraint or drawbacks both theoretical and practical that researcher may find and has little or no control over (Orodho, 2004). The researcher acknowledged specific limitations of this study which include shortage of financial support and the reliance on individual respondents' willingness to complete the questionnaires provided with honesty in their response. Regarding of the shortage of financial support researcher was trying to carry the problem on his shoulder. According to the reliance on individual respondents' providing enough time and communicating with school directors continuously played a great role to respond.

### **1.7. Definition of Basic Terms.**

**Academic Achievement:** Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved grade 10 National Examination mean score.

**Secondary schools:** Are both an organization that provided secondary education and the building where this takes place.

**School Culture:** The term school culture generally refers to the school mission, vision and value, assemblies, motivation through prize giving, continuous assessment.

**Mission:** Any work in the schools that someone accepts it is their duty to do.

**Vision:** The ability to imagine how a school could develop in the future and to plan in a suitable way.

**Value:** The beliefs in the school that directors, teachers and students have about what is right and wrong and what is most important in life, which control their behavior.

**Assemblies:** In the school directors, teachers, and students that meets regularly for a particular purpose, especially for improving students' academic achievement.

**Prize:** In the school that is given to students and teachers as a reward for doing very good work.

**Motivation:** Enthusiasm in the school by providing literature, poetry, drama for students and teachers and reward for doing something.

**Continuous assessment:** In the school, the system in which the quality of a student's work is seen by various pieces of work during a course and not by one final examination.

## **1.8. Organization of the study**

This research thesis was organized in to five chapters; the first chapter was an introduction for the study which introduces the overall study. This part consisted of introduction or back ground, statement of a problem, objectives, significance, limitation, delimitation of study, definition of key terms, and organization of the study.

The second chapter focused on review of literatures in which results of previous studies were consulted. In this chapter general concepts and definitions, basic issues and empirical evidences about the relationship of school culture and students' achievement were discussed in detail. It was provided a frame work for establishing the importance of the study, as well as a benchmark for comparing the results of a study with other findings.

The third chapter focused on the Research Design, The study site and Population, Target Population, Sample Techniques and Sample Size, Research Instrument, Validity of research instruments, Reliability of the research Instrument, Data Collection Procedure and Data Analysis Techniques.

Chapter four dealt about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations and suggestions of the study. Reference and appendixes were also the parts of this paper.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter were discussed the relevant literature on the relationship of school culture and students achievement.

#### 2.1. Concept and meaning of culture

Various definition of culture reflects differing theories for understanding, or evaluating, human activity. Edward Burnett Taylor, writing from the perspective of social anthropology in the United Kingdom in 1871, described culture in the following way: “Culture or civilization taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 1974, p.46).

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

While these two definitions cover a range of meaning, they do not exhaust the many uses of the term “culture.” In 1952, Alfred Kroeber and Clyed Kluckhohn compiled a list of more than 100 definitions of “culture” in *Culture: Critical Review of concepts and definitions* (Kroeber & Kluckhohn, 1952). These definitions, and many others, provide a catalog of the elements of culture. The item catalogued (e.g., a law, a stone tool, a marriage) each have an existence and life-line of their own. They come into time at one set of coordinates and go out of it another. While here, they change, so that one may speak of the evolution of the law or the tool.

#### 2.2. School culture

School culture is defined as the shared values, rules, belief patterns, teaching and learning approaches, behaviors, and relationships among or across the individuals in a school (Cakiroglu, Akkan, & Guven, 2012). Culture encompasses a school’s norms, unwritten rules, traditions, and expectations. These may influence the way people dress to the way they interact with each other

(Deal & Peterson, 1999). Culture is more deeply ingrained in a school, and therefore may only be altered over a longer period through systematic change in a school's climate (Gruenert, 2008).

Definitions are varied in the literature on school culture. Webster's Dictionary defines culture as (1) the growing of a particular crop, (2) the act of developing by education and training, (3) refinement of intellectual and artistic taste, (4) a particular form or stage of civilization (5) expert care and training, and (6) the customary beliefs, social forms, and material traits of a racial, religious, or social group. When you apply some of these definitions to a school building, the parameters that define a culture as a "group" and that as a culture "developed by education and training" are key. The culture of a school includes the conditions that are specific to the students, teachers, administrators, and parents of a school building. Although there may be people from many cultural groups within a building, the day - to - interactions of the people who live and breathe there create a unique culture.

Hargreaves (1997) focuses on successful school cultures. Characteristics of its members are composed of: openness, informality, care, attentiveness, lateral working relationships, reciprocal collaboration, candid and vibrant dialogue, and a willingness to face uncertainty together. He asserts that the emotional climate of a building is directly tied to the schools culture. Researchers such as Fullan (1991) and Rosenholtz (1989) looked at the culture of schools to determine why some schools are progressive, welcoming, effective, and reform minded while others are not. They also compared the culture of a school with the leadership of the building administrator(s). 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" (p.37).

Cunningham and Gresso (1993) researched school culture and the impact school leaders have on school cultures. They defined effective school cultures as those that accomplished achievement through a collective vision. "All schools have culture; strong or weak, functional or dysfunctional. Successful schools seem to have strong and functional cultures must be nourished, nurtured and supported through the correlates of cultural development" (p.50).



Shaw and Reyes (1992) saw no single "...comprehensive organizational theory that fully explains the complexity of the school as a social organization." (p.295). their study looked at the organizational values and commitments of educators at both the elementary and secondary levels. They sought to examine the aspects of the complexity of the school organization from a cultural perspective. Kroeber and Kluckhorn (1968) were anthropologist who cited 164 different of culture that were both simple to complex. Shaw and Reyes found differences in culture across schools based on levels of commitment, value orientation, and the relationship between the two.

Barth (1990) sees change and the concept of school improvement as an endless list of characteristics that attempt to make an "effective principal", "effective teacher" and an "effective school". He believes true school improvement occurs when children and adults are put in situation to learn simultaneously, think critically, solve problems important to them, and become a true community of learners. Change or improvement must be sought and achieved collectively.

### **2.3. The relationship between school culture and students achievements**

Kisumo, Osman and Ongeti (2013) noted that the concept of school culture can offer a permanent solution to improved performance in national examinations in secondary school in Kenya. The findings were that, school culture and the roles played by directors, teachers, students and parents can determine the level of performance of each school in national examinations. School-based reforms geared towards improved academic performance in national examinations in secondary schools were likely to succeed if they were meaningful linked to school culture. In new schools, creating a unique school culture would be an important component of high performance. The culture of a school and inherent characteristics of performing schools could hence be considered as tools for improving schools and performance of students in national examination.

### **2.4. School Vision, Mission and Values**

Many studies have been conducted which examine school vision, mission and values as part of school culture. Thacker, Jerry and McInery (1992) looked at the effects of school culture on student's achievement in Elementary schools in Belgium and focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those

goals. The result was significant, the number of students who failed an annual test dropped by as much as 10 percent.

Stolp(1994) established that a coherent vision specified the particular values and beliefs that guided policy and practice within schools in USA ideally. The school board and superintendent set a broad vision for all schools in the district and within that context; the director coordinated 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 changes.

Brown (2004) identified school vision and mission as one of the key ingredients of school culture. He noted that a school that knew where it wanted to go and knew what it needed to do to get there would be more successful than a school that did not know. Most high schools had no vision of a future any different from the present. Their managers spoke of better results in the future. But they foresaw no changes in the structure of the institution that could bring about improvements. Lacking a vision of anything different, the schools tended also to lack specific missions. According to valentine (2006) in his study in Columbia, a school with an effective learning culture has a clear mission would guide the school to better performance. Teachers pursued a clear, shared purpose, engage in collaborative activity and accepted a collective responsibility for student learning.

Kruse and Louis note that changing the schools' mission and vision is the key to changing behavior and beliefs. Mission can be motivating and introduce a new vocabulary and ideas to stimulate talk. When slogans about practice are adapted, rather than real changes in practice, very little changes will take place. People behavior and beliefs changed when they engaged in sustained learning that challenges their assumptions and provided better avenues to achieve results.

Adan (2013) in his study on Islamic education in Kenya observed that majority of the schools do not make reference to the secular and religious nature of their institutions in phrasing the mission and vision statements. Many schools do not have vision and mission of what they would like to achieve and therefore end up not achieving it at all.

## **2.5. Frequent communication through school assemblies**

Communication is an everyday process in all fields. It is an important tool of relating to different people. Anderson and McEwan (2007) have broadly stated that communication necessitates co-existence of people in the world. They further posit say that through communication, people shared knowledge and combined efforts and this enables them to develop and expand their store of knowledge, technology and culture. Communication serves as a linking process by which parts of a system are tied together.

The importance of communication to human life cannot be overemphasized, for without communication, no social structure can form or endure, since communication is the fundamental social process permeating all aspects of social life. (McLean and Moore 2006) in their study on development and communication explained that without communication, no organized action is possible. Social systems could only form and endured if the participating persons were linked to each other by communication.

Odhiambo (2005) in study in Kenya came to a conclusion that, school assemblies, staff meetings, communication through directors of departments were popular in schools. The academic performance of students was directly proportional to the communication offered. Finally, students who performed better were those who were effectively communicated to by their directors and respective class and subject teachers.

## **2.6. Motivation through prize giving in schools**

Motivation is the desire that fuels a person to do certain things or accomplish something. Motivation can persuade someone to think a certain way too (Chow, 2006). Renchler (1992) established that an atmosphere or environment that nurtured the motivation to learn could be cultivated in the classroom a place that naturally motivated students to learn , was much easier if students and teachers functioned in a school culture where academic success and the motivation to learn was expected, respected and rewarded. While there were a number of factors that affected performance in a school. One of the most influential was motivation (Brannigan, 2004). Students who were not motivated to succeed would not work hard. Several researchers have suggested that the only motivation directly affected academic achievement; all other factors affect achievement only through their effect on motivation (Tucker, 2011).

School culture could facilitate change (Ouma, 2011). It can embrace new ideas and incorporate them into the values and beliefs of the school.

## **2.7. Continuous assessment tests in schools**

In Mwebaza (2010 ) study, teachers' and students' perceptions showed that there were many continues assessment strategies to be used which had a positive relationship to students' performance in the final examinations. This was because through assessments, teachers tended to realize their own weaknesses in teaching and those of their students and strived to ameliorate them. Good application of these assessment strategies would help in moving towards accomplishing learning objectives, restoring greater confidence in the class and school systems and enhanced student performance.

Ituma (2012) defined continuous assessment as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically took account of all their performance during a given period of schooling. It was also an assessment approach which involved the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but including behaviors, personality traits and manual dexterity. The purposes of the continuous assessment were: to provide feedback to learners' achievement, prepare learners for final examination, motivate learners and evaluate the effectiveness of teaching methods used. Ituma (2012) found that tests constructed by the teachers assessed various domains for learning but creativity and affective domains were rarely tested.

According to Kimanikara and Njagi (2013), the components of an education system can be presented in an input – process – output model. The model is a productive system that has output. The outputs were generally defined in terms of the students' performance in this case Students Academic Achievements is the dependent variable. The process involved teaching and learning between the teachers and students. The inputs in this study are the independent variables which include School Mission, Vision, and Values, School Assemblies, prize giving and Assessment Tests. The study there for were investigated the relationship of School Culture and the Academic Achievement of Secondary Schools in Dawuro Zone.

## **2.8. Theoretical foundation of school culture**

Culture generally refers to pattern of human activity and the symbolic structures that give such activity significance. Anthropologist most commonly use the term “culture” to refer to the human capacity to classify, codify, and communicate their experience symbolically. Primatologist such as Jane Goodall refers to culture as “the way people live in accordance to beliefs, language, and history” (Goodall, 1986, p.13). Seeking to provide a practical definition, social theorist Peter Walters describes culture simply as “shared schematic experience.”

In the field of anthropology, culture is defined as the customs of a group of people. “Culture has been treated as a thing; separate from individuals but with power, influence, and even rights over people. It is outside people and does something to them” (Musgrove, 1982, P.113). According to Musgrove’s, in the field of anthropology, there is little, if any, difference in the historical definition of culture when compared to the current definition of culture. For example, in 1974, Linton stated, “... every society has a culture, no matter how simple this culture may be, and every human being is cultured” (p.48). Musgrove (1982) quotes Radcliffe – Brown regarding the impact of culture on humans; “The presentation of culture is a mighty, independent thing, external to individuals but impinging powerfully upon them. All culture patterns act upon individuals” (p.119).

According to Musgrove’s (1982) study of the works of anthropologist, individual schools have their own culture that is identifiable by their history, traditions, artifacts, beliefs, and rituals. A culture will form and remain when groups of people are together working together toward a common goal for any length of time. The field of anthropology can give understanding to educators as to how a school can develop and maintain a unique culture.

Differing from the science of anthropology, the field of sociology usually focuses on cultures that are ethnically or geographically defined. However, the study of any culture is referred to as a group of people who work (or play) together and journey towards a shared meaning and assumption” (Griswold, 1994, p. 133).

According to Griswold (1994), even though the term “culture” is commonly used and known, it is not only defined or described. Sociologists usually include the characteristics of norms, values, beliefs, and symbols as factors used to describe culture. Norms are the way people behave in a

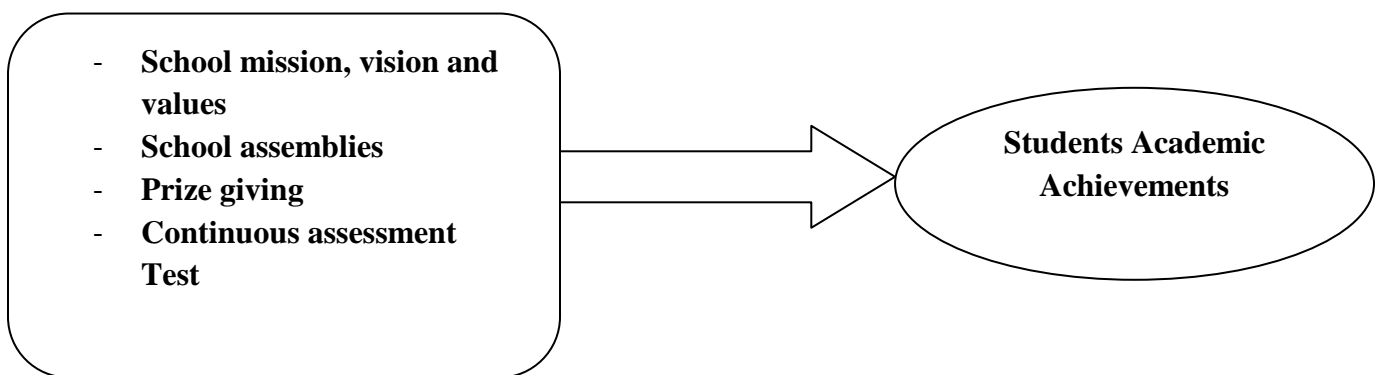
given society; values are what people hold dear; beliefs are how people think the universe operates and symbols are representation of the culture.

In schools, teachers have certain expectations and behaviors (norms), such as asking students to conform to certain rules or procedures or by sharing materials with fellow teachers. Teachers may express their school values, or what is important to them, by honoring the handwork that students demonstrate or by teaching all students, regardless of their background. Teachers' beliefs may be affected by how they see themselves as a part of the whole school and even the school system, or how the school fits into the surrounding community. Finally, symbols can be thought of as the common practices and habits that are not only accepted but expected such as children's artwork on display or family announcements posted in the teachers' workroom.

According to Griswold (1994), American schools engage in certain symbolic rituals, such as the preparation of report cards ( a cultural object), because of the current and historical expectations of the school as an organization. Sometimes a school continues practices and procedures throughout time, even when the relevance or meaning is no longer obvious.

Schools from building – specific cultures to establish a collective identity and unit together. Lincon and Kalleberg (1990) hold that “the quality of relationships between workers and their co-workers is positively associated with commitment and satisfaction” (p.72).

## 2.9. Conceptual framework of the study



**Figure 2.1: The relationship between the variables of the study**

Source: “Quantitative study on positive school culture and student achievement on a criterion referenced competency test” Brown, K.L. (2005).

In Dawuro zone secondary school grade 10 National Examination of students' achievement was dependent variable. The independent variables that were school culture which includes School mission, vision and values, School assemblies, Students' prize giving and Assessment tests. The study therefore investigated the relationship between school culture and students achievement of secondary schools in Dawuro zone secondary school

Brown (2004) identified school vision and mission as one of the key ingredients of school culture. Odhiambo (2005) in study in Kenya came to a conclusion that, school assemblies, staff meetings, communication through directors of departments were popular in schools. The academic performance of students was directly proportional to the communication offered. Renchler (1992) established that an atmosphere or environment that nurtured the motivation to learn could be cultivated in the classroom a place that naturally motivated students to learn , was much easier if students and teachers functioned in a school culture where academic success and the motivation to learn was expected, respected and rewarded. Ituma (2012) defined continuous assessment as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically took account of all their performance during a given period of schooling. According to Kimanikara and Njagi (2013), the components of an education system can be presented in an input – process – output model. The model is a productive system that has output. The outputs were generally defined in terms of the students' performance in this case Students Academic Achievements is the dependent variable. Regarding to the relationship between school culture and students academic achievement, by considering different literature, research report and conceptual frame work the researcher were designed the above model that can shows the relationship of the variables.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter discussed the Research Design, the study site and Population, Target Population, Sample Techniques and Sample Size, Research Instrument, Validity of research instruments, Reliability of the research Instrument, Data Collection Procedure and Data Analysis Techniques.

#### **3.1. Research Design**

Research design is the overall plan for obtaining answers to the questions being studied. It has also been defined as a blue print of a detailed plan of how the study was conducted. This study is a descriptive survey design used to investigate the relationship of school culture on students' academic achievement. A descriptive survey design was used in preliminary and exploratory studies to allow researchers to gather information, present and interpret for the clarification (Orodho, 2004). According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. By involving a broad category of directors, teachers and students, the study was within the cross-sectional descriptive survey study design. The study determined the status without manipulating the variables.

#### **3.2. The study site and Population**

The study area, Dawro Zone, is one of the Zonal Administrations in SNNPRS which was established in 1993 E.C. and covers a total area of 4436.7sq.km. It lies between 6.59-7.34 latitude and 36.68 to37.52 longitudes, with an elevation ranging501-3000 meters above sea area level. This zone has 10 districts (Woredas) and one Town Administration city (Tarcha Town Administration) that all comprise a total population of 543,143. (CSA, 2008:84).The population number increases by 2.9 % yearly according to the estimation of central statistics authority. Therefore, now the estimation of the population of Dawuro zone is 751,000. (Dawro zone Finance and Economic Development Department information and statistical abstract core process report, 2016).



Modern education has given in 332 primary and 41 secondary schools by 707 certificate teachers, 3588 diploma teachers, 942 degree teachers', 41 masters' teachers and totally by 3512 male and 1770 female and total by 5282 teachers. Academic achievement is under the minimum requirement. While regarding to school culture more focused on students simply passing from grade to grade and in education students participation, wishes and pursuits are weak.

### **3.3. Target Population**

A target population, according to Abdinoor (2012), is a full set of cases from which a sample taken. He also defined it as the population of interest from which the individual participant or object for the measurement is taken. The target population for the study consisted of directors, teachers and Grade Ten students of schools in SNNPR, Dauro Zone. Specifically the target population will be all the 41 directors, 831 teachers and 10582 students, Total 11, 454 population in Dawuro Zone, 2011 E.c.

### **3.4. Sample and sampling techniques**

Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statements made about the sample should also be true for the population (Nyaboga, 2011) and the larger the sample, the smaller the sampling error.

Mugenda and Mugenda (2003) commenting on sample size observed that, there were certain non-definite practices among social research workers that a beginner can adapt. One such practice suggested that if the population is a few hundreds, a 40% or more sample will do, if many hundreds, a 20% will do, if a few thousand a 10% sample will do, and if several thousands, a 5% or less sample will do. Therefore, the Target population of Grade 10 students 10,582, teachers 831, and principals 41, Total Target population are 11,454 and a sample size of 5% (572 respondents) or less will be done. Cluster sampling method used to cluster 10 weredas into four directions and schools clustered by woredas like East cluster, West cluster, North cluster and South cluster and sampled schools selected from clustered schools by Simple Random Sampling method. Stratified Sampling method used to determine the number of teachers and students' respondents in five sampled schools. Simple Random Sampling method used to select teachers and students respondents from each sampled schools. According to the numbers of directors from each sampled school purposive (Available) sampling procedure were used to select respondents for the study.

**Table 3.1: Distribution of school per category**

Category of Schools	East cluster (2 Districts)	West cluster (4 Districts)	North cluster (2 Districts)	South cluster (3 Districts)	Total
Number of Target schools	10	14	7	10	41
Sample Schools	1	2	1	1	5
Percentage	10%	14.29%	14.29%	10%	12.2%

Table 3.1: Shows those 5 schools were used as sample and random sampling used to identify the particular schools in each category. Five directors of the population (12.19%) of the selected schools included in the study by purposive sampling procedure. Using the 116 teachers and the 101 students as the sample size, then the research used 13.95% of the Teachers and 1.93 % of the students as a good representation of the population. Regarding the number of the samples almost all the cultures of the representatives were homogeneous. This was given a sample of about 5 directors, 116 teachers and 101 students. The total sample for the study was 222 respondents, as summarized in table 3.2.

**Table 3.2: The Sampling frame of the respondents**

Category of Respondents	Target population	Sample size	Percentage
Head Teachers	41	5	12.19%
Teachers	831	116	13.95%
Students	10582	101	0.95%
Total	11,454	222	1.93%

**Table 3.3. The sampling frame on sampled schools**

<b>Schools</b>	<b>Directors</b>		<b>Teachers</b>		<b>Students</b>	
	<b>population</b>	<b>Sample size</b>	<b>population</b>	<b>Sample size</b>	<b>population</b>	<b>Sample size</b>
<b>Gessadalba</b>	<b>1</b>	<b>1</b>	<b>25 x 0.75</b>	<b>19</b>	<b>383x 0.05</b>	<b>19</b>
<b>Waka</b>	<b>1</b>	<b>1</b>	<b>27 x 0.75</b>	<b>20</b>	<b>241 x 0.05</b>	<b>12</b>
<b>Wara</b>	<b>1</b>	<b>1</b>	<b>36 x 0.75</b>	<b>27</b>	<b>533 x 0.05</b>	<b>26</b>
<b>Woldehane</b>	<b>1</b>	<b>1</b>	<b>28 x 0.75</b>	<b>21</b>	<b>525 x 0.05</b>	<b>26</b>
<b>Essera</b>	<b>1</b>	<b>1</b>	<b>38 x 0.75</b>	<b>29</b>	<b>372 x 0.05</b>	<b>18</b>
<b>Total</b>	<b>5</b>	<b>5</b>	<b>154</b>	<b>116</b>	<b>2054</b>	<b>101</b>

### **3.5. Research instrument**

Three different questionnaires developed for the students, teachers, and directors to collect data on the variables for the study. The School Culture Survey (SCS) (Greenert& Valentine, 1998) was used to assess school culture. Gruenert and Valentine developed the SCS to provide school personnel insight toward the collaborative nature of school culture (Gruenert, 1998). The SCS was developed by analyzing 116 useable teachers, 101 students and 5 directors' response surveys from 5 schools at the Dawuro zone secondary schools.

The SCS is a 17- item for teachers,a 10-items for students and a 5-items for directors, Likert description questionnaire, with the Likert ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) and to minimize confusion neutral option were omitted .The questions contained in the questionnaire followed a definite order. The respondents expected to read and understand the questions and wrote down the responses in the spaces meant for that purpose in the questionnaire itself. This method had a large coverage enabling the gathering of data from a large sample very

inexpensively. It also has anonymity which helped to collect more accurate answers than was possible in an interview. There were three sets of questionnaires; for head teachers, teachers and students.

### **Directors' questionnaire**

The directors questionnaire had 9 statements that to establish the relationship of school culture and students' academic achievement. The item had two major sections. Section one focused on the demographic data and section two were 5 - item likert type item.

### **Teachers' questionnaires**

Teachers 'questionnaire had 20 statements of two major sections. Section one focused on the demographic data and the second section was consisted of 17likert type items. Likert type items which addressed School mission, vision, and value, School assemblies, Prize giving and Assessment tests and contained 24 statements.

### **Students' questionnaire**

The students' questionnaire had two sections. Section one focused on the demographic data while the second section comprised on 10, 4 point likert types items that used to establish the relationship of school culture and students' achievement and it has 13statements. The student's questionnaire was translated into Amharic. The reason was students may encounter shortage of understanding of English language and most of the time Amharic language used for more communication and working language.

#### **3.5.1. Validity of research instruments**

Validity can be defined as the degree to which a test or research tool actually measures what it is supposed to measure (Mugenda&Mugenda, 2003). In order to minimize the instrument error occurring from ambiguity in the research instrument, the researcher sought expert advice from the supervisors in the evaluation of the instrument. The feedback from the expert assisted in the development of a valid research instrument through expert judgment. Peer reviewing of the instrument was also done to improve the instruments.

### **3.5.2. Reliability of the research instrument**

Reliability is concerned with the extent to which the instrument yielded the same results on repeated trials (Mugenda&Mugenda, 2003). To ensure reliability, the researcher had made the research instrument as clear as possible by presenting it using a group of students and teachers with characteristics similar to those of the study group, but will not be participated in the actual study.

Before administering the questionnaire to respondents, a pilot test conducted in Tarcha Secondary Schools of Tarcha(Town administration city), from a director, ten teachers and eleven students. Pilot test of the instruments were done before launching it in to the actual investigation. The reliability indices were computed using SPSS software. Students' alpha was 0.726 while that of teachers was 0.784. According to Berthoud (2000), the satisfactory level of reliability should be a minimum of 0.6. From this point of view the result which implied a high degree of reliability. With the result, the researcher had been verifying the accuracy of the questionnaire and distributed to respondents.

### **Data collection procedures**

The researcher sought for a research permit from JimmaUniversity College of education and behavioral science department of educational planning and management, Dawuro Zone educational department and from selected district educational office. Then after, the letters rote to the selected schools allowed doing the study. The selected schools visited and the questionnaires administered to the respondent. Before dispatching the questionnaires for the participants the researcher were given orientation to make clear about the objectives of the research. Then after, the questionnaires were dispatched according to the time schedule of selected schools. The respondents were assured that strict confidentiality maintained in dealing with the identities. After two weeks the questionnaires collected from the respondents.

### **3.6. Data Analysis Technique**

The collected data then gathered and quantified and for ease of manipulation and analysis. The data then coded, classified, tabulated and presented in frequency and percentages. Piowlski (2013) described the desired outcome of data analysis as “the process of making sense out of data. Making sense out of data involved consolidating, reducing and interpreting what people have said and what the researcher has been and read –it is the process of making meaning”. The researcher analyzed the data and presented the findings of the research in percentages. This was done throw using computer software Statistical package for Social sciences (SPSS). Items on the questionnaire were assigned a score using Liker and Likert (1976) rating scale. The analytical procedures utilized included descriptive statistics (frequencies and percentages) and inferential statistics (correlation). Descriptive statistics were deemed as the most efficient means of summarizing the characteristics of large sets of data. Pearson’s Moment Correlation Coefficient was used to establish the relationships between the independent and dependent variables. Multiple linear regression analysis allows for the prediction of one variable from several other variables (Cronk, 2004). In this study, multiple linear regressions were applied to analyze the data. The significance levels were sat at the level of 0.05 ( $p \leq 0.05$ ).Data was presented in the form of tables and figure.

### **3.7. Ethical Consideration**

In order to collect data successfully, the researcher voluntary consented of the participants. In addition, showed respect for research participants and explained the purpose of the study, the reason why they were selected, the amount of time that they were involved and their responsibilities. Moreover, the cover page of the questionnaire had adequate information as to the purpose of the study and the procedures werefollowing in filling out, the questionnaires were clearly indicated.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the questionnaire return rate, demographic information of the respondents, presentation, interpretation and discussion of findings. The presentation done based on the research questions.

#### 4.1. Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Out of the five directors all of them (100%) returned the questionnaires. Out of the 116 teachers, 90 (77.58%) returned the questionnaires. Out of the 101 students, 82 (81.18%) returned the questionnaires. These percent rates were hence deemed adequate for data analysis.

#### 4.2. Demographic information of respondents

This section dealt with the demographic information of the respondents. The section presents the demographic data of the directors, teachers and students.

##### 4.2.1. Gender of respondents

The researcher asked the directors, teachers and student respondents to indicate their gender.

The gender of respondents presented in table 4.1.

**Table 4.1. Gender of respondents**

Directors			Teachers			Student		
Gender	F	P	Gender	F	P	Gender	F	P
Male	5	100.0	Male	74	82.2	Male	56	68.3
Female	-	-	Female	16	17.8	Female	26	31.7
Total	5	100.0	Total	90	100.0	Total	82	100.0

The findings indicated that 5 directors' respondents (100%) were male, teachers 74 (82.2%) were males, and 16 (17.8) teachers were females. The data also revealed that 56 (68.3%) of the student respondents were male where as student 26 (31.7%) were female.

#### 4.2.2. Age of respondents

The researcher asked the respondents to indicate their age. Table 4.2.Presents the Data.

**Table 4.2: Age of respondents**

Directors			Teachers			Students		
Years	F	P	Years	F	P	years	F	P
39	3	60.0	Under 25	4	4.4	16	24	29.3
40	1	20.0	25 – 35	75	83.3	17	34	41.5
42	1	20.0	36 – 46	8	8.9	18	17	20.7
-	-	-	47 – 57	3	3.3	19	5	6.1
-	-	-	-	-	-	20	2	2.4
Total	5	100.0	Total	90	100.0	Total	82	100.0

Information in figure 4.2 revealed that, most of the directors (3) were 39 years, and the remainders two were 40 and 42 respectively. Teachers that 4 (4.4%) of respondents were aged under 25 years, 75 (83.3%) teachers were aged between 25 and 35 years, 8 (8.9%) teachers were aged between 36 and 46 years, and 3 (3.3%) teachers were aged between 47 and 57 years. The findings also indicated that of the student respondents 17 years were 34 (41.5%), 16 years students were 24 (29.3%), 18 years students were 17 (20.7%), 19 years students 5 (6.1%) and 20 years were 2 (2.4%).

The data implied that the directors and teachers respondent were relatively aged and could understand and justified the relationship between school culture and students achievement. Students also could give information about their school culture.

#### 4.2.3. The Directors' and teachers highest academic qualification

The directors and teachers were asked to indicate their highest level of academic qualifications.

Table 4.3.Presents the data.

**Table4.3.Directors' and teachers highest academic qualification**

Directors	Teachers
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Academic qualification of director respondents			Academic qualification of teacher		
	F	P		F	P
master's degree	3	60.0	Diploma in education	12	13.3
Degree in education	2	40.0	Degree in education	65	72.2
Total	5	100.0			
			Total	90	100.0

The result showed that 3 of the directors had Master of education degree whereas 2 had Bachelor of Education degree. Of teachers 23 (25.6%) had B.A with PGDE, 21 (23.3%) had B.Sc with PGDE, 21 (23.3%) had B.Ed degree, 13 (14.4%) had masters and 12 (13.3%) had Diploma in education.

This indicated that most of them had fulfilled the required standard to be directors and teachers in their schools. According to the Ethiopian educational policy (1994) the standard of teachers and directors for secondary schools are degree and masters educational level. From this point of view the respondents able to translate the school mission, vision and values to the school community which had an impact on students' achievement.

#### 4.2.4. Directors' service and students' years in school

The researcher asked the directors and students to indicate the duration in which they had been in their current school. The data presented in table 4.4.

**Table 4.4. Directors' service and students' years in school**

Directors			Students		
Years of Directors' served as head teacher	F	P	Students' Years in school	F	P
3-15	5	100.0	1-3	82	100.0
Total	5	100.0	Total	82	100.0

Data shows that (4) of respondent had been directors in their current school for nine and above years and only 1 had remained in their current school less than 4 years. The fact that 80 % of the

directors respondents indicated that they may have had lots of experience and hence may have had great role on their school culture. The findings also show that considerable student respondents had been in school for 2 years 72 (87.8%), 1 year students 9 (11.0%) and 3 years students 1 (1.2%). Those who had been in school for 2 and 3 years were highly preferred because they were able to provide informed views on school culture and were readily available to fill in the questionnaires.

### 4.3. The relationship between school culture and students achievement

To examine the relationship of Dawurozone school culture such as School vision, mission and value, School assembles, Prize giving and Assessment test with student achievement, Pearson Correlation Coefficient was used. Cohen (1988) suggests that correlations have a medium effect size between 0.30 and 0.49, irrespective of sign, and that correlation between 0.50 and 1.00 have a large effect size, irrespective of sign. The significance levels were set at the level of 0.05 ( $p \leq 0.05$ ). The data presented in table 4.5

**Table 4.5. Correlation of Dawurozone school culture and students achievement.**

<b>Correlations</b>			
		Average academic achievement	DAWURO ZONE SCHOOL CULTURE
Average academic achievement	Pearson Correlation	1	.203
	Sig. (2-tailed)		.744
	N	5	5
DAWURO ZONE SCHOOL CULTURE	Pearson Correlation	.203	1
	Sig. (2-tailed)	.744	
	N	5	90

Table 4.5 Show that there was weak positively correlated (0.203 between school culture of Dawuro zone and students' achievement. The finding in line, fostering a school culture that positively related with students' achievement is critical. According to Weller and Weller (2001) school reform requires the transformation of school culture. Cunningham and Gresso (1993) reported that only culture change in schools will bring about real reform and lasting changes that

will affect student academic achievement. In addition the table 4.5 shows that  $p$  value  $0.744 > 0.05$ , which implies that there is no statically significance difference among the variables.

#### 4.4. The School vision, mission and values and Academic achievement student

To examine the relationship of school vision, mission and values and students' academic achievement, the researcher asked the teachers to indicate their opinion on the aspects of school mission, vision and values. The teachers were supposed to indicate the extent to which they agreed or disagreed with the statement presented. The data in table 4.6 was obtained.

**Table 4.6: Teachers' views on school mission, vision and values**

Question	Disagree		Undecided		Agree		Total	
	F	%	F	%	F	%	F	%
Our school has a clear vision, mission and values	7	7.7	-	-	83	92.2	90	100.0
The school vision, mission and values are geared towards performance	6	6.66	-	-	84	93.33	90	100.0
The teachers are sensitive to school vision, mission and values.	14	15.5	-	-	76	84.5	90	100.0
The students embrace the school vision, mission and values	27	30	-	-	63	70	90	100.0

The data indicate that a total of 83 (92.2%) of teachers were of the opinion that their school had a clear vision, vision and values. Of teachers 7(7.7%) disagreed on issues. This may show that few teachers may not interest to know the school mission, vision and value.

84 (93.33%) agreed that the school vision, mission and values are geared towards students achievement. But few of them disagreed. This show that few teacher may careless to know the issues.

76 (84.5%) of teachers agreed that they were sensitive to the mission, vision and values of the school. 14 of teachers (15.5%) disagreed on issues. This shows that few teachers not clearly understand the school vision, mission and value.

63 (70%) agreed that the students embrace the school vision, mission and values. Teachers 27 (30%) disagreed on the issues. This shows that the school activity may not clear for all teachers.

From the findings, it was clear that the schools had clear mission, vision and values which were geared towards student achievement but few of the respondents didn't agreed on issues.

The researcher was asked directors about school mission, vision and values. The data presented in Table 4.7

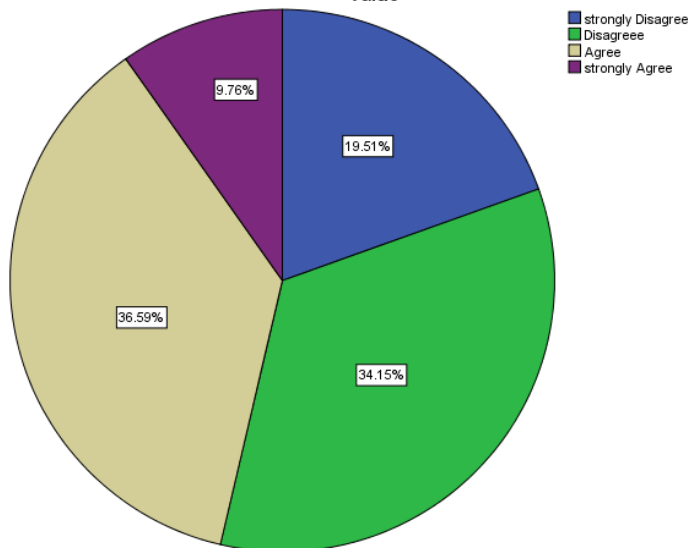
**Table4.7: The views of Directors on school mission, vision and values**

Question	A		SA		T	
	F	%	F	F	%	F
Our school multiracial strongly understanding and applicative school mission and vision to improve students' academic achievement.	4	80.0	1	20.0	5	100.0

The students were also asked to indicate whether they knew their school mission, vision and values off head. Figure 4.1 presents the data.

**Figure 4.1 students' responses on knowing school mission, vision and values off director**

In our school bulky students strongly understand school vision, mission and value

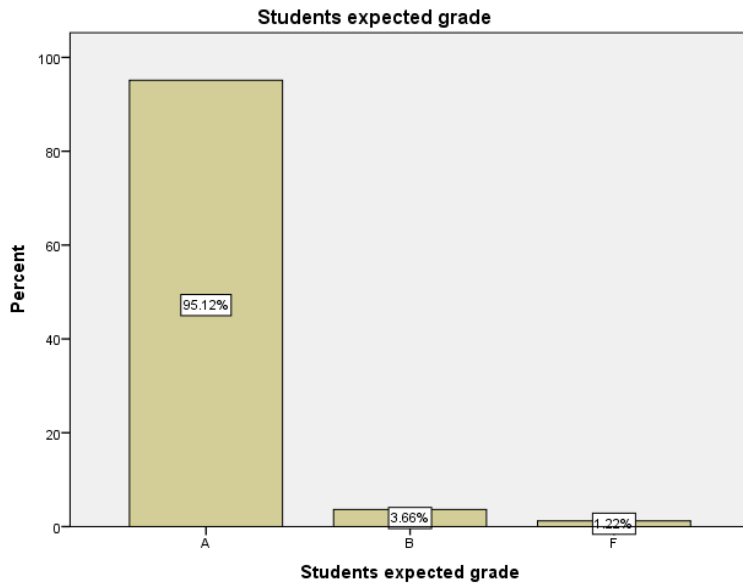


The students' responses as presented in Figure 4.5 indicated that students 38 (46.4%) agree that in their school bulky students strongly understand school vision, mission and value. At the same time students 44 (53.6%) disagree.

This showed that above half of those students were not know the school mission, vision and values.

The researcher asked the students to indicate the grades they expected to obtain in their National examination. Figure 4.2 presents the data.

**Figure 4.2 students' expected grades**



To establish the relationship between school vision, mission and values and students academic achievement, Pearson's moment correlation coefficient was used. The researcher selected lack of focus as the independent variable that deemed important among the items in the questionnaire that focused on the school mission, vision and values. Table 4.8 presents the data.

**Table 4.8: Correlation on school mission, vision and values and students academic achievement.**

Correlations		Average academic achievement	school mission, vision and value
Average academic achievement	Pearson Correlation	1	.424
	Sig. (2-tailed)		.477
	N	5	5
school mission, vision and value	Pearson Correlation	.424	1
	Sig. (2-tailed)	.477	
	N	5	90

The scores obtained on the independent variable (Mission, Vision and Values) were correlated with the predicted variable students achievement. The result indicated that there was a moderate positively relationship between the two variables as indicated by a correlation of 0.424.

The findings are in line with Thacker, Jerry and Melnerney (1992) who found that there was a significant relationship between school missions, vision and values and students academic performance. Brown (2004) identified school vision and mission as one of the key ingredients of school culture. He noted that a school that knew where it wanted to go and knows what it needs to do to get there was more successful than a school that does not know. In addition the table 4.8 shows that  $p$ . value  $0.477 > 0.05$ , which implies that there is no statically significance difference among the variables.

#### 4.5. The school assembles and students' achievement

To analysis the relationship between communication through school assemblies and students achievement, the researcher asked the teachers to indicate their opinion on the below aspects on school assemblies. The data in table 4.9 below was obtained.

**Table 4.9: Teachers' views on school assemblies**

Question	Disagree		Undecided		Agree		Total	
	F	%	F	%	F	%	F	%
Teachers are required to frequently attend school assemblies	10	11.1	-	-	80	88.9	90	100.0
Teachers at our school feel that attendance of school assemblies has a positive influence on students' performance	7	7.8	-	-	83	92.2	90	100.0
Students have a positive attitude towards attendance of school assemblies	34	37.8	-	-	56	62.2	90	100.0
The school administration supports holding of school assemblies.	10	11.1	-	-	80	88.9	90	100.0

The data indicated that of teachers 80 (88.9%) agreed with sentiment that teachers were required to frequently attend school assemblies and 10 teachers (11.1%) were disagreed. This shows that few teachers may not interest to attend the school assemblies.

83 teachers (92.2%) agreed while 7 teachers (7.8%) disagreed that attendance of school assemblies had a positive influence on students' achievement. This shows that few teachers may give low expectation for school assemblies' attendance that had a positive influence on students' achievement.

On students having a positive attitude towards attendance of school assemblies, 56 teachers (62.2%) agreed while 34 teachers (37.8%) disagreed. The finding shows that few students may not clearly understand attendance of school assemblies.

The data further indicated that 80 teachers (88.9%) agreed while 10 (11.1%) disagreed that the school administration supports holding of school assemblies. This shows that few teachers may not recognize the role of school administration.

From the findings, it was evident that teachers frequently attend school assemblies, attendance of school assemblies has a positive influence on students' performance, and students have a positive attitude towards school assemblies and the school administration supports holding of school assemblies. But few teachers didn't agree on issues.

The researcher was asked directors to indicate their views on school assemblies. The data presented in table 4.10

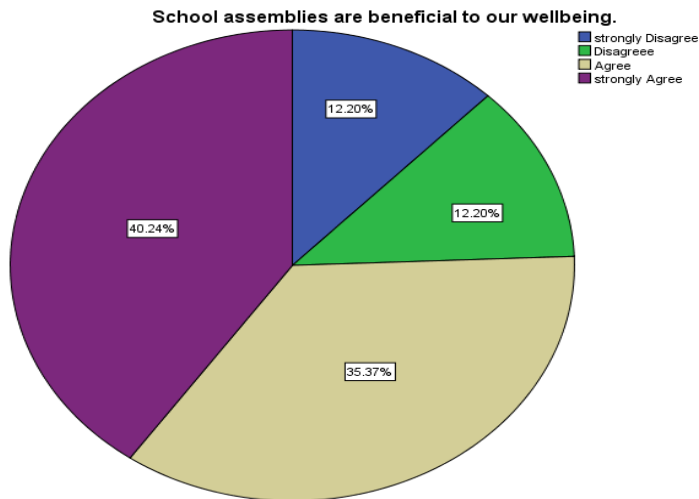
**Table 4.10: Views of Directors on school assemblies.**

Question	A		SA		T	
	F	%	F		F	%
Our school teachers and students strongly participated in school assemblies and generating and sharing new ideas.	3	60.0	2	40.0	5	100.0

The researcher also asked the students to indicate their view on the aspects of school assemblies.

The data presented in Figure 4.3.

**Figure 4.3: Students view on school assemblies.**



The students 62(75.6%) agreed that school assemblies were beneficial to their wellbeing and students 20 (24.4%) were not.

To examine the relationship of communication through school assemblies and students achievement, Pearson Correlation Coefficient was used. The data is presented in table 4.11

**Table 4.11: Correlation on communication through school assemblies and students academic achievement**

Correlations			
		Average academic achievement	school assemblies
Average academic achievement	Pearson Correlation	1	.495
	Sig. (2-tailed)		.397
	N	5	5
school assemblies	Pearson Correlation	.495	1
	Sig. (2-tailed)	.397	
	N	5	90

As presented in table 4.11 scores obtained on school assemblies and students academic achievement indicated that there was above a moderate positively relationship between the two variables as indicated by a correlation of 0.495. The result indicated that communication through school assemblies had an influence of student academic achievement. The findings were in line



with Odhiambo (2005) in study in Kenya come to a conclusion that, school assemblies, staff meetings, communication through directors of departments were popular in schools; the academic performance of students was directly proportional to the communication offered. Finally, students who performed better were those who were effectively communicated to by their directors and respective class and subject teachers.

Anderson and McEwan(2007) have broadly stated that communication necessitates co-existence of people in the world. They further posit that through communication, people shared knowledge and combined efforts and this enabled them to develop and expand their store of knowledge, technology and culture. Communication serves as a linking process by which parts of a system are tied together. In addition the table 4.11 shows that  $p$  value  $0.397 > 0.05$ , which implies that there is no statically significance difference among the variables.

#### 4.6. Prize giving in schools and students' achievement.

One of the ways of motivating teachers in school is by giving incentives during prize giving days. The researcher asked the teachers to indicate their opinion on prize giving. The data in table 4.12 below was obtained.

**Table 4.12: Teachers' views on prize giving**

Question	Disagree		Undecided		Agree		Total	
	F	%	F	%	F	%	F	%
Prize giving is more significant to students than to teachers.	32	35.6	-	-	58	64.5	90	100.0
The school administration fully supports prize giving.	34	37.8	-	-	56	62.2	90	100.0
Prize giving functions should be held more regularly.	30	33.3	-	-	60	66.7	90	100.0
Students are adequately rewarded during prize giving functions.	26	28.9	-	-	64	71.1	90	100.0
Teachers are fully motivated by the prizes given	32	35.55	-	-	58	64.44	90	100.0

Data presented in table 4.12 shows that teachers 58(64.5%) agree were of the opinion that prize giving was more significant to students than teachers and 32 teachers (35.5%) were disagreed. This shows that prize giving process may motivate teachers' activity.

56teachers (62.2%) agreed that the school administration fully supported prize giving while 34 teachers (37.8%) were disagreed. The data shows that prize giving process may not apply regularly.

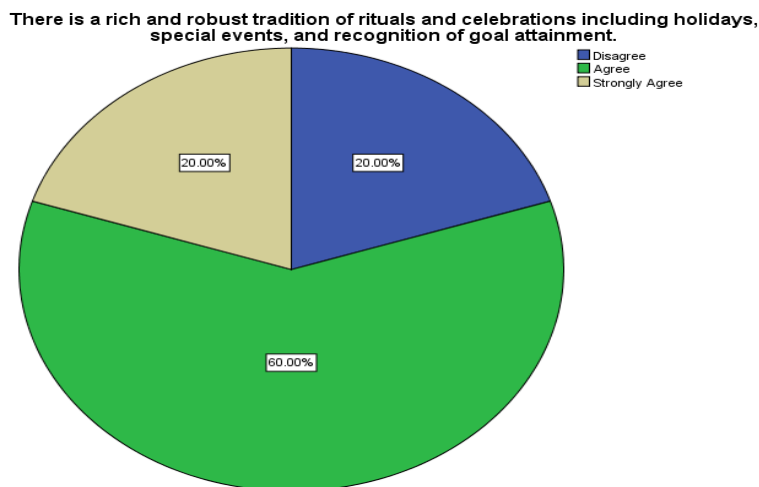
Teachers 60 (66.7%) agreed that prize giving functions should be held more regularly while teachers 30 (33.3%) teachers were not agreed on issues. The data shows that, albeitmajority of teachers agreed on issues.However, it is impossible to say that fewer responses are irrelevant.

64 teachers (71.2%) agreed that students were adequately rewarded during prize giving function while 26 teachers (28.9%) were not agreed. This may show that rewarding process may not fulfill an expected standing.

58 teachers (64.44%) agreed that teachers were motivated by the prize given and 32 teachers (35.5%) were not agreed. These factors had high agreement rates.

The researcher asked Directors to indicate their opinion on motivation. The data presented in Figure 4.4

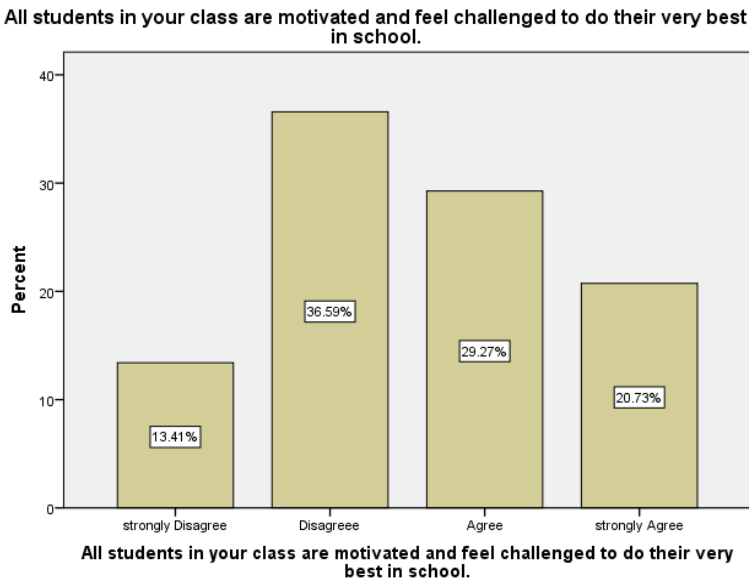
**Figure4.4: Directors' views on prize giving motivation**



4 (80%) directors agreed that in their schools there is a rich and robust tradition of rituals and celebration including holiday, special events, and recognition of goal attainment. 1 director (20%) were not agreed.

The researcher asked students to indicate their view on motivation. The data presented in figure 4.5

**Figure4.5: Students views on prize giving motivation**



41 (50%) of students disagreed and students 41 (50%) students agreed that all students in their class are motivated and fell challenged to do their best.

To understanding the relationship of motivation through prize giving and students achievement analyses were performed using the Pearson Correlation Coefficient. The data presented in table 4.13

Table 4.13: Correlations for motivation through prizing and students' achievement

		Average academic achievement	Prize giving
Average academic achievement	Pearson Correlation	1	.018
	Sig. (2-tailed)		.978
	N	5	5
Prize giving	Pearson Correlation	.018	1
	Sig. (2-tailed)	.978	
	N	5	90

Table 4.13 Shows that there was weak positively correlated (0.018) between through prize giving and students' academic achievement. The findings were in line with Tucker (2011) and Ouma (2011) who found that only motivation directly affected academic achievement; all other factors affected achievement only through their own motivation. School culture can facilitate change it can embrace new ideas and incorporate them into the values and beliefs of the school. The findings were also in line with Renchler (1992) who established that an atmosphere or environment that nurtured the motivation to learn could be cultivated in the classroom or throughout an entire school. In addition the table 4.13 shows that p. value  $0.978 > 0.05$ , which implies that there is no statically significance difference among the variables.

#### 4.7. Continuous assessment tests and students' academic achievement.

To examine the relationship between continuous assessment and students' achievement the researcher asked the teachers to indicate their opinion on continuous assessment and students' academic achievement. The data presented in table 4.14.

**Table 4.14: Teachers’ views on continuous assessment**

Question	Disagree		Undecided		Agree		Total	
	F	%	F	%	F	%	F	%
Teachers should offer more frequent continuous assessment tests to their students	8	8.88	-	-	82	91.11	90	100.0
Students take seriously the assessment tests offered	21	23.3	-	-	69	76.7	90	100.0
Teachers take seriously the assessment tests offered to students.	10	11.1	-	-	80	88.9	90	100.0
The continuous assessment test results are reflected in the students’ end term examination results	18	20	-	-	72	80	90	100.0

Of the teachers 82 (91.1%) agreed that teachers should offer more frequent continuous assessment to their students. 8 teachers (8.8%) were not. This shows that few teachers may not offer more frequent continuous assessment tests to their students.

69 teachers (76.7%) agreed that students take seriously the assessment testes offered. 21 teachers (23.3%) were not. This shows that few students may not take seriously the assessment test offered.

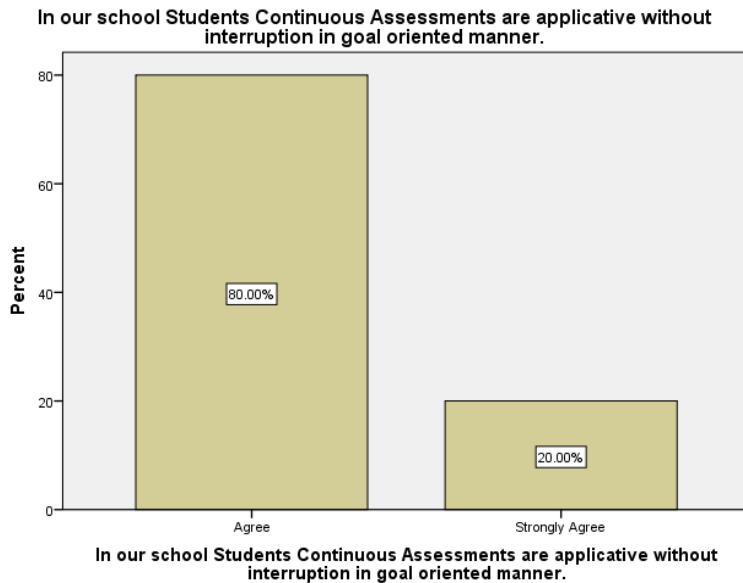
Teachers 80 (88.9%) agreed that teachers take seriously the assessments tests offered to students. 10 teachers (11.1%) were not. This shows that few teachers may not give attention to assessment tests offered to students.

The teachers 72 (80%) agreed that the continuous assessment tests results are reflected in the students’ end term examination results. 18 teachers (20%) were not. This shows that few teachers may don’t have conviction that assessment test results are reflected in the students’ end term examination results.

From the findings, it was evident that teachers offered more frequent continuous assessment; teachers and students’ seriously took tests, and test results are reflected in the students end term examination. But few teachers were not agreed on issues.

The researcher asked the directors to indicate their opinion on assessment test. The data presented in Figure 4. 6

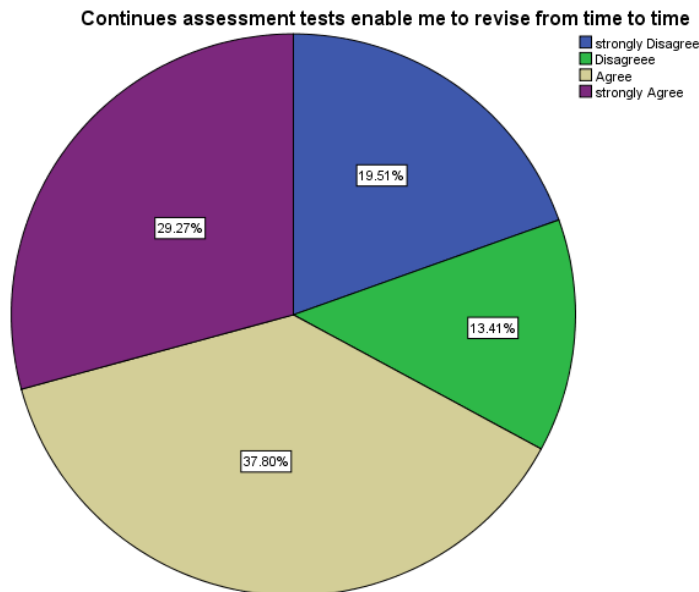
**Figure 4.6: Views of directors on assessment test**



5 (100%) of directors agreed that in their school continuous assessment were applicative.

The researcher asked the students to indicate their opinion on assessment test. The data presented in figure 4.7

**Figure 4.7: views of students on assessment test**



Students 55(67.1%) agreed that continues assessment tests enable them to revise from time to time. 27 students (32.9%) were not agreed.

In order to examine the relationship between continuous assessment tests and students' academic achievement, Pearson correlation coefficient was used. The data presented in table 4.15

**Table 4.15: Pearson Correlation of continuous assessment tests on student's academic achievement.**

		<b>Correlations</b>	
		Average academic achievement	ASSESSMENT TEST
Average academic achievement	Pearson Correlation	1	-.138
	Sig. (2-tailed)		.824
	N	5	5
ASSESSMENT TEST	Pearson Correlation	-.138	1
	Sig. (2-tailed)	.824	
	N	5	90

The data shows that there was a negative relationship correlated (-0.138) between continuous assessment tests on student's academic achievement.

The findings agreed with Ituma (2012) who found that, continuous assessments were meant to determine learner's achievement and to prepare them for final examination. Mwebaza (2010) study, teachers' and students' perceptions showed that there were many continuous assessment strategies to be used which had a positive relationship with students' academic achievement. In addition the table 4.15 shows that p. value  $0.824 > 0.05$ , which implies that there is no statically significance difference among the variables.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, conclusions, recommendations and Suggestion for further research.

#### **5.1. Summary of major findings**

The study sought to examine how school culture elements such as mission, vision and values, assemblies, prize giving and assessment tests are related to students' achievement in Dawuro zone secondary schools. The researcher collected views of respondents from public secondary schools in Dawuro zone. This study used a descriptive survey design. The target population for this study was 41 school directors, 831 teachers, and 10582 students in the Dawuro zone totaling to about 11,454 respondents. Simple random sampling was used to identify the sample. The sample size comprised of 222 respondents, categorized as all 5 directors in the five sampled schools, 116 teachers and 101 students. Data were collected by use of questionnaires and was analyzed by use of descriptive and inferential statistics.

**To identify the relationship between school missions, vision and values and students academic achievement in grade 10 national examinations in secondary schools of Dawuro zone.**

The study revealed that 83 (92.22%) of teacher said that the schools had clear mission, vision, values and 84 (93.33%) were of the opinion that the mission, vision and values geared towards student academic achievement. 76 (84.44%) of teacher had the view that the teacher were sensitive to them and 63 (70.00%) of teachers had the view that the students embrace the school vision, mission and values. Directors 5 (100%) agreed that in their school multiracial strongly understanding and applicative school mission and vision to improve students' academic achievement. 38 students (46.4%) agreed that in their school bulky students strongly understand school mission, vision, and values. 44 (53.65%) of students were disagree.



Results of Pearson Correlation of school mission, vision, and values on student's National examination showed that there was a moderate positively relationship between the two variables as indicated by a correlation of 0.424. The results indicated that mission, vision and values influenced student's academic achievements.

**To establish the relationship of frequent communication through school assemblies and students' academic achievement in National examination in secondary schools in Dawuro zone.**

The findings showed that 80 (88.88%) of teachers said that the school administration required the teachers to frequently attend school assemblies. 83 (92.22%) of teachers said that teachers at our school feel that attendance of school assemblies has a positive influence on students' performance. 56 (62.22%) of teachers said that students had a positive attitude towards attendance of school assemblies. It was found that 80 (88.88%) of teachers said that the school administration did support the attendance of the assemblies. 5 (100%) of directors agreed that in their schools teachers and students participated in school assemblies. 62 (75.6%) of students agreed that school assemblies were beneficial for their wellbeing.

Results of correlation on communication through school assemblies and students grade 10 National examinations indicated that, there was above a moderate and above positively relationship between the two variables as indicated by a correlation of 0.495. The results indicated that communication through school assemblies had influence on student achievement.

**To identify the relationship between motivation through prize giving in schools and student achievement in National examination in Dawuro zone secondary schools.**

On prize giving, the findings indicated that of teachers 58 (64.44%) agreed that prize giving was more important to students than to teachers. 56 teachers (62.22%) said that school administration did support prize giving. Majority 60 (66.66%) of teachers said that prize giving functions should held more regularly. Majority 64 (71.11%) of teachers said that students were fully rewarded during the prize giving function and 58 (64.44%) of them agreed that they were fully motivated by the prize given. 4 (80%) directors agreed that in their school there were a rich and robust tradition of rituals and celebration. 41 students (50%) agreed and 41 students (50 %) disagreed that all students in their class are motivated and feel challenged to do their best.

Pearson's moment correlation coefficient used to establish the relationship between motivation through prize giving and students achievement showed that there was weak positively correlated (0.018).

**To determine the relationship between continuous assessment tests and students' achievement in grade 10 national examination in Dawuro zone secondary schools.**

The study revealed that majority of the teachers 82 (91.11) of teachers agreed with the need for more frequent continuous assessment tests for their students. 69 (76.66%) of teachers did believe that students took continuous assessment tests seriously. 80 (88.88%) of teachers agreed that the teachers did take seriously the assessment tests offered to students. A reasonable number 82 (91.11%) of teachers stated that continuous assessment test results were reflected in the student end term examination results. 5 (100%) of directors agreed that continuous assessment were applicative. 55 (67%) of students were agree that continuous assessment tests did enable them to revise from time to time.

Results of Pearson Correlation (-0.138) of continuous assessment tests and students achievement revealed that there was a negative relationship between continuous assessment and student's achievement.

## **5.2. Conclusion**

School vision and mission as one of the key ingredient of school culture. Most teachers and Directors said that in their school there was a clear vision, mission and value, and above half of the student respondents said that in their school bulky students did not strongly understand school mission, vision and value. These show there were crises. So they need to internalize the mission, vision, and values of their schools to improve students' achievement.

School assemblies play vital role to improve students' achievement. The finding indicated most teachers and directors said that teachers attend school assemblies, but few teachers and students were disagreed. This also shows inconvenience. In so far as, the school should have not bore but attractive, goal oriented, participatory and programmed assemblies.

Prize giving is more important to motivate students and teachers to improve students' academic achievement in the schools. The finding indicated that majority of directors and teachers agreed

that in their school there were the school administration fully supports prize giving, but few directors, teachers and half of students (50%) respondents did not agree that all students in their class are motivated and feel challenged to do their best. As Tucker (2011) put it, is only motivation that directly affects academic performance. So, by considering the signification of the prize giving function, the school administration should be focused to nature students and teachers should perk up to do their best for improving students' achievement.

Continues assessment is a system of giving a student a final mark/ grade based on work done during a course of study rather than on one exam. It is also the corner stone on education system. By continues assessment the teachers can evaluate the teaching and learning process. It also used to identify the weak and strong side of teachers and students. The finding indicated that all directors, most teachers and students agreed that continues assessment were applicative in their school, however few teachers and students didn't agreed on issues. This indicated that the issues call attention seriously. Continuous assessment tests were conclusive in positive influencing students' achievement and students should accord them more importance. To build students capacity and improve students achievement, continues assessment function should be strongly operative.

Based on the findings of the study, it was concluded that elements of school culture such as, school vision, mission and value, School assemblies, Prize giving function and Assessment tests related to students achievement in Dawuro zone secondary schools.

### **5.3. Recommendations**

Based on the findings, it was recommended that:

1. Directors, teachers and students should understand and applicative the Schoolsmission, vision and values to improve students achievement.
2. The school directors should support holding more assemblies, then after directors, teachers and students can be able to share and discuss how to improve students' academic achievement.
3. Prize giving function should be held regularly, so the school directorsalso should create various motivation methods, ceremonies and programs by providing literature, poetry, drama and kindred for students and teachers that will fully motivate them to do their best.

4. Teachers should offer continuous assessment tests to their students to enable them to be more confident and ready for the National Examination.

Taking the limitations and delimitations of the study into consideration, the researcher makes the following suggestions for further research:

1. To which extent is lack of commitment of directors, teachers and students affecting students' academic achievement in the zone.
2. To which extent lack of teachers' motivation influences student academic achievement in the zone.
3. To investigate the extent at which indiscipline among students is influencing student academic achievement in the zone.

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**APPENDIX A**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**  
**MASTER OF EDUCATIONAL LEADERSHIP.**

This Questionnaire will be designed to help the researcher to find the relationship of school culture and students' academic achievement in SNNPR, Dawuro Zone Secondary Schools.

(To be filled by selected secondary school Head Teachers)

**Dear Respondents,**

The main purpose of this questionnaire is to collect data and information on school culture that related to students' academic achievement in Dawuro Zone secondary schools. We would, therefore, like to kindly request you to fill in this questionnaire by following the instruction given under each section. Please also note that you do not need to write your name in this questionnaire; and the information you give here will be kept strictly confidential.

**Instruction I**

✓ 'Please put this mark for your respected answer.'

1. What is your gender? 1. Male (    )            2. Female (    )

2. Age -----

3. Academic qualification 1. PhD (    )    2. Master's Degree (    ) 3. B.A/PGDE (    )

4. B.SC/PGDE (    ) 5. B. Ed Degree(    ) 6. Diploma in education (    )

4. How long have you served as the head teacher in this school? -----

## Instruction II

✓ 'Please put this mark for your respected answer.' By saying

**1. Strongly Disagree    2. Disagree    3. Agree    4. Strongly Agree.**

### School culture

No.	Item	1	2	3	4
1	Our school multiracial strongly understanding and applicative school mission and vision to improve students' academic achievement.				
2	Teachers, students and staff work together to develop the school schedule.				
3	Our school teachers and students strongly participated in school assemblies and generating and sharing new ideas.				
4	There is a rich and robust tradition of rituals and celebrations including holidays, special events, and recognition of goal attainment.				
5	In our school Students Continuous Assessments are applicative without interruption in goal oriented manner.				

**APPENDIX B**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**  
**MASTER OF EDUCATIONAL LEADERSHIP.**

This Questionnaire will be designed to help the researcher to find the relationship of school culture and students academic achievement in SNNPR, Dawuro Zone Secondary Schools.

(To be filled by selected secondary school Teachers)

**Dear Respondents,**

The main purpose of this questionnaire is to collect data and information on school culture that related to students academic achievement in Dawuro Zone secondary schools. We would, therefore, like to kindly request you to fill in this questionnaire by following the instruction given under each section. Please also note that you do not need to write your name in this questionnaire; and the information you give here will be kept strictly confidential.

**Instruction I**

✓ ‘Please put this mark for your respected answer.’

1. What is your gender? 1. Male (    )            2. Female (    )

2. Age -----

3. Academic qualification 1. Diploma in education (    )    2. B.A/PGDE (    )    3.

B.SC/PGDE (    ) 4. B. Ed Degree (    ) 5. Masters (    ) 6. Others, specify (    )

## Instruction II

✓ 'Please put this mark for your respected answer.' By saying

**2. Strongly Disagree    2. Disagree    3. Agree    4. Strongly Agree.**

School mission, vision and values

No.	ITEM	1	2	3	4
1	Our school has a clear vision, mission and values.				
2	The school vision, mission and values are geared towards performance.				
3	The teachers are sensitive to school vision, mission and values.				
4	The students embrace the school vision, mission and values.				

School assemblies

No.	ITEM	1	2	3	4
1	Teachers are required to frequently attend school assemblies.				
2	Teachers at our school feel that attendance of school assemblies has a positive influence on students' performance.				
3	Students have a positive attitude towards attendance of school assemblies.				
4	The school administration supports holding of school assemblies.				



### Prize giving

No.	ITEM	1	2	3	4
1	Prize giving is more significant to students than to teachers.				
2	The school administration fully supports prize giving.				
3	Prize giving functions should be held more regularly.				
4	Students are adequately rewarded during prize giving functions.				
5	Teachers are fully motivated by the prizes given				

### Assessment Test

No.	ITEM	1	2	3	4
1	Teachers should offer more frequent continuous assessment tests to their students				
2	Students take seriously the assessment tests offered				
3	Teachers take seriously the assessment tests offered to students.				
4	The continuous assessment test results are reflected in the students' end term examination results				

APPENDIX C  
JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
MASTERS OF EDUCATIONAL LEADERSHIP.

This Questionnaire will be designed to help the researcher to find the relationship of school culture and students' academic achievement in SNNPR, Dawuro Zone Secondary Schools.

(To be filled by selected secondary school Grade 10 Students)

**Dear Respondents,**

The main purpose of this questionnaire is to collect data and information on school culture that related to students' academic achievement in Dawuro Zone secondary schools. We would, therefore, like to kindly request you to fill in this questionnaire by following the instruction given under each section. Please also note that you do not need to write your name in this questionnaire; and the information you give here will be kept strictly confidential.

**Instruction I**

✓ 'Please put this mark for your respected answer.'

1. What is your gender? 1. Male (    )            2. Female (    )

2. Age -----

3. How long have you been in this school? -----Years.

## Instruction II

✓ 'Please put this mark for your respected answer.' By saying

**1. Strongly Disagree    2. Disagree    3. Agree    4. Strongly Agree.**

School culture

No.	ITEM	1	2	3	4
1	In our school bulky students strongly understand school vision, mission and value				
2	Our school exerts oneself to improve students' academic achievement.				
3	All students in your class are motivated and feel challenged to do their very best in school.				
4	All students adhere to the school rules and regulations.				
5	The rules and regulations of our school are more of guidelines than punitive.				
6	Students who adhere to the rules and regulations perform better than those who do not.				
7	School assemblies are beneficial to our wellbeing.				
8	Continues assessment tests enable me to revise from time to time				
9	The more I attempt continuous assessment tests, the more confident and ready I become for the final exam.				
10	When teachers give me quick feedback, I devise ways of improving				