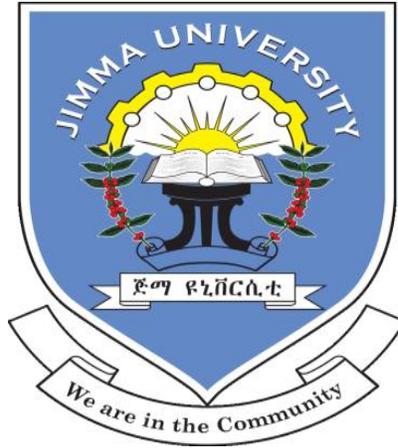


THE RELATIONSHIP BETWEEN SCHOOL CULTURE , CLIMATE AND
STUDENTS ACHIEVEMENT IN GOVERNMENT PRIMARY SCHOOLS OF
TARCHA TOWN , DAWRO ZONE, SNNPRS.

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

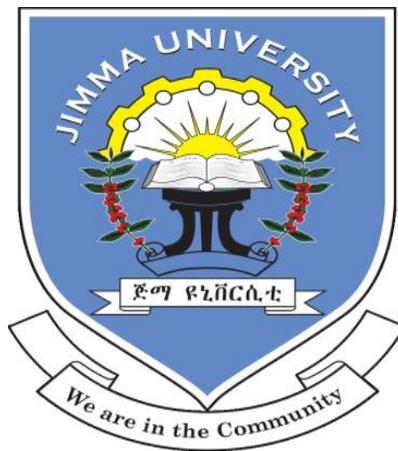
SEPTEMBER, 2017

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A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP.

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Approved by Examiners

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| External Examiner | Date | Signature |

Declaration

The researcher hereby declares that the thesis on the title, “The relationship between school culture, climate and students achievement in primary schools of Tarcha Town Administration city of Dawro Zone, SNNPRS.” is his original work and all sources that has been referred to and quoted by indicated and acknowledged with complete references.

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This thesis has been submitted for examination with my approval as the university advisor.

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College of Education and Behavioral Science

Department of Educational Planning and Management

Date of submission _____

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List of Acronyms and Abbreviations

ANOVA: Analysis of variance

EDPM: Educational Planning and Management

ESDP: Education Sector Development Program

ERIC: Education Resources Information Center

GEQIP: General Education Quality Improvement Program

MoE: Ministry of Education

NSCC: National School Climate Council

OCDQ: Organizational Climate Description Questionnaires

SIP: School Improvement Program

SNNPRS: South Nations Nationalities and People Regional State

SPSS: Statistical Package for Social Science

TTAC: Tarcha Town Administration City

ABSTRACT

The purpose of this study was to assess the relationship between school cultures, climate and students achievements in primary schools of Tarcha Town administration. To this end, correlational design was used and both quantitative and qualitative methods were employed. 137 teachers selected by census, and 203 students by simple random sampling, 6 primary school principals by availability, 2 cluster supervisors and 6 education office experts were selected by purposive sampling and used as primary sources of data. Secondary data sources were grade eighth students' rosters of regional examination documents. Data for the study were collected through questionnaire, semi-structured interview guide and document analysis. The researchers were distributed 354 questionnaires to the selected schools and 334 were returned with a return rate of 94.4%. The revised Organizational Climate Description Questionnaires (OCDQ- RE) and School Culture Survey were used as instrumental tool. The data collected were analyzed by using frequency counts, percentages and mean by SPSS. The findings of this study revealed that there is strong relationship between school culture, climate and students achievement and there are some problems in school climate and culture related to school principal, teachers and parents. A positive school climate and culture creates an optimal setting for teaching and learning. On the other hand, when the school climate and culture is not good it contribute negatively for the learning and achievement of students. This study presents a significantly useful model to understand the impact of school climate and provides baseline information for the implementation of the National Education Policy (2009), which focuses upon the improvement of learning environment of the schools. The results revealed of school culture and students achievement relationship is ($r = .55, N = 320, p < 0.05$), school climate and students achievement relationship is ($r = .84, N = 320, p < 0.05$), and school culture and school climate relationship is ($r = .71, N = 320, p < 0.05$). This indicates that the high level of school climate and culture associated with high level of students achievement and the low level of school climate and culture associated with low level of student achievements in the study area. This implies that the existence of positive correlation between the variables.

CHAPTER ONE:

INTRODUCTION

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

1.1. Back ground of the study

In the world of education, the most complex activity is the process of teaching and learning. As its complexity the main problem it faces is a quality of education. The Ethiopia Government has taken a number of measures particularly aimed at quality of teaching and learning, to enhance students' academic achievement. According to MOE, (2004), the Ethiopian government has now shifted its attention to improve quality of education. Primary school level students' achievement is not only a pointer to the effectiveness but a major determinant of the future of youth's factor for the learning and positive life development of young people (Ortega, Sanchez, & Viejo, 2011). The nation's educational goals can be achieved teaching and learning. The learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to loosen factors that influence against good academic performance (Aremu & Sokan, 2002).

Teaching and learning culture refers to how schools and teachers support student learning. Positive school climates have a culture of teaching and learning that supports high expectations, motivates students from a growth and mastery-oriented perspective, uses culturally-responsive and engaging pedagogy, teaches rigorous course content in addition to social and emotional learning, and believes norms that demand success for all students.

School culture is the set of norms, values, beliefs, rituals and ceremonies, symbols and stories that make up the characters of the school. These unwritten expectations build up over time as teachers, administrators, parents, and students work together, solve problems deal with many challenges. For example, every school has a set of expectations about what can be discussed at staff meetings, what constitutes good teaching techniques, how willing the staff is to change, and the importance of staff development improvements in student achievement will happen in schools with positive and professional cultures that reflect a positive school climate (Macneil, Prater, & Busch,

2009). A school with an established teaching and learning culture will also have a well-developed organizational structure and instructional program that focus on all aspects of academic achievement and the professional development of educators. Davidoff and Lazarus (1997:42) further indicate the link between organizational culture and the culture of learning and teaching by pointing out that both the written and unwritten rules and norms of the school determine a certain pattern of behavior. In other words, the organizational culture ratifies what is proper and ideal for the school, it exerts pressure on both learners and educators to conform to the standards and validate the high expectations or performance as outlined in the school's mission statement and policy. By means of the principal's instructional leadership task he/she can influence the organizational culture of the school by emphasizing academic aspects such as staff development programs, involving educators in decision making, providing resources, supervision and provision of instructional time.

School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Guffey, 2012). The National School Climate Council (2014) defines school climate by characterizing school life and determining the quality of the school atmosphere. The council offers the inclusion of the following dimensions in determining school climate: rules and norms, physical security, social-emotional security, support for learning, social and civic learning, respect for diversity, social support for adults, and social support for students, school connectedness and engagement, physical surroundings, and leadership; School climate is an important factor in the successful implementation of school reform programs (Guffey, 2012). School climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. If the school climate suggests a positive spirit, then students and teachers tend to fall in love with the school, and students are ready to learn because they feel valued and feed of the positive emotions of the staff (Spicer, 2016). Further, it is not easy to define the idea of school climate. As Hoy (2005) has said that school climate means all these characteristics which students, teachers and school administration feel. In the same way, a good school not only make better the learning and teaching but also make the performance of all the members of school.

Academic achievement is knowledge attained or skills developed in school subjects by test scores and refer to students' academic ability and performance. Academic achievement encompasses actual accomplishment of the students' of potential ability. Scholars define academic achievement differently

in different situations. Academic achievement refers to a successful accomplishment or performance in particular subject area which is indicated by grades, marks and scores of descriptive commentaries.

Kobal and Musek (2001), stated as:...there are two broad groups of definitions of academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success is depend upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself. There are many variables that contribute to influencing a student's academic success, which includes instructional strategies, class room resources, school culture, school climate, as well as the students socioeconomic status, previous educational attainment and his or her past educational experiences(Farooq, Chaudhry, Shafiq, & Berhanu, 2011).There are less studies in school culture and climate in the study area.

School culture significantly impact student achievement and 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.

The school climate is positively connected to student achievement. The sense of school organization is the strongest predictor of student achievement. When students have the sense of commitment and feel a sense of attachment their achievements are higher. Students who attend schools with a more positive climate tend to have more positive attitudes towards school and school subject which lead to higher achievements(Kozina, 2008). The school climate is often also connected to the presence of crime and violence in school and students' violent behavior is negatively related to their school achievement, other studies support the idea that violent behavior and academic failure reinforce one another within the context of ineffective school practices including a negative school climate and

ineffective parenting strategies. There is a significant amount of empirical research that suggests school climate is a considerable factor in student outcomes and a school's overall performance(Jankens, 2011).

The terms school culture and school climate describe the environment that affects the achievement of students. School culture is the shared beliefs and attitudes that characterize the district wide organization and establish boundaries for its constituent units. School climate characterizes the organization at the school building and classroom level. It refers to the atmosphere of a school and can vary from school to school within the same district. While an individual school can develop a climate independently of the larger organization, changes in school culture at the district level can positively affect school climate at the building level.

The overall school culture by using survey questions looking for six elements labeled differently: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships (Gruenert, 2005). School culture reflects the shared ideas assumptions, values and beliefs that give an organization its identity and standard for expected behaviors. School climate reflects the physical and psychological aspects of the school that is more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. Improving student behavior and academic performance generally requires changing school climate and school culture.

School culture and climate have been described as overlapping concepts by theorists (Macneil et al., 2009). A schools climate developed from the schools culture and impacted many aspects of the school, including student achievement. "Culture refers to the behavioral norms, assumptions, and beliefs of an organization, whereas climate refers to the perceptions of persons in the organization that reflect those norms, assumptions, and beliefs" (Owens, 2001, p. 145).

The difference between culture and climate, with school or organizational climate being viewed from a psychological perspective and school culture viewed from an anthropological perspective.Differences between school climate and culture are highlighted in organizational studies. Often the climate is viewed as behavior, while culture is seen as comprising the values and norms of the school or organization(Macneil et al., 2009).

The relation between culture and climate was supported by the norms, values; rituals and climate are all manifestations of culture. Even though the conceptual distance between culture (shared norms) and climate (shared perceptions) is small, it is nonetheless real. Climate as having fewer abstractions than culture (more descriptive and less symbolic) and concluded that climate presents fewer problems in terms of empirical measurements. Climate was the short term, malleable aspects of the schools physical and psychological environment, and culture refers to the long term, deeply embedded beliefs of an organization. Climate is the preferred construct when measuring the organizational health of a school. School climate refers to the quality and character of school life. It is based on patterns of school life experience and reflects norms, goals, values, interpersonal relationships practices, and organizational structures (National school climate council, 2007).

The terms school culture and school climate describe the environment that affects the behavioral of teachers and students. School culture is the shared beliefs and attitudes that characterize the district wide organization and establish boundaries for its constituent units. School climate characterizes the organization at the school building and classroom level. It refers to the atmosphere of a school and can vary from school to school within the same district. School climate and culture has its own contribution on student's behavior and achievement. Creating maintaining, stimulating and learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation. These standards are important as they have been what our school will focus on in order to improve student results. Hence School climate and culture has a great contribution on students' academic performance and the quality of school facilities to both student outcomes including achievement, behavior, and attitude (Uline, 2009).

School climate and culture are factors which contribute a lot on students' achievement and behavior, either positively or negatively. Therefore, that may negatively contribute to students' achievement are poor facility, poor sanitation, lack of sufficient water, and unfavorable climate conditions (Behavior, In, Keranio, City, & Schools, 2014). On the other hand better school facilities are well organized school management, parents and community participation and well organized staffs are factors that contribute better. Student and teacher comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors; adequate usable space, noise control, conducive area, temperature and climate control, and sanitation (Michael A. 2002). School culture encompasses the

collective norms and traditions of the school environment; school climate is the heart and soul of a school. Yet for many, school culture and climates are an abstract and intangible concept that is often misunderstood or completely overlooked(Jankens, 2011).

In spite of these, the relationship between school culture, climate and student achievement in Tarcha town primary schools was not yet studied. Hence the study tries to assess the relationship between school cultures, climate and students achievement in primary schools in Tarcha town administration city government schools.

1.2. Statement of the Problem

The new education and training policy applied in Ethiopia in the last two decades 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 climate and school culture. One of the most obvious aspects that influence students' academic achievements is the school climate. Regarding this concept, National School Climate Council (2007) described that school climate, the quality and character of school life, fosters or undermines children's development and learning achievement.

School climate is multi-dimensional and influences many individuals. School climate has been found to positively affect academic achievement (Greenberg, 2004; Roney, Coleman, & Schlichtin, 2007; Stewart, 2007). When a school has a positive climate, this allows students to focus on learning and demonstrate improvement at faster rates than schools with weaker climates. A person who moved from school to school sensed that each school was distinctive, unique. The feeling originated from the climate of the school. School climate "captures the atmosphere of a school: it is experienced by teachers and administrators, describes their collective perceptions of routine behavior, and affects their attitudes and behavior in the school" (Hoy, Smith & Sweetland, 2003, p. 38). A school's climate developed from the school's culture and impacted many aspects of the school, including student achievement. It refers to the atmosphere of a school and can vary from school to school within the same district. School climate and culture has its own contribution on student's behavior and achievement. Creating, maintaining, stimulating and learning environments can be achieved through

effective classroom organization, interactive and whole school displays and a climate of innovation. These standards are important as they will be what our school will focus on order to improve student results.

Parish (2002) studied the relationship between school climate and primary school student achievement on the eighth-grade tests. Primary schools have been neglected as a domain of study even though they are an important part of contemporary and organized for the expressive development of students' academic achievement remains an important objective for all public schools. Angus et al (2009) opined that School climate is the heart and soul of a school. Since the teaching and learning situation in a school seem to be a function of the atmosphere of the school, school climate is a set of unique characteristics of a school. These characteristics tend to distinguish one school from another.

Gruenert (2005) discovered that learning partnership and unity of purpose were the cultural factors that correlated positively with academic achievement. Positive school environments not only engage students academically but they are also strongly associated with a range of positive health and behavioral outcomes.

In Ethiopia, however, there is little attempt was made to identify under the topic the relationship between school cultures, climate and students achievement in primary schools. Asrat Dagne (2014) reported that impact of school climate on students' academic achievement in Bahir Dar secondary schools. But it is not indicates primary schools students achievement. Although Solomon woldegerima (2014) tries to investigate on the effects of school environment On behavior and achievements of high school Students in kolfe keranio sub city government of Addis Ababa. He did not say something about the primary schools Environment. The most recent research conducted in Jimma by Abebe Kinde (2015) identified the type of middle school students academic motivation: A missing element in a General Education Quality Improvement Program in Ethiopia. But it was not indicated the relationship between school culture, climate and students achievement.

Recent research and knowledge of successful schools identify common futures in professional learning communities. In these cultures, staff, students, and administrators value learning, work to enhance curriculum and instruction, and focus on students. Some schools have the negative subcultures with norms and values that hinder growth and learning. School with negative cultures lack a clear sense of purpose, have norms that reinforce inertia, blame students for lack of progress, discourage collaboration, and often have actively aggressive relations among staff. These schools are

not healthy for staff or students. Negative cultures can seriously impair staff development. Negative norms and values, hostile relations, and negative stories reduce the culture.

Although each of these may have a direct or indirect impact on student outcomes, there is a significant amount of empirical research that suggests school culture and climate is a considerable factor in student outcomes and a school's overall performance. Cultures and climates are the heart and soul of a school. Yet for many, school climate and culture are abstract and intangible concepts that are often misunderstood or completely overlooked (Jankens, 2011). Therefore, achievement of students is a product of many factors either positively or negatively, some of which are related to surrounding school climate and cultures. In order to bring change and development, each school needs to satisfy successful achievement of organizational goals and to achieve the common dimensions of school climate and culture.

When we see many schools, particularly primary schools, in Tarcha town they are highly exposed to different factors special school culture and climate factors that affect the teaching learning process and students' achievement. These effects were not properly studied and identified by the concerned stakeholders in Tarcha town administration city primary Schools. In Tarcha town, when I was working being an education office head in the last five years, I recognized and I participated at regional, zonal and Town administration level in community mobilization program, document of students result analysis reporting, seminars and workshops repeatedly indicated that student academic issues and their success in examinations, including classroom tests and regional examination is not as much as expected. In spite of these, there is not properly studied and identified studies were found that address the relationship between school climates, culture and student achievement in the study area primary schools. Hence, this study will examine the relationship between school climates, culture and student achievement in Tarcha town primary schools.

So these circumstances initiated the researcher to conduct study on the issue. Therefore, the purpose of this study is to assess the relationship between the school cultures, climate and student achievement on the regional standardized assessment results of grade eighth in Tarcha town administration city primary schools. To address this, the study seeks to provide answer to the following basic questions.

1. What is the relationship between school climate and students' academic achievement in primary schools of Tarcha town administration city?

2. What is the relationship between school culture and students' academic achievement in primary schools of Tarcha town administration city?

3. What is the effect of school culture and school climate on students' achievement?

1.3. Objectives of the Study

In order to address the basic research questions of the study, the following general and specific objectives are proposed.

1.3.1. General Objective

The general objective of the study is to assess the relationship between school culture, climate and students' academic achievement of primary schools of Tarcha town administration city in Dawro Zone in SNNPRS.

1.3.2. Specific Objectives

The specific objectives of the study are:

1. To identify the relationship between school climate and students achievement in Tarcha town administration city primary schools.
2. To assess the relationship between school culture and academic achievement of Tarcha town administration city primary schools.
3. To identify the relationship between school culture and climate of Tarcha town administration city primary schools.
4. To assess the effects of school culture and climate on students achievement.

1.4. Significance of the Study

This study will help to understand the effect of school climate and culture on the student achievement of primary school students in Tarcha town administration city.

The following are the major significances that the study aimed to provide;

1. It may provide information to regional and zonal educational officials on the current status of the relationship between school climate, culture and the achievement of primary school students.
2. It may provide information for stake holders such as teachers, educators, parents, school principals and education administrators about the relationship between school culture, climate and the achievement of primary school students.
3. It may show school facilities effect on students' academic for school management.
4. It may help the administration city education office to see the location and school climate and culture that could affect academic achievement of primary school students.
5. It is important for school leaders, therefore, to be able to identify controllable factors that define climate, culture and to develop plans for improving those factors to strengthen culture, climate and improve student achievement (Marzano, Waters, & McNulty, 2005).
6. It may provide a valuable reference for other schools to reflect upon the school climate, culture and its effect on the academic performance of students.
7. It may serve as a stepping stone for further studies to be conducted on the topic.

1.5. Scope of the Study

The scope of this study will be concern to address the objectives mentioned in this paper, which is to assess the relationship between school culture, climate and students' achievement of Tarcha Town administration city government of six selected primary schools. The study is delimited to the selected schools and only on the relationship between school culture, climate and students' achievement of 2008 E.C grade 8th regional examination results in Tarcha town administration city government primary schools.

1.6. Delimitation of the study

This study deals with the relationship between school climates, culture and students' achievement of governmental 6 primary schools in Tarcha town administration city in Dawro zone. The study also does consider many issues which are related with school environment such as school facilities, school climate, school culture and students' academic achievement. In terms of time dimension the study is

delimited to cover academic year of 2008E.C of student academic result of grade 8th regional examination of Tarcha town administration city primary schools.

1.7. Limitation of the Study

The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some teachers and students lacks to give the necessary data on time. Another challenge was lack of well-organized and documented data. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study.

1.8 Operational definition of key terms

Academic Achievement: is the outcome or performance of students in regional examination, in terms of standardized percent.

Primary school: is school that provided primary education for eight years (1-8), which include primary 1st cycle (1-4) and primary 2nd cycle (5-8) to prepare students for secondary school.

School environment: is the physical class room & outside of classroom situations that contribute for the student's psychological and self-esteem positively or otherwise it refers to the social, academic and emotional contexts.

School climate: is the school environment, the school situation, atmosphere, and facility in which teaching-learning applies.

School Culture: is the belief, attitude, and behaviors that characterize the school in terms of how people treat and feel about each other.

1.9 Organization of the study

This research thesis is organized in to five chapters; the first chapter is an introduction for the study which introduces the overall study. This part consists of introduction or back ground, statement of a problem, objectives, significance, scope of the study, 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 have been consulted. In this chapter general concepts and definitions, basic issues

and empirical evidences about the effect of school climate and culture on students' achievement on in Tarcha town administration city government primary school have discussed in detail. The major areas and results of previous studies have been also present compared with the results.

The third chapter focused on the design of the study and the methodologies used. In this chapter; source of data, data collection, sample size, sampling techniques and selection of study have discussed. Chapter four deals about data interpretation and analysis. The last chapter presented summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter reviews the related literature on the relationship between school climate, school culture and students achievement. Where, it deals with conceptual framework and advantages of school climate and culture with the relationship between students achievement of primary schools.

2.1. The school culture

Schools are organizations with very specific cultures. School cultures are the schools unwritten rules and traditions, norms and expectations, as well the group's collective behaviors and habits. School culture is the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and traditions understood by the schools' stakeholders (Short & Greer, 2002).

The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators (Georgia Department of Education, 2006a). Paying attention to routines within the school before changing them may provide valuable insight to a principal regarding how the school culture functions. Principals simply must understand the school's culture before changing it. Principals must also realize that changing the prevailing culture of a school is a challenging, yet important job if the culture is exciting (Barth, 2002).

There are six elements of a positive school culture. The six elements of a positive school cultures are: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership. Defining the elements in detail will underscore the importance of each of the elements in building a positive school culture. Positive school culture may lead to a better learning environment for students.

1. Collaborative Leadership: describes the degree to which school leaders establish and maintain collaborative relationships with school staff. High stake's testing can push teachers and administrators to deliver better test results but not necessarily better learning (Blankstein, 2004). Principals empower teachers to become leaders through these collaborative relationships (Cordeiro &

Cunningham, 2003). Effective collaborative leadership stresses the importance of the principal, as the instructional leader, working with the teachers to improve student success (Schlechty, 2002).

Principals create a culture where teachers participate in decisions involving budgets, teacher selection, scheduling, and curriculum. A school culture that encourages teachers to participate in decisions fosters honest and open communication and risk taking. The leadership team can identify the critical learning challenges students are facing school-wide and find effective ways to address them. Leadership teams are implementing methods that include stakeholders' input in identifying a clear direction and focus (Marino, 2007).

2. Teacher Collaboration: describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. "Collaboration is not natural or common in the traditional school environment" (Blankstein, 2004). Collaboration can easily become an empty gesture if there is no commitment to work together to address common concerns (Blankstein). Constructive dialogue, hard work, and determination that no child will slip through the cracks are elements of teacher collaboration (Reeves, 2004). Faculties that work together can set clear goals for teaching and learning, monitor student progress over time, and develop action plans to increase student achievement and establish a learning community (Dearman & Alber, 2005). Providing time for teachers to plan learning activities that have meaning and value to students is essential for fostering teacher collaboration and increasing student achievement (DuFour, 2004).

3. Professional Development: describes the degree that teachers value continuous personal development and school-wide improvement. A positive school culture ensures that the climate, culture, and practices of the school continually reinforce and support the professional growth of all adults and include effective and varied professional development opportunities. All staff is committed to collaboration and shared inquiry and decision making that promotes continuous professional growth to ensure student achievement and organizational productivity (Georgia Department of Education, 2006a). The goal of professional development in schools must be to improve results in terms of student learning, not simply to enhance practice. Facilitating student growth and development is the ultimate purpose of professional development (Gordon, 2004).

4. Collegial Support: describes the degree to which teachers work together effectively. Collegiality is important to the health of the school and the health of its educators (Brosnan, 2003). Teachers should

trust each other, value each other's ideas, and assist each other as they work to accomplish the tasks of the school organization. Collegial support encourages colleagues to share their personal professional development experiences. Collegial support also provides opportunities for teachers to review the knowledge base of specific professional development experiences and allows teachers to practice the desired behaviors of implementing strategies learned in professional learning experiences (Walsh & Sattes, 2005). Educator dialogue and problem solving are essential in building capacity to improve student achievement (Fullan, 2000). Collegial support and technical support from technology specialists and persons with special enterprise in curriculum design and assessment are required to create and sustain the positive school culture necessary to improve student achievement school-wide (Schlechty, 2002).

5. Unity of Purpose: is the degree to which teachers work toward a common mission for the school. A mission statement provides the stakeholders with a clear understanding of the school's purpose and existence (Blankstein, 2004). Teachers understand, support, and perform in accordance with that mission. To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the school or organization. Leaders must be able to engage stakeholders through the creation of a shared vision (Bennis, 2003).

Planning and organization are the processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students (Georgia Department of Education, 2006b). An operational school that exemplifies successful planning and organization has a written school vision and mission. The vision and mission synthesize the focus of the entire school and reflect consensus and understanding among all administrators, faculty, staff, parents, community, and students. The vision and mission in successful schools consistently guide and inform the continuous improvement process (Georgia Department of Education, 2006a).

6. Learning Partnership: is the degree to which teachers, parents, and students work together for the common good of the student. The common good of the students includes academic performance and the student as a whole. Positive school cultures foster respect, best effort, honesty, good judgment, and kindness from all of the stakeholders (Lickona, 2004). Parents and teachers share common expectations and communicate frequently about student performance. Parents trust teachers, and students generally accept responsibility for their schooling.

2.2. School Climate

The National School Climate Center (NSCC) stated, “School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures” (NSCC, 2007, p. 5). School climate reflects the physical and psychological aspects of the school that are more disposed to change and that provide the preconditions necessary for teaching and learning to take place. A school that has positive climate is perceived as welcoming and is characterized by respectful interactions between individuals. In these types of surroundings, students are also motivated to achieve (Lehr, 2010).

Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions (Alexandra, 2007).

1. The physical dimension includes: appearance of the school building and its classrooms, school size and ratio of students to teachers in the classroom, order and organization of classrooms in the school, availability of resources; and Safety and comfort.

2. The social dimension includes: Quality of interpersonal relationships between and among students, teachers, and staff; equitable and fair treatment of students by teachers and staff, degree of competition and social comparison between students; and degree to which students, teachers, and staff contribute to decision-making at the school.

3. The academic dimension includes: Quality of instruction, teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents.

School climate encompasses the structural, organizational, social and academic characteristics of a school. These characteristics are inter-related and affect one another, so much so that researchers debate on which elements of school climate are most impactful. Broadly the elements of school climate include: physical, academic and social safety; teaching and learning culture; relationships with staff and peers; and the institutional environment. School climate impacts students and staff. In general, students are more responsive to individual level factors or school level factors while teachers are most sensitive to classroom level factors of school climate. As a result, most measures of school

climate survey both students and teachers to establish a comprehensive understanding of a school's climate. An extensive literature documents how positive school climates support student mental and physical health, academic achievement and motivation to learn. A positive school climate has been found to be positively related to indicators of school success, such as standardized test scores, annual yearly progress measures, and school report card information (Dickenson, 2007; Greenberg, 2004; and Luppescu, 2006).

There are six dimensions of the school climate; that are divided into two categories: principal's behavior and the teacher's behavior. The principal's behavior made up of three dimensions (supportive, directive, restrictive) interacts with the teachers' collective behavior, made up of three dimensions (collegial, intimate, disengaged), which in turn interacts with and establishes the school climate (Jankens, 2011).

The principal's behavior can be examined in terms of the following three kinds of interaction or leadership patterns:

1. Supportive principal behavior: is action that reflects basic concern for teachers, help and respect for teachers, and general openness in interactions with teachers. Supportive leadership behavior is characterized by a leader who has friendly relationships with subordinates, respects and cares for them by supporting to their human needs. A supportive leader focuses on taking a role of an equal instead of a boss.
2. Directive principal behavior: is rigid, close, controlling supervision of teachers. In directive leadership behavior, a leader supervises the followers and gives them instructions about their task whether the task is important or daily routine by controlling with his/her authoritative power (Northhouse, 2010).
3. Restrictive principal behavior: hinders rather than facilitates teacher work; the principal burdens teachers with reports, meetings, and busywork.

According to Fullan (2002), the principal of the future should be transformational leader who can change the cultures of organization through people and team. Nichols (2007) conducted the study of relationship between school principals, school climate and student performance in elementary schools.

Next, consider the interaction patterns of the teachers in terms of how they relate with each other. As with the principal teacher interactions, the following are three major patterns of teacher interactions:

4. Collegial behavior: is teacher behavior that is open, professional, accepting, and respectful: Teachers are proud of their school and respect the professional competence of their colleagues. In collegial teacher behavior, teachers support and respect each other professionally.

5. Intimate behavior: reflects a cohesive and strong network of social support: Teachers know each other well, socialize with each other, and are good friends. In intimate teacher behavior, there are strong social relations among themselves. Teachers know each other very well not only at school but also in their personal lives. They are close friends and they give strong social support for each other.

6. Disengaged behavior refers to a lack of meaning and focus in teacher professional work: Teachers are simply going through the motions and are not committed to teaching. The disengaged climate is the contrast to the engaged climate. In disengage climate, the principal is supportive and attentive to the teachers however teachers are not willing to take responsibilities and work together productively and teachers do not like each other as friends.

School climate is the main crucial factor to distinguish the difference between effective and ineffective schools. As schools, offices and classes are employed with people; school climate represents a human condition and affects students' achievements.

2.3. The relationship between the variables of the study

The conceptual framework used in this study to examine the relationship between school culture, school climate and student achievement in selected primary schools will be based on the concepts and theories of school culture and school climate, and the impact of school culture and climate has on the outcomes of individuals with that organization.

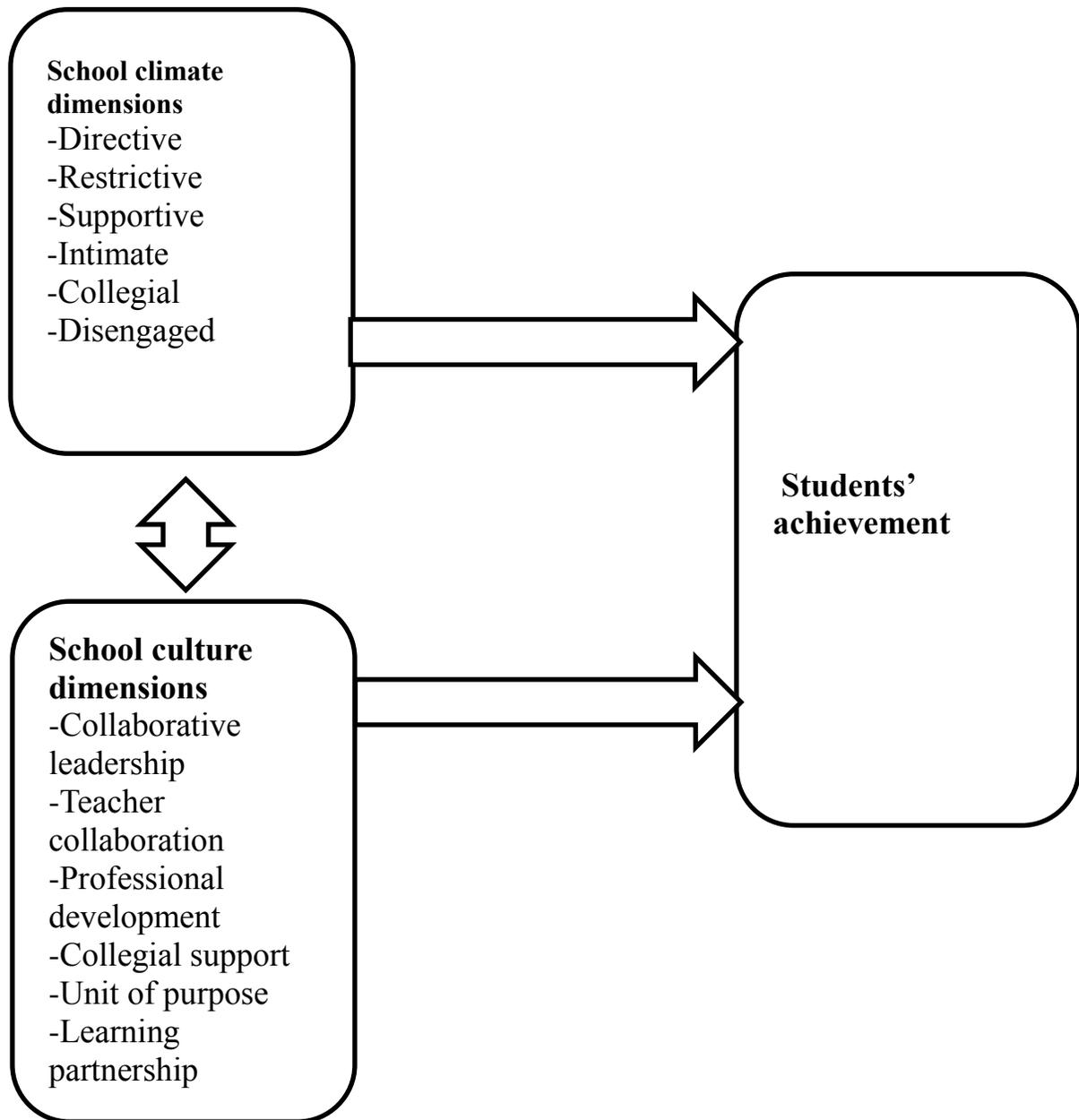


Figure 1. The conceptual framework of School Climate dimensions and school culture dimensions affect students' achievement.

Source: "An Examination of the Relationship between School Climate and Student Growth in select Michigan Charter Schools" (Jankens Benjamin, 2011, p.24) and quantitative study on positive school culture and student achievement on a criterion referenced competency test (Brian David Mitchell, 2008, p.22).

School climate is a complex concept that produces unique phenomena, and it is the relationship between the perceived climate and the impact or influence it may have on those who occupy this setting that is massive interest (Jankens, 2011).

The above figure conceptualizes all possible interactions between the teachers and principal in the school environment as they relate to one another and formulate the principal and teacher openness, and the collective school climate. It builds upon the interrelationships among six climate dimensions and illustrates the interactions between the collective school climate and student outcomes. Therefore, the conceptual framework used to illustrate the theory of school climate and its relationship to student outcomes work seeking to understand how school climate affects student achievement. Previous studies show that poor climate tends to result in lower values of performance, but not always. Performance tends to be better when climate dimensions are logically consistent with one another. Like plants, employees require a proper climate to succeed. Working in a climate you enjoy will also affect your performance. You can develop an effective productive climate by focusing on the dimensions of climate. (Lussier, 2005: 486).

There are six dimensions of school climate, which are divided into two categories: principal's behavior and the teacher's behavior. These six dimensions of the school climates are principal's behavior made up of three dimensions (supportive, directive, restrictive) interacts with the teachers' collective behavior, made up of three dimensions (collegial, intimate, disengaged), which in turn interacts with and establishes the school climate (Jankens, 2011).

However, various authorities acknowledge that different schools achieve different level of success in solving these six dimensions of climate. In fact it is believed that schools with favorable or open climate solve these problems and as a result satisfy their growth and development need better than schools with unfavorable or closed climate (Lussier, 2005: 499). The six previous concepts describe the school in terms of principal and teacher behavior. There is one more climate concept that evolves from this perspective a more general property of the organization the openness of the school climate.

The conceptual framework of climate began to take shape and the accepted view that climate can be conceptualized and measured was established (Kundu, 2007). School climate refers to factors that contribute to the tone in schools, and the attitudes of staff and students toward their schools. Positive school climate is associated with well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge high students result.

Principals must create teams that share the work of deciding, assessing, and revising on a path of improvement, especially in a climate of high-stakes accountability (Wagner et al., 2006). Teams of teachers working together in Professional Learning Communities are necessary in order to have wide-scale improvements in to improve student achievement, and teaching and learning (Schmoker, 2004). Principals have the potential to influence school culture.

Gruenert (2005) discovered that learning partnership and unity of purpose were the cultural factors that correlated positively with academic achievement. The relationship between school climate, culture and student outcomes using student growth, having a keen sense of how a specific group of students is performing over a set period of time has significant implications on measuring the effects variables have on learning, such as climate and culture (Betebenner, 2008). A healthy and positive organizational culture improves the morale and motivation of the teaching staff in the school organization. Thus, it is imperative that school leaders improve the school culture in order to improve teacher performance and increase student achievement (Hallinger, 2011; MacNeil et al., 2009).

This conceptual model is used to illustrate the relationship between school climate, culture and student outcomes resting on past research tradition (Cohen, et al., 2009). Students who attend schools with a more positive climate and culture tend to have more positive attitudes towards school and school subject which lead to higher achievements.

2.4. The relationship between school climate and student achievement

Anyone who visits more than a few schools notes quickly how schools differ from each other in their sense. In one school the teachers and the principal are dynamic and display confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students and in other schools the inverse is true. The school climate is positively connected to student achievement as proved in research literature (Ma, Wilkins, 2002; Brown and others, 2004; Lehr, 2010) and in previous studies (Martin, Mullis, Gonzalez, & Chrostowski, 2004; Mullis, Martin, & Foy 2008; Mullis, Martin, Ruddock, O'Sullivan, & Preuschoff, 2009).

A more positive school climate is connected to higher achievements. In more detail, Stewart (2008) pointed out that at school level; the sense of school cohesion is the strongest predictor of student achievement. When students have the sense of commitment and feel a sense of attachment their achievements are higher (Stewart, 2008). Students who attend schools with a more positive climate

tend to have more positive attitudes towards school and school subject which lead to higher achievements (Krall, 2003; Lehr, 2010).

The school climate is often also connected to the presence of crime and violence in school and students' violent behavior is negatively related to their school achievement (McEvoy, & Welker, 2000; Krall, 2003; Marjanovic Umek, & Zupancic, 2004; Schwartz, Gorman, Nakamoto, McKay, 2006). Current studies support the idea that violent behavior and academic failure reinforce one another within the context of ineffective school practices including a negative school climate and ineffective parenting strategies (McEvoy & Welker, 2000). The school climate also in a way, parents the gap between students socio-economic status and their achievement. Once it was believed that schools cannot make any differences for children who come from so-called bad homes, but other research claims the opposite. The proof lies in several schools which are situated in low socio-economic environment and are still achieving highly. These schools tend to have a more positive school climate (McEvoy & Welker, 2000). School climate is viewed as part of the school environment associated with attitudinal and affective dimensions and the belief systems of the school that influence students achievement. Clearly, school climate is multi-dimensional and influences many individuals.

2.5. The relationship between school culture and Academic Achievement

A positive school culture is necessary for increasing student achievement. School culture may influence academic achievement consciously or unconsciously. As cited by Wagner (2006), conducted more school culture assessments found compelling subjective evidence to suggest that the connection between school culture and academic achievement is a reality.

Culture may in fact; embody everything that happens in a school. Every school has a culture. It may be fragmented and difficult to read from the outside or it may be very strong and cohesive. Phillips (2002) discovered relationships between school culture, community support, parent engagement and staff member satisfaction. Purkey and Smith (2003) implied that academic achievement was strongly influenced by school culture. They stated that school culture is, "Composed of values, norms, and roles existing within institutionally distinct structures of governance, communication, educational practices and policies. The researchers also noted that schools, which are high achieving typically, make the most of five basic assumptions with in their organization. These assumptions are: the

schools main purpose is to teach: success consists of the student's progress in skills, attitudes and knowledge, the school is responsible for cultivating teaching and learning in the environment, schools are to be treated holistically, the attitudes and behaviors of teachers and staff are pertinent characteristics of a school, the belief that all students can learn despite of ethnicity, gender, home or economic standing; the school maintains responsibility for the success of failure of student academic achievement. Without a healthy school culture, staff may not be open to professional learning opportunities, thereby decreasing the chances of improving student teaching (Wagner & Masden-Copas, 2002).

A positive school culture is the cornerstone for schools, "to invent tasks, activities, and assignments that the students find engaging and that bring them into profound interactions with content and processes they will need to master to be judged well educated" (Schlechty, 2002, p. 53). All schools have norms, values, and assumptions surrounding the six elements of collaborative school culture and they affect students' achievement.

2.6. The relationship between culture and climate

Culture and climate are invariably connected when researchers undertake studies that deal with the issue of climate in schools. Culture consists of the stable, underlying social meanings that shape beliefs and behavior over time. A schools climate developed from the schools culture and impacted many aspects of the school, including student achievement. "Culture refers to the behavioral norms, assumptions, and beliefs of an organization, whereas climate refers to the perceptions of persons in the organization that reflect those norms, assumptions, and beliefs" (Owens, 2001, p. 145).

A school's culture develops over time and is formed by both the short-term and long-term activities of the stakeholders in the school. It is a "complex web of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments"(Deal & Peterson, 2005, p. 4). Climate becomes the face of a school's culture, and although Deal and Peterson focused on culture, they did not ignore the significance of climate.

Therefore, Climate is an essential function of culture, as well as a means by which an observer can make judgments about how a school's culture is defined. Defining and describing a school's culture and climate is a school improvement process whereby leaders can determine how to undertake the task of changing climate and culture such that it leads to increased student achievement. Climate, as a

function of a school's culture, and its impact on student achievement will be the primary focus of this study. A positive school culture increases student achievement and is a common element of successful schools (Craig et al., 2005).

According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. The construct of school climate is generally characterized as multidimensional and representative of shared perceptions of behavior (Van Houtte, 2005). A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Climate as having fewer abstractions than culture (more descriptive and less symbolic) and concluded that climate presents fewer problems in terms of empirical measurements.

Positive school climate means such type of environment in which students, teachers, parents and all the members of community have such kind of link in which teaching and learning become satisfied and long lasting. Climate may include anything from environmental aspects of the school to the personalities of the students and educators, as well as academic performance, levels of physical activity, and the processes and materials used throughout instructional procedures (Ali & Siddiqui, 2016).

The relationship between culture and climate was stated that norms, values, rituals and climate are all manifestations of culture. Both school climate and school culture require significant attention when a principal or superintendent is new or when major changes are being implemented in the school system. School culture and school climate are useful terms for the intangibles that can affect learning.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research design, the research method, the population, sample size and sampling techniques, instruments of data collection, validity of the instruments, the procedures of data collection and the method of data analysis.

3.1. Research Design

The purpose of this study is to assess the relationship between school cultures, climate and students achievement in the selected primary schools of TTAC. To realize this objective, a correlational design has utilized to conduct the study, because it allows for the examination of relationship among variables (Gay, Mills, & Airasian, 2006). Regression techniques are appropriate for this investigation because the parametric test is functional at establishing correlations among variables (Yan, 2009). Multivariate multiple regression employed to determine the association between the school culture, school climate and student achievement variables.

3.2. Research method

To accomplish this study, the research methods used were both quantitative and qualitative approaches with more emphasis on quantitative approach as the leading methods. Quantitative approach emphasized because assessing the effect of secondary school principals' leadership styles on school performance can better understood by collecting large quantitative data's. Furthermore, the qualitative approach employed and incorporated in the study, this helps to validate and triangulate the quantitative data. That is gathering data using different methods from different sources so as to see the convergence of results and thereby get a relatively comprehensive picture of the issues under study (Ravi Parkash, 2005).

Quantitative data includes closed-ended and some open-ended questions. Similarly, the qualitative data that includes interview, observation, open-ended questions and document analysis was used for qualitative research in order to verify and explain the quantitative data. For quantitative approach questionnaire supplied for students and teachers. For qualitative approach interview implemented for School principals, supervisors and educational officers.

3.3. Sources of Data

Data for this research was collected from both primary and secondary sources. The primary data were collected from primary school teachers, primary school supervisors, grade eight students, primary school principals and Tarcha administration city education officers. The secondary sources were document analysis of grade 8th students regional roosters and students result analysis report. Totally from 763 populations 354 (46%) respondents were the sources of data.

3.4. The Study Site and Population

The study area, Dawro Zone, is one of the 14 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 five woredas and one town administration city (Tarcha town administration) that all comprise a total population of 588,499. So, Tarcha town administration is the city of Dawro zone and established in 1993 E.C. (Dawro zone Finance and Economic Development Department information and statistical abstract core process report, 2016).

3.5. Population, Sample size and Sampling Techniques

The target population of the study was selected from primary schools; grade eight students, teachers, principals, cluster supervisors, and educational officers. From 9 primary schools 6 primary schools were purposefully selected because of they are full primary schools and the other three schools are not includes grade eight students and grade eight students were selected for the very purpose that they have better experience of their respective cycles than students of other grades. From total population this study includes 6 education office experts, 137 teachers, 203 students, 6 school principals and 2 supervisors in six selected primary schools. In total, the research addresses 354 respondents are selected for the study to represent the population. For study they are selected in the following formula. To determine the total sample size of the study for students/ simple random sampling technique, the formula of Paler-Calmorin was used. This formula was used because it is one of the formals in determining the sample size in probability sampling techniques.

Then the sample sizes were computed as: $n = \frac{NZ + (se)^2 \times (1-p)}{Nse + (z)^2 \times p(1-p)}$

$$Nse + (z)^2 \times p(1-p)$$

Where; n = sample size

N = total number of population of students (612)

Z= the standard value (2.58) of 1% level of probability with 0.99 reliability

Se= Sampling error or degree of accuracy (0.01)

p = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size). Therefore, $n = \frac{612(2.58) + (0.01)^2 \times (1-0.5)}{612(0.01) + (2.58)^2 \times 0.5(1-0.5)} = 203$.

$$612(0.01) + (2.58)^2 \times 0.5(1-0.5)$$

Thus two hundred three samples are necessary to represent the whole population of the students.

Mathematically; $P_s = \frac{n}{N} \times$

$$N$$

Where, P_s = proportional allocation to size

$X = n$ of students in each school

n= total sample size of the study

N = total n of population in the selected school

There are 612 students out of which 203 (33%) students were selected for the study using simple random sampling technique (through lottery method). The logic behind using simple random sampling technique is to give equal chance for students to be included in sample study and thereby to ensure the general ability of the findings.

Table 1. Sample size and sampling techniques

| samples | Total population | | | sample | | | %of sample | Sampling Techniques |
|-------------------|------------------|-----|-----|--------|----|-----|------------|---|
| | M | F | T | M | F | T | | |
| Education officer | 2 | 4 | 6 | 2 | 4 | 6 | 100 % | Purposive sampling |
| Principals | 5 | 1 | 6 | 5 | 1 | 6 | 100 % | Availability |
| Supervisors | 2 | - | 2 | 2 | - | 2 | 100 % | Purposive sampling |
| Teachers | 52 | 85 | 137 | 52 | 85 | 137 | 100 % | census |
| Students | 351 | 261 | 612 | 116 | 87 | 203 | 33 % | Simple random and proportional from each school |

Totally from 763 populations 354 (46%) respondents are the sources of data.

There are 137(100%) teachers by census, 6 (100%) School Principals by availability, 2(100%) primary school supervisors and 6 (100%) education office experts were selected by using purposive sampling. The rationale for employing purposive sampling is that their positions were important in describing the relationship between school climate, culture and students achievement and the respondents were selected using purposive sampling and census technique because of they are small and manageable easily accessibility within short time for data collection.

3.6 Instruments of Data collection

The data was collected through questionnaire, interview and document review.

3.6.1 Questionnaires

Questionnaire with both closed ended and additional it includes some open ended items was employed to collect quantitative data from teachers and students. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Open ended questions were prepared with the assumption that it permits a free response from the respondents and gives them freedom in phrasing a reply. Getting the replies in respondent's own words were contributed not only to the validity of the study but also gives respondents opportunity to express their feelings, perceptions, problems and intentions related to the issue under treatment (Abebe, 2014). The questionnaire contains 4 parts totally. It includes the respondents' background, the dimensions of school climate, dimensions of school culture and open-ended items. It contains 77 questions for 137 teachers and 203 students.

The questionnaire was prepared in English language, because all of the sample teachers and students can have the necessary skills to read and understand the concepts that were incorporated in the questionnaires. The questionnaire was developed from the Ohio's University Climate description questionnaire by Wayne K. Hoy (2004) and the surveys designed and administered by SAA (Students As Associates) survey student-teacher research teams (October, 2004). Because this questionnaire is developed for school climate, culture and students achievement relationship and it is modified by the researcher in to relate with basic questions and review literature of school culture and climate dimensions according to the study area primary schools, because school climate and cultures are different in different countries.

3.6.2 Interviews

Unstructured interview was employed to get the detail information from five interview questions for 6 principals, 2 supervisors and 6 education office experts was included in the study because, they are more informed about the problem. Thus, the purpose of the interview is to collect more supplementary data by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response.

3.6.3 Document Analysis

The researcher got the opportunity to see the statistical data of document review was made to check the availability of regional examination students' achievement. Documents are rich sources of data in social research. Documents can be important in triangulation where an intersecting set of different data types is used in a single project (Mason, 2002: 53).

3.7 Procedure of Data Collection

In this study, the researcher followed series of data gathering procedures to collect data. The researcher received the authorized official cooperation letters from Jimma University and Education Department of Dawro Zone, for ethical clearance, the researcher has introduced his objectives and a purpose of the study for participants. The standardized questionnaire was modified based on the basic questions and review of related literature and according to school climate and culture dimensions of the study area primary schools.

Then, gathered trustworthy data from the sample respondents convenient time and place was chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the researcher was gave orientation to make clear about the objectives of the research. The researcher administered questionnaires for 137 teachers and 203 students. Then after, the questionnaires were dispatched according to the time schedule of selected schools and it was collected and back by the researcher and his assistants within 15 days in the schools. Finally, the researcher was collected from 125 teachers and 195 students. The interviews were administered for 6 woreda education office expertise, 6 school principals and 2 primary schools cluster supervisors. In the same way the researcher conducted document analysis from the zonal and Town education office. Total data was collected from a total of 334 respondents 320 through questionnaire and 14 respondents through interview. In order to collect relevant data with better understanding of respondent the questionnaire was prepared in English languages.

Semi-structure interview items were prepared for the interviewees. Because semi-structured allows interviewees to brought new ideas during the interview for clarification of what the interview said. Data from interview discussion with the school principals, supervisors and education office experts were collected by the researcher by taking notes of the proceedings of the discussion based on the interview discussion questions that was designed by the researcher. Finally, document analysis was filled out by researcher from grade eight regional roosters in selected primary schools.

3.8 Reliability and Validity Checks

Pilot test of the instruments was done before launching in to the actual investigation. The purpose of the pilot test was, to check whether the responses fulfilled the objectives of the investigation; to determine the extent to which the questionnaire promoted an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments (Yalew,2004 E.C:175). Accordingly,from eight teachers and twelve students in Adis-fana primary school (one of primary schools of Tarcha administration)which was not included in the main study was used for thisPilot test. The instruments was done before launching in to the actual investigation.

A pilot study was conducted prior to the final administration of the questionnaires with all respondents. The pilot test was conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make the necessary amendments so as to correct confusing and ambiguous questions.

In order to check the validity and reliability of the researcher was done on 8 teachers and 12 students of Adis-Fana primary School in Tarcha town. Then the prepared questionnaires were distributed and the result of the pilot testing was statistically computed by the SPSS computer program.The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.85, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result > 0.9 excellent, > 0.8 good, > 0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.85Cronbach alpha and, hence, was reliable.The instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and unclear items were made clear. That is the instrument was found to be reliable as statistical literature as reliable.The content validity of the instruments was confirmed by preparing sufficient number of questions (77), which included all objectives of the study. In addition, the return rate of the questionnaire was high (94.4%). The purpose of piloting was to examine the quality or appropriateness of the prepared instruments. The intention was to check out theclarity of the items to

the respondents, the adequacy of time to complete instruments in the field, to assess the real characteristic of the school.

3.9 Methods of Data Analysis

After the data collected from the field, arrangements were organized according to their characteristics and items. Accordingly, analysis of quantitative data was carried out first and the qualitative data followed. The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires, interviews, and document analysis.

The data collected from teachers and students through questionnaire. The majority of the questions in the questionnaire were likert scale like measuring a scale from “strongly agree (5)” to “strongly disagree (1)”. The response groups on scales having five levels (5 to 1) were converted in to below average (less than 2.5), average (2.5 -3.5) and above average (greater than 3.5) which made the analysis and interpretation easier, increase the confidence level of the analyst and avoid unnecessary difficulty. The quantitative one was processed and analyzed using Statistical Package for Social Science (SPSS) version 20 likes tools percentage, mean, and standard deviation used to analyze the data. The output of the data was presented appropriately depending on the respondents’ response. The end result was presented in written form and in the form of table. This is made possible owing to descriptive statistics that was appropriately used for the understanding the main characteristics of the research problems. Percentage was computed to analyze the background information of the respondents. Analysis of Variance (ANOVA) was used for analysis of the research questions to determine if a relationship between the schools climates, school culture and school achievement scores in selected primary schools.

On the other hand, the data that was obtained from open items and interview was analyzed qualitatively by transcribing respondent ideas and views through narrations, descriptions and discussions. Thus, analysis of data was easier through transcribing or coding data. Finally data presentation, analysis, interpretation, conclusions and recommendations drawn used to analyze data outcome.

3.10 Ethical consideration

Ethical consideration plays an important role during data collection time. Researcher was aware and follows the ethical consideration related to the studies. Furthermore, the first page of the questionnaires displays an opening introductory letter that requesting the respondents cooperation to provide requires information for the study. They are assured that the information they provide was kept confidential. To data collections from study participants, all potential study participants informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removed the respondents' information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher was made positive interaction with respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the study deals with the presentation, analysis and interpretation of data obtain from the sample population through questionnaire, and interview. Questionnaire was used to obtain data from school teachers and students. About 340 questionnaires were distributed to the respondents, out of which 320 (94 %) properly filled and returned. From this 125(39.06 %) were teacher respondents and 195(60.94%) were students. Interview was held with 6 school principals, 2 supervisors and 6 education officers. Among 14 interview respondents 14 (100%) have properly participated and gave necessary information on the issue. The result obtained through interview and grade eight students result documents.

The major category of respondent group involved in this study were 3 namely students, teachers, and supervisors /school directors/ education officers. The questions were common questionnaire was used to both students and teachers. Interview was held with 6 school principals, 2 supervisors and 6 education office experts. The presentation and analysis of the data begins with background characteristics of the respondents.

4.1 Characteristics of the Respondents

Before discussing the data related to the major questions, a summary of characteristics of the respondents was presented below description of the characteristics of the target population gives some basic information about sex, age, education qualification, and job experience received to their post of sample population involved in the study. Thus, the following tables contains about the general characteristics of respondents involved in the study.

Table 2. Respondents' distribution by sex, age and Marital Status category

| No | Item | | Participants | | | | | |
|----|---------------|------------------------|--------------|------|----------|------|-------|-------|
| | | | Teachers | | Students | | Total | |
| | | | No | % | No | % | No | % |
| 1 | Sex | Male | 45 | 36 | 110 | 56.4 | 155 | 48.44 |
| | | Female | 80 | 64 | 85 | 43.6 | 165 | 51.56 |
| | | Total | 125 | 100 | 195 | 100 | 320 | 100 |
| 2 | Age | 13-17 | - | - | 166 | 85.1 | 166 | 51.88 |
| | | 18-24 | 48 | 38.4 | 29 | 14.9 | 77 | 24.06 |
| | | 25-29 | 54 | 43.2 | - | - | 54 | 16.88 |
| | | 30-34 | 12 | 9.6 | - | - | 12 | 3.75 |
| | | 35-40 | 5 | 4 | - | - | 5 | 1.56 |
| | | Above 40 | 6 | 4.8 | - | - | 6 | 1.87 |
| | | Total | 125 | 100 | 195 | 100 | 320 | 100 |
| 3 | qualification | TTI | 11 | 8.8 | - | - | 11 | 8.8 |
| | | Diploma | 98 | 78.4 | - | - | 98 | 78.4 |
| | | 1 st Degree | 16 | 12.8 | - | - | 16 | 12.8 |
| | | Total | 125 | 100 | - | - | 125 | 100 |
| 4 | service | 1-5 years | 44 | 35.2 | - | - | 44 | 35.2 |
| | | 6-10 years | 52 | 41.6 | - | - | 52 | 41.6 |
| | | 11-15 | 19 | 15.2 | - | - | 19 | 15.2 |
| | | 16-20 | 4 | 3.2 | - | - | 4 | 3.2 |
| | | 21-30 | 5 | 4 | - | - | 5 | 4 |
| | | Above 30 | 1 | 0.8 | - | - | 1 | 0.8 |
| | | Total | 125 | 100 | - | - | 125 | 100 |

In the above table 2, in the study area as data indicates that 11 (8.8%), 98 (78.4%), and 16(12.8) of teachers have the certificate, diploma and degree holder in the above respectively. As the result

reveals, mass (78.4%) of teachers were diploma holder in Tarcha Town primary schools. This depicts that less qualified teachers were live in primary schools.

As the data indicates 115 (92%) have less than 16 year experience and 10(8%) of teachers has the service of above 15 years. As the data indicates majority of teachers have less than 16 year service. This information presented that the number of experienced teachers were very small in primary schools. It could be possible to conclude that, the majority of the teachers 115 (92%) have less than 16 year experience which indicates that they need more professional support from school leaders to serve and to practice school climate, culture and students achievement.

4.2 Data Analysis and Interpretation

This section is concerned with the presentation, discussion, analysis and interpretation of data collected for the study and the section is organized in to sub sections. Each one of them is discussed one by one. All the distributed questionnaires were returned and used. The responses were gathered using five rating scales of strongly agree (SA), agree (A), undecided (UD), Disagree (DA) and strongly disagree (SD). The weighted mean achieved from data analysis were interpreted as (0.05-1.49)= Very Low.,(1.5-2.49)= Low,(2.5-3.49)= Moderate,(3.5-4.49)= High, and(4.5-5) Very High. Thus, the mean value, std. Deviation and ANOVA for the level of agreement of respondents for each sub-variable was calculated and used to interpret the data. The analysis used to determine the descriptive statistics, T- Test and One Way ANOVA with SPSS 20 as follows:

4.3 School climate dimensions

There are six dimensions of the school climate; that are divided into two categories: principal's behavior and the teacher's behavior. The principal's behavior made up of three dimensions (supportive, directive, restrictive) interacts with the teachers' collective behavior, made up of three dimensions (collegial, intimate, disengaged), which in turn interacts with and establishes the school climate (Jankens, 2011).

4.3.1 School climate dimension of supportive behavior.

Supportive behavior is an action that reflects basic concern for teachers, help and respect for teachers, and general openness in interactions with teachers. Supportive leadership behavior is characterized by a leader who has friendly relationships with subordinates, respects and cares for them by supporting to their human needs.

4.3.2 School climate dimension of directive behavior

Directive behavior is rigid, close, controlling supervision of teachers. In directive leadership behavior, a leader supervises the followers and gives them instructions about their task whether the task is important or daily routine by controlling with his/her authoritative power (Northouse, 2010).

4.3.3 School climate dimensions of restrictive behavior

Restrictive behavior hinders that the principal burdens teachers with reports, meetings, and busywork. According to Fullan (2002), the principal of the future should be transformational leader who can change the cultures of organization through people and team.

4.3.4 Activity of school climate dimension of collegial behavior

Collegial behavior is teacher behavior that is open, professional, accepting, and respectful. Teachers are satisfied of their school and respect the professional competence of their colleagues. In collegial teacher behavior, teachers support and respect each other professionally.

4.3.5 School climate dimension of intimate behavior

Intimate behavior reflects a cohesive and strong network of social support of teachers know each other well, socialize with each other, and are good friends. In intimate teacher behavior, there are strong social relations among themselves and teachers know each other very well, not only at school but also in their personal lives or they are close friends and they give strong social support for each other.

4.3.6 School climate dimension of disengaged behavior

Disengaged behavior refers to a lack of meaning and focus in teacher professional work and teachers are simply going through the motions and are not committed to teaching. The disengaged climate is the contrast to the engaged climate. In disengage climate, the principal is supportive and attentive to the teachers however teachers are not willing to take responsibilities and work together productively and teachers do not like each other as friends.

In generally, School climate is the main crucial factor to distinguish the difference between effective and ineffective schools. As schools, offices and classes are employed with people; school climate represents a human condition and affects students' achievements.

Table 3: Descriptive statistics of School climate dimensions

| No | School climate dimensions | Mean | SD. |
|----|---------------------------|------|-----|
| 1 | supportive behavior | 3.15 | .57 |
| 2 | directive behavior | 3.08 | .54 |
| 3 | restrictive behavior | 3.09 | .62 |
| 4 | collegial behavior | 3.07 | .57 |
| 5 | intimate behavior | 3.06 | .59 |
| 6 | disengaged behavior | 2.98 | .73 |
| | Overall average scores | 3.07 | .60 |

Scales of Mean value; ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

As shown in table 3 item by item score indicates that the statement 'School climate dimensions of supportive behavior' was supported by large number of the respondents with 3.15 mean and standard deviation 0.57, whereas the idea 'School climate dimensions of disengaged behavior' was poorly supported by the respondents with score mean 2.98 and standard deviation 0.73.

In item 6, teachers and students with mean =2.98, S.D=0.73 indicated that a lack of meaning and focus in teacher professional work and teachers are simply going through the motions and are not committed to teaching. In disengage climate, the principal is supportive and attentive to the teachers however teachers are not willing to take responsibilities and work together productively

and teachers do not like each other as friends. It means it is not as expected.

On the other hand, from item 1 to 5 their means and SD. are all medium. It means primary school principals were given less attention for teachers' safety, and treats teachers as not equally and in the primary schools most of the teachers burdensome at administrative paperwork and misses their class and affects students' results. In general the research result on school climate variable revealed the existence of positive support by majority of the respondents.

Table 4: Independent Sample T-Test of school climate dimensions

| No | School climate dimensions | Respondents | Independent sample t-test | | | | | |
|----|---------------------------|-------------|---------------------------|-----|-------|-----|------|-----------------|
| | | | Mean | SD | t | df | Sig. | Mean Difference |
| 1 | Supportive behavior | Teachers | 2.79 | .09 | -2.14 | 320 | .01 | -.26 |
| | | Students | 2.63 | .20 | | | | |
| 2 | Directive behavior | Teachers | 2.65 | .22 | -2.09 | 320 | .01 | -.29 |
| | | Students | 2.99 | .00 | | | | |
| 3 | Restrictive behavior | Teachers | 2.75 | .16 | -1.04 | 319 | .01 | -.09 |
| | | Students | 2.67 | .16 | | | | |
| 4 | Collegial behavior | Teachers | 2.42 | .16 | -2.38 | 319 | .02 | -.34 |
| | | Students | 2.88 | .17 | | | | |
| 5 | Intimate behavior | Teachers | 2.67 | .17 | -2.38 | 320 | .02 | -.28 |
| | | Students | 2.69 | .19 | | | | |
| 6 | Disengaged behavior | Teachers | 3.11 | .35 | -2.09 | 5 | .09 | -.79 |
| | | Students | 2.86 | .39 | | | | |

Scales of Mean value; ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = High, ≥ 4.5 = Very High

In table 4 item one shows that the perceptions of teachers and students regarding the supportive behavior in the promoting of school climate in Tarcha town primary schools. Hence, both the

teachers (M= 2.79, SD= 0.09) and students (M= 2.63, SD= 0.20) perceived that the supportive behavior of school climate in the study area is generally moderate. However, statically significance difference exist between the perceptions of teachers and students $t(320) = -2.14, p < 0.05$, suggesting that the supportive behavior of school climate in the study area were perceived lower by the students (M=2.63, SD=0.20) than the teachers (M=2.79, SD=0.9). This shows that teachers have contributed more support, they have used their maximum professional efforts to support their students and teachers may work with strong network to improve students' academic achievement.

In the above table item 2 shows the perceptions of the participants regarding the extent to which the difference between primary schools of the school climates dimensions in directive behavior. Accordingly the mean value of both the teachers (M=2.65, SD=.22) and students (M=2.99, SD=.00) of the directive behavior of the school dimension in Tarcha Town were medium. This indicates that both groups of participants in general observed that directive behavior have statically significant differences between teachers and students pertaining to ensuring the difference between school climate and students achievement in Tarcha Town primary schools.

In the above table item 3 shows that the perceptions of the participants regarding the extent to which the difference between the school climates dimensions of restrictive behavior. Accordingly the mean value of both the teachers (M=2.75, SD=.16) and students (M=2.67, SD=.16) of the restrictive behavior of the school dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that restrictive behavior have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school climate and students achievement in Tarcha Town primary schools, $t(320) = -1.04, p < 0.05$.

In the above table item 4 shows the perceptions of the participants regarding the extent to which the difference between the school climates dimensions of collegial behavior in primary schools. Accordingly the mean value of both the teachers (M=2.42, SD=.16) and students (M=2.88, SD=.17) of the collegial behavior of the school dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that collegial behavior have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school climate and students achievement in Tarcha

Town primary schools.

In the above table 4 item 5 indicate that the perceptions of the participants regarding the extent to which the difference between the school climate dimensions of intimate behavior in primary schools. Accordingly the mean value of both the teachers ($M=2.67$, $SD=.17$) and students ($M=2.69$, $SD=.19$) of the intimate behavior of the school dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that intimate behavior have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school climate and students achievement in Tarcha Town primary schools, $t(320) = -2.38$, $p < 0.05$.

In the above table 4 item 6 indicate that`the participants regarding the extent to which the differencebetween the school climate dimensions of disengaged behavior in primary schools. Accordingly the mean value of both the teachers ($M=3.11$, $SD=.35$) and students ($M=2.86$, $SD=.39$) of the disengaged behavior of the school dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that disengaged behavior have no statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the difference between school climate dimensions of disengaged in Tarcha Town primary schools, $t(320) = -2.09$, $p > 0.05$.

The results of the analysis T- Test employment status showed a mean value of 3.11 and 2.86 for teachers and students respondent respectively and perceptions of organizational climate shows the probability value $p > 0.05$. It indicates that the two respondents' there is no significantly difference between teachers and students. That means principal is supportive and attentive to the teachers however teachers are not willing to take responsibilities and work together productively and teachers do not like each other as friends.

Table 5: ANOVA result of school climate dimensions between groups

| No | school climate dimensions | Variables | Sum of Squares | df | Mean Square | F | Sig. |
|----|---------------------------|----------------|----------------|-----|-------------|------|------|
| 1 | Supportive behavior | Between Groups | 13.83 | 2 | .48 | 2.25 | .00 |
| | | Within Groups | 61.61 | 320 | .21 | | |
| | | Total | 75.45 | 322 | | | |
| 2 | Directive behavior | Between Groups | 13.05 | 2 | .52 | 2.46 | .00 |
| | | Within Groups | 62.39 | 320 | .21 | | |
| | | Total | 75.44 | 322 | | | |
| 3 | Restrictive behavior | Between Groups | 6.30 | 2 | .45 | 1.99 | .02 |
| | | Within Groups | 69.14 | 320 | .23 | | |
| | | Total | 75.44 | 322 | | | |
| 4 | Collegial behavior | Between Groups | 11.52 | 2 | .48 | 2.22 | .00 |
| | | Within Groups | 63.92 | 320 | .22 | | |
| | | Total | 75.44 | 322 | | | |
| 5 | Intimate behavior | Between Groups | 8.54 | 2 | .41 | 1.81 | .02 |
| | | Within Groups | 66.91 | 320 | .23 | | |
| | | Total | 75.45 | 322 | | | |
| 6 | Disengaged behavior | Between Groups | 5.80 | 2 | .36 | 1.58 | .07 |
| | | Within Groups | 69.64 | 320 | .23 | | |
| | | Total | 75.45 | 322 | | | |

Scales of Mean value; ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

In table 5 in item 1 a one way ANOVA was conducted in order to examine for difference between primary schools of school climate dimensions in supportive behavior. For this nine items were aggregated or as measuring the same thing based on the results of inter item correlation and factor analysis of data. It indicates there were significance difference in the responses of regarding the respondents of school climate dimension in supportive behavior for difference between primary schools, ($F(2, 320) = 2.25, p = .00$). The results indicated there is a significant difference between

the primary schools among the groups of respondents regarding with sig. (.00). This implication shows that, primary school principals were given attention for teachers' safety, and treats teachers but not equally, not easy to understand and there is less appreciation to teachers. These all affects students' achievements in primary schools.

In table 5 in item 2 a one way ANOVA result in the Table 8 indicates the difference between school climate dimensions of directive behavior in primary schools. For this nine items were aggregated or as measuring the same thing based on the results of inter item correlation and factor analysis of data. It indicates there were significance difference in regarding to the respondents in the primary schools of the difference between school climate dimensions of directive behavior in primary schools, ($F(2, 320) = 2.46, p = .00$). The results indicated there is a significant difference between in the six primary schools among the groups of respondents regarding with sig. (.00). The above result implication is indicates that the result is medium in primary schools and principals were given attention to apply rules, but less attention to supervises to teachers and not monitors everything teachers do. Because most of the time administration city school principals were busy by other activities. So these all affects teaching and learning process mainly students' achievements.

In the above table in item 3 a one way ANOVA result indicates to examine the difference between school climate dimensions of restrictive behavior in primary schools. For this five items were aggregated or as measuring the same thing based on the results of inter item correlation and factor analysis of data. As indicated there were significance difference in the responses of regarding to the respondents in the primary schools of the difference between school climate dimensions of restrictive behavior in primary schools, ($F(2, 320) = 1.99, p = .02$). The results indicated there is a significant difference between the six primary schools among the groups of respondents regarding with sig. (.02). This implication indicates that there is medium result and it is indicates in the primary schools some of the teachers burdensome at administrative paperwork and misses their class and affects students' results.

In the above table in item 3 one way ANOVA result indicates to examine the difference between school climate dimensions of collegial behavior in primary schools. For this eight items were aggregated or as measuring the same thing based on the results of inter item correlation and factor analysis of data. As indicated in the above table there were significance difference in the responses

of regarding the respondents in the primary schools the difference between school climate dimensions of collegial behavior in six primary schools, $F(2, 320) = 2.22, p = .00$). The results indicated there is a significant difference between the six primary schools among the groups of respondents regarding with sig. (.00). This implication is that indicates there is medium result in this variable and fewer teachers here accept the faults of their colleagues, fewer teachers help and support each other, some teachers are not satisfied of their school and teachers not respect the professional competence of their colleagues. These all factors affect students' achievements in primary schools.

In table 5 in item 5 a one way ANOVA result indicates to examine the difference between school climate dimensions of intimate behavior in primary schools. For this seven items were aggregated or as measuring the same thing based on the results of inter item correlation and factor analysis of data. As indicated in the above table there were significance difference in the responses of regarding the respondents in the primary schools the difference between school climate dimensions of intimate behavior in six primary schools, $F(2, 320) = 1.81, p = .01$. The results indicated there is a significant difference between in the six primary schools among the groups of respondents regarding with sig. (.01). This medium value is indicates those teachers' closest friends with other faculty members at school, but teachers not know the family background of the other faculty members, some teachers have not parties for each other, and teachers provide less social support for colleagues respectively. This implies these all factors affect students' achievement.

In table 5 in item 6 the ANOVA result shows that significant difference existed among the six primary schools regarding the school climate dimensions of disengaged behavior across the schools, $F(2,320)=1.58, p > 0.05$. The comparison of the six primary schools showed that $p=0.07$. There was no statistically significant different between the respondents. This implication, thus, is that there are teachers who always oppose the activities of the school and there are some teachers ramble when they talk at faculty meetings. These all implies that there was disagreement in the schools and it affects students' achievement.

4.4 School culture dimensions

There are six elements of a positive school culture. The six elements of a positive school cultures are: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership. Defining the elements in detail will underscore the importance of each of the elements in building a positive school culture. Positive school culture may lead to a better learning environment for students.

4.4.1 School culture dimension of unity of purpose

Unity of purpose is the degree to which teachers work toward a common mission for the school. A mission statement provides the stakeholders with a clear understanding of the school's purpose and existence (Blankstein, 2004). Teachers understand, support, and perform in accordance with that mission. To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the school or organization.

4.4.2 School culture dimension of collegial support.

Collegial Support describes the degree to which teachers work together effectively. Collegiality is important to the health of the school and the health of its educators (Brosnan, 2003). Teachers should trust each other, value each other's ideas, and assist each other as they work to accomplish the tasks of the school organization. Collegial support encourages colleagues to share their personal professional development experiences. Collegial support also provides opportunities for teachers to review the knowledge base of specific professional development experiences and allows teachers to practice the desired behaviors of implementing strategies learned in professional learning experiences (Walsh & Sattes, 2005).

4.4.3 School culture dimension of Teacher collaboration.

Teacher Collaboration describes the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. "Collaboration is not natural or common in the traditional school environment" (Blankstein, 2004). Collaboration can easily become an empty movement if there is no commitment to work together to address common concerns (Blankstein). Constructive dialogue, hard work, and determination that no child will slip through the cracks are elements of teacher collaboration (Reeves, 2004). Faculties that work together can set clear goals

for teaching and learning, monitor student progress over time, and develop action plans to increase student achievement and establish a learning community (Dearman & Alber, 2005).

4.4.4 School culture dimension of professional development

Professional development describes the degree that teachers value continuous personal development and school-wide improvement. A positive school culture ensures that the climate, culture, and practices of the school continually reinforce and support the professional growth of all adults and include effective and varied professional development opportunities. All staff is committed to collaboration and shared inquiry and decision making that promotes continuous professional growth to ensure student achievement and organizational productivity (Georgia Department of Education, 2006a). The goal of professional development in schools must be to improve results in terms of student learning, not simply to enhance practice. Facilitating student growth and development is the ultimate purpose of professional development (Gordon, 2004).

4.4.5 School culture dimension of collaborative leadership

Collaborative Leadership describes the degree to which school leaders establish and maintain collaborative relationships with school staff. High stake's testing can push teachers and administrators to deliver better test results but not necessarily better learning (Blankstein, 2004). Principals empower teachers to become leaders through these collaborative relationships (Cordeiro & Cunningham, 2003). Effective collaborative leadership stresses the importance of the principal, as the instructional leader, working with the teachers to improve student success (Schlechty, 2002).

4.4.6 School culture dimension of learning partnership

Learning Partnership is the degree to which teachers, parents, and students work together for the common good of the student. The common good of the students includes academic performance and the students as a whole. Positive school cultures foster respect, best effort, honesty, good judgment, and kindness from all of the stakeholders (Lickona, 2004). Parents and teachers share common expectations and communicate frequently about student performance.

Table 6: Descriptive Statistics of school culture dimensions.

| No | School culture dimensions | Mean | Std. Deviation |
|----|---------------------------|------|----------------|
| 1 | unit of purpose | 3.07 | .64 |
| 2 | collegial support | 3.09 | .68 |
| 3 | teacher collaboration | 3.09 | .59 |
| 4 | professional development | 3.02 | .68 |
| 5 | collaborative leadership | 3.06 | .55 |
| 6 | learning partnership | 3.06 | .68 |
| | Overall average scores | 3.07 | .64 |

Scales of Mean value; ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

As indicated in table 6 above, item by item score indicates that the statement ‘school culture dimensions of unit of purpose’ was supported by 3.07 mean and standard deviation 0.64, whereas the idea ‘school culture dimensions of collegial support’ was supported by the respondents with score mean 3.09 and standard deviation 0.68 and other dimensions also supported by moderate mean looks like the above dimensions. The respondents have the same response on whether students’ academic achievement is the result of school climate dimensions influence or not. In this respect 3.07 over all mean value and 0.64 standard deviation from both respondents with weighted mean result is rated as moderate. This result reveals that school climate dimensions have almost high contribution to influence on students’ academic achievement.

The descriptive statistics result for school culture indicates that all items under the dimension positively perceived by the participants. The total score mean 3.07 whereas the standard deviation is 0.64, all rounding to the nearest hundredth, which indicate the existence of good developmental culture for this variable. In general the research result on school culture showed the existence of positive support by majority of the respondents. This indicates that both groups of participants in general perceived that have statically significant differences between the perceptions of the respondents in the primary schools.

Table 7: Independent Sample T-Test of school culture dimensions

| No | School culture dimensions | Respondents | Independent sample t-test | | | | | |
|----|---------------------------|-------------|---------------------------|-----|-------|-----|------|-----------------|
| | | | Mean | SD | t | df | Sig. | Mean Difference |
| 1 | unit of purpose | Teachers | 2.71 | .14 | -.93 | 320 | .37 | -.25 |
| | | Students | 2.75 | .26 | | | | |
| 2 | collegial support | Teachers | 3.00 | .30 | -1.81 | 320 | .05 | -.25 |
| | | Students | 2.78 | .18 | | | | |
| 3 | teacher collaboration | Teachers | 3.16 | .27 | -1.48 | 320 | .00 | -.09 |
| | | Students | 2.82 | .17 | | | | |
| 4 | professional development | Teachers | 2.98 | .16 | -1.68 | 320 | .00 | -.18 |
| | | Students | 2.73 | .26 | | | | |
| 5 | collaborative leadership | Teachers | 2.92 | .24 | -1.74 | 320 | .01 | -.24 |
| | | Students | 2.72 | .21 | | | | |
| 6 | learning partnership | Teachers | 3.16 | .27 | -1.48 | 320 | .00 | -.09 |
| | | Students | 2.82 | .17 | | | | |

Scales of Mean value; ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

In table 7 in item 1 shows the perceptions of the participants regarding the extent to which the difference between the school culture dimensions of unit of purpose in primary schools. Accordingly the mean value of both the teachers ($M=2.71$, $SD=.14$) and students ($M=2.75$, $SD=.26$) of the unit of purpose of the school culture dimensions in Tarcha Town were medium. This indicates that both groups of participants in general perceived that unit of purpose have no significant differences were found between the perceptions of the teachers and students pertaining to ensuring the difference between school culture and students achievement in Tarcha Town primary schools, $t(320) = -0.93$, $p > 0.05$. The result of the analysis T-Test employment status showed a mean value of 2.71 and 2.74 for teachers and students respondent respectively and perceptions of organizational culture shows the probability value $p > 0.05$. It

indicates that the two in respondents' there is no significantly difference between teachers and students. It shows leaders know the mission and why the mission is important but it has not been clearly explained and developed collaboratively; there is less value and no understanding of a school's mission.

In table 7 in item 2 shows the perceptions of the participants regarding the extent to which the difference between the school culture dimensions of collegial support. Accordingly the mean value of both the teachers (M=3.00, SD=.30) and students (M=2.78, SD=.18) of the collegial support of the school culture dimension in Tarcha Town primary schools were medium. This indicates that both groups of participants in general perceived that collegial support have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school culture and students achievement in Tarcha Town primary schools, $t(320) = -1.810$, $p < 0.05$. As can be seen from the above table the mean score of students' response (M = 2.78) and teachers' response (M = 3.00) shows that teachers have contributed more support, they have used their maximum professional efforts to support their students and teachers may work with strong network to improve students' academic achievement.

In the above table item 3 shows the perceptions of the participants regarding the extent to which the difference between the schools cultures dimension of teacher collaboration. Accordingly the mean value of both the teachers (M=3.16, SD=.27) and students (M=2.82, SD=.17) of the teacher collaboration of the school culture dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that teacher collaboration have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school culture and students achievement in Tarcha Town primary schools, $t(320) = -1.48$, $p < 0.05$. The results of the analysis T- Test employment status showed a mean value of 3.16 and 2.82 for teachers and students respondent respectively and perceptions of organizational school culture shows the probability value $p < 0.05$. It indicates that there is significantly difference between the respondents. As can be seen from Table 7, the mean score of students' response (M = 2.82) and teachers' response (M = 3.16) show that teachers have contributed more support, they have used their maximum professional efforts to support their students and teachers may work with strong network to improve students' academic achievement.

In the above table item 4 shows the perceptions of the participants regarding the extent to which the difference between the school cultures dimensions of professional development. Accordingly the meanvalue of both the teachers (M=2.98, SD=.16) and students (M=2.73, SD=.26) of the professional development of the school culture dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that professional development have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school culture and students achievement in Tarcha Town primary schools, $t(320) = -1.68, p < 0.05$.The results of the analysis T- Test employment status showed a mean value of 2.98 and 2.73 for teachers and students respondent respectively and perceptions of organizational school culture shows the probability value $p < 0.05$. It indicates that the two respondents' variances significantly difference between teachers and students in primary schools.

In the above table item 5 shows the perceptions of the participants regarding the extent to which the difference between the school cultures dimensions of collaborative leadership. Accordingly the mean value of both the teachers (M=2.92, SD=.24) and students (M=2.72, SD=.21) of the collaborative leadership of the school culture dimension in Tarcha Town were medium. This indicates that both groups of participants in general perceived that collaborative leadership have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the relationship between school culture and students achievement in Tarcha Town primary schools, $t(320) = -1.74, p < 0.05$.The results of the analysis T- Test employment status showed a mean value of 2.91 and 2.72 for teachers and students respondent respectively and perceptions of school culture shows the probability value $p < 0.05$.It indicates that the two respondents' variances significantly difference between teachers and students.

In the above table item 6 shows the perceptions of the participants regarding the extent to which the difference between the school cultures dimensions of learning partnership. Accordingly the mean value of both the teachers (M=2.79, SD=.28) and students (M=2.82, SD=.15) of the learning partnership of the school culture dimensions in Tarcha Town were medium. This indicates that both groups of participants in general perceived that learning partnership have statically significant differences were found between the perceptions of the teachers and students pertaining to ensuring the difference between school culturedimensions of learning partnership in Tarcha Town primary schools, $t(320) = -2.22, p < 0.05$.

The results of the analysis T- Test employment status showed a mean value of 2.82 and 2.79 for teachers and students respondent respectively and perceptions of organizational school culture shows the probability value $p < 0.05$. It indicates that the two respondents' variances significantly difference between teachers and students. This shows that school principals have to focus on effective teaching learning and create their own vision to enhance science teaching in line with the policy by including teachers, parents, administrators, and school board members and they have to work in line with their duties and responsibilities given to them by the policy.

Table 8: ANOVA result of school culture dimensions between groups

| No | school cultures dimensions | Variables | Sum of Squares | df | Mean Square | F | Sig. |
|----|----------------------------|----------------|----------------|-----|-------------|------|------|
| 1 | unit of purpose | Between Groups | 5.03 | 2 | .29 | 1.27 | .21 |
| | | Within Groups | 70.42 | 320 | .23 | | |
| | | Total | 75.45 | 322 | | | |
| 2 | collegial support | Between Groups | 3.71 | 2 | .25 | 1.05 | .14 |
| | | Within Groups | 71.74 | 320 | .24 | | |
| | | Total | 75.45 | 322 | | | |
| 3 | teacher collaboration | Between Groups | 4.58 | 18 | .25 | 1.08 | .37 |
| | | Within Groups | 70.87 | 301 | .24 | | |
| | | Total | 75.45 | 319 | | | |
| 4 | professional development | Between Groups | 7.14 | 2 | .42 | 1.86 | .02 |
| | | Within Groups | 68.31 | 320 | .23 | | |
| | | Total | 75.45 | 322 | | | |
| 5 | collaborative leadership | Between Groups | 12.30 | 2 | .41 | 1.88 | .00 |
| | | Within Groups | 63.14 | 320 | .22 | | |
| | | Total | 75.45 | 322 | | | |
| 6 | learning partnership | Between Groups | 4.16 | 2 | .29 | 1.27 | .22 |
| | | Within Groups | 71.29 | 320 | .23 | | |
| | | Total | 75.45 | 322 | | | |

Scales of Mean value; ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Moderate, $3.5 - 4.49$ = High, ≥ 4.5 = Very High

4.5 Teachers and students responses for open-ended questions on questioners.

In an open-ended questions more of respondents from both categories also explained that students achievement in 2008 E.C in their school is medium by the reasons of that in most of primary schools teachers not take time to observe each other in teaching, teachers are generally not aware of what other teachers are teaching and teachers not work together to develop and evaluate programs and projects, that teachers are not informed on current issues in the school, school leaders not take time to praise teachers that perform well, teachers are not involved in the decision-making process, and teachers are not rewarded for experimenting with new ideas and techniques, and school leaders less support risk-taking and innovation in teaching. So this indicates that school culture is positively related to students' achievement.

Regarding to school climate the respondents explained that students' achievement is medium in their schools because of the school principal given less attention to apply school rules, less attention to supervises to teachers and not monitors everything teachers do. Because most of the time school principals were busy by other activities of administration city. Also they indicates that fewer teachers here accept the faults of their colleagues, fewer teachers help and support each other, teachers are not satisfied of their school and teachers not respect the professional competence of their colleagues. These all show that there is a positive relationship between school climate and students achievement.

4.6 Interview conducted from administrators, education office experts and cluster supervisors

4.6.1 Interview conducted from administrators

In addition an interview was conducted from 6 school administrators replied that school culture in primary schools explained that there is less communication to teachers and parents about student performance, most of primary school teachers not take time to observe each other in teaching, teachers are not rewarded for experimenting with new ideas and techniques, teachers not maintain a current knowledge base about the learning process.

Regarding to school climate they explained that school principal given less attention to apply school rules, less attention to supervises to teachers and not monitors everything teachers do, fewer teachers

here accept the faults of their colleagues, fewer teachers help and support each other, teachers are not satisfied of their school and teachers not respect the professional competence of their colleagues, teachers' not closest friends with other faculty members at school, and teachers provide less social support for colleagues.

Their evaluation of the students achievement according to the standard is compared as students result from year to year is changeably and the result of 2008 E, C is medium. They explained because of there are many factors which affects students achievement. They said some of the factors are school climate, school culture, students' behaviors, school facilities, community participation. The styles which they used to increase students achievements are planning and evaluate the previous results of students' achievements with all stake holders is next plan.

4.6.2 Interview conducted from education office experts

An interview was conducted with 6 education office experts they responded that: school culture in primary schools explained that teachers are less informed on current issues in the school, school leaders not take time to praise teachers that perform well, teachers have less involved in the decision-making process, and some teachers are rewarded for experimenting with new ideas and techniques.

Regard to school climate they clarified that indicates there is medium result in this variable and fewer teachers here accept the faults of their colleagues, fewer teachers help and support each other, some teachers are not satisfied of their school and teachers not respect the professional competence of their colleagues.

According to the students achievement it is explained that students result is changeably and the result of 2008 E, C is medium. They explained because of there are many factors which affects students achievement. They said some of the factors are less participation of parents, students less attention to learning in school and they give their attentions to gain any income.

4.6.3 Interview conducted from cluster supervisors

An interview was conducted with two cluster supervisors and they responded that: school culture in primary schools implication shows that in most of primary schools teachers take less time to observe each other in teaching, teachers are generally less aware of what other teachers are teaching and teachers not work together to develop and evaluate programs and projects.

Regard to school climate they clarified that in primary schools principals were given attention to apply rules, but less attention to supervise teachers and not monitor everything teachers do. Because most of the time administration city school principals were busy by other activities. So these all affects teaching and learning process mainly students' achievements.

They explained students' achievement is changed from year to year and the result in 2008 E, C is medium. They explained because of there are many factors which affects students achievement. They said some of the factors are less communication of all stake holders in students teaching and learning process and not fulfill school facilities to students learning and students have less attention to learning in school. Also they given tutorial, revising previous questions of regional exam and communicating with their parents in the school to improve students' result.

In general the above all factors are related to school cultures and school climate. So these all indicates that there is a relationship between school culture, climate and students achievements and it affects students' achievements in primary schools in the study area.

4.7 Document analysis of grade eight students regional examination

In Tarcha Town administration city in Dawro zone in SNNPRS grade eight students' regional examination results in 2008 E.C in six selected primary schools is shown in the Table below.

Table 9. Average scores of grade 8 student in Regional Examination in 2008 E.C

| No | Name of schools | No of grade eight students | Average scores of students result | Percentage of Promotion Rate |
|----|-----------------------------|----------------------------|-----------------------------------|------------------------------|
| 1 | Sheba full elementary | 47 | 62.48 | 67.31 |
| 2 | Gozo shasho full elementary | 44 | 61.31 | 64.16 |
| 3 | Sore full elementary | 103 | 53.00 | 59.25 |
| 4 | Kalala full elementary | 25 | 51.76 | 29.94 |
| 5 | Maremia full elementary | 45 | 46.48 | 27.18 |
| 6 | Tarcha full elementary | 39 | 58.87 | 56.32 |
| | Total | 303 | 55.65 | 50.69 |

Source: Tarcha Town Administration city education office and Dawro zone education office.

As shown in the Table 9, in Tarcha Town administration city in 2008 E.C grade eight students regional examination achievement of average scores 55.65 and percentage of promotion rate 50.69 indicates that half the students in Tarcha Town administration city in 2008 E.C detained in grade eight regional examinations.

4.8 The Correlation between School culture and students achievement in the study

Correlation is bivariate measure of association of the relationship between two variables, the Pearson's moment-product 'r' being the most common measure was adopted. It varies from 0 'random relationship' to 1 'perfect positive linear relationship' or -1 'perfect negative linear relationship'. The significance of each correlation coefficient is also displayed in the correlation table. The significance level or p-value is the probability of obtaining results as extreme as the one observed.

If the significance level is very small (less than 0.05) then the correlation is significant and the two variables are linearly related. If the significance level is relatively large (for instance, 0.50) then the correlation is not significant and the two variables are not linearly related. Cohen (1998) suggested the following interpretation of correlational values between 0 and 1: • small correlation $r = .10 - .29$; medium correlation $r = .30 - .49$; large correlation $r = .50 - 1.0$

Table 10. Correlations between school cultures and students' performance

| variables | unit of purpose | collegial support | teacher collaboration | professional development | collaborative leadership | learning partnership | Students' performance |
|--------------------------|--------------------|---------------------|-----------------------|--------------------------|--------------------------|----------------------|-----------------------|
| unit of purpose | 1 | | | | | | |
| collegial support | .252 ^{**} | 1 | | | | | |
| teacher collaboration | .367 ^{**} | .400 ^{**} | 1 | | | | |
| professional development | .280 ^{**} | .399 ^{**} | .419 ^{**} | 1 | | | |
| collaborative leadership | .394 ^{**} | .294 ^{**} | .533 ^{**} | .390 ^{**} | 1 | | |
| learning partnership | .203 ^{**} | .132 ^{**} | .227 ^{**} | .186 ^{**} | .361 ^{**} | 1 | |
| Students' performance | .057 ^{**} | -.008 ^{**} | -.007 ^{**} | -.116 ^{**} | .009 ^{**} | .034 ^{**} | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 10 shows a Pearson correlation analysis was conducted to examine whether there is a difference between the school culture and students' performance in the primary schools of Tarcha Town administration city. Whereas Pearson Correlation ($r=.252^{**}$ and $p < 0.05$) indicates that the results revealed of school culture were a significant and positive relationship between students achievement. The high level of school culture associated with high level of students achievement and the low level of school culture associated with low level of students achievement in the study area.

4.9 The Correlation between School climate and students achievement in the study

The relationship between school climate and students achievement was showed below.

Table 11. Correlations between School climates and students' performance

| variables | supportive behavior | directive behavior | restrictive behavior | collegial behavior | intimate behavior | disengaged behavior | Students' performance |
|-----------------------|---------------------|---------------------|----------------------|---------------------|---------------------|---------------------|-----------------------|
| supportive behavior | 1 | | | | | | |
| directive behavior | .516 ^{**} | 1 | | | | | |
| restrictive behavior | .300 ^{**} | .362 ^{**} | 1 | | | | |
| collegial behavior | .352 ^{**} | .341 ^{**} | .361 ^{**} | 1 | | | |
| intimate behavior | .190 ^{**} | .270 ^{**} | .309 ^{**} | .480 ^{**} | 1 | | |
| disengaged behavior | .228 ^{**} | .141 [*] | .210 ^{**} | .230 ^{**} | .231 [*] | 1 | |
| Students' performance | -.019 ^{**} | -.021 ^{**} | -.069 ^{**} | -.015 ^{**} | -.036 ^{**} | .077 ^{**} | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

A Pearson correlation analysis was conducted to examine whether there is a difference between the school climate and students achievement in the primary schools of Tarcha Town administration city. The results revealed of school climate were a significant and positive relationship between students achievement ($r = .516$, $N = 320$, $p < 0.05$). This indicates that the high level of school climate associated with high level of students achievement and the low level of school climate associated with low level of students achievement in the study area. So it has direct relationship with each other.

4.10 The Correlation between School cultures, climate and students achievement in the study

The relationship between school culture, climate and students achievement was showed below.

Table 12. Correlations between School culture, climate and students achievement

| | | | |
|-----------------------|----------------|----------------|-----------------------|
| | School culture | School climate | Students' performance |
| School culture | 1 | | |
| School climate | .71** | 1 | |
| Students' performance | .55** | .84** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 12 shows a Pearson correlation analysis was conducted to examine whether there is a relationship between the school climates, culture and students achievement in the primary schools of Tarcha Town administration city.

A Pearson correlation analysis was conducted to examine whether there is a relationship between the school culture and students achievement in the primary schools of Tarcha Town administration city. The results revealed of school culture and students achievement relationships ($r = .55$, $N = 320$, $p < 0.05$), school climate and students achievement relationships ($r = .84$, $N = 320$, $p < 0.05$), and school culture and school climate relationships ($r = .71$, $N = 320$, $p < 0.05$). This indicates that the high level of school climate and culture associated with high level of students achievement and the low level of school climate and culture associated with low level of student achievements and it indicates direct relationship between school culture, climate and students achievements in the study area.

Table 13. ANOVA results of the study

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|------|
| 1 | Regression | 53.81 | 3 | 26.90 | 394.13 | .00 |
| | Residual | 21.64 | 320 | .07 | | |
| | Total | 75.45 | 323 | | | |

a. Dependent Variable: student performance

b. Independents: school culture, school climate

In the above Table 13 the result of ANOVA and sig. less than .001 indicates that there is strong relationship between the dependent and independent variables in the study area. Utilizing a one-way

between groups Analysis of Variance (ANOVA), this study revealed statistically significant differences between the functionality levels of school culture, climate and students achievement in the study area. F-statistics were carried out to find the overall strength of the model. The value of F-Statistic 394.13 shows that the model is highly significant.

Charts

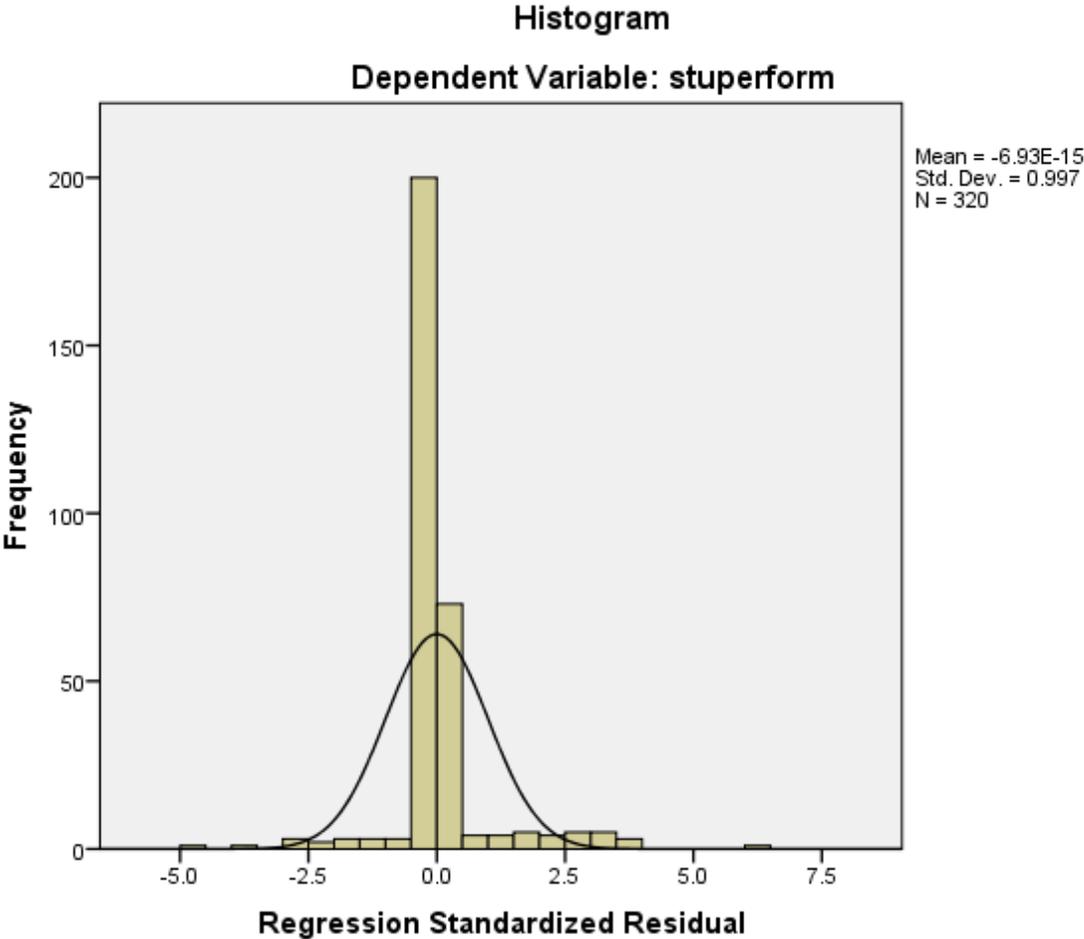


Figure 2: Regression standardized residual

A graph analysis highlights the positive relationship between school cultures, climate and students

achievement in the study area. Assumptions of analysis are that the residuals differences between obtained and predicted dependent variables scores are normally distributed about the predicted dependent variable scores, that residuals have a straight line relationship with predicted dependent variable scores, and that variance of the residuals about predicted dependent variable scores is the same for all predicted scores.

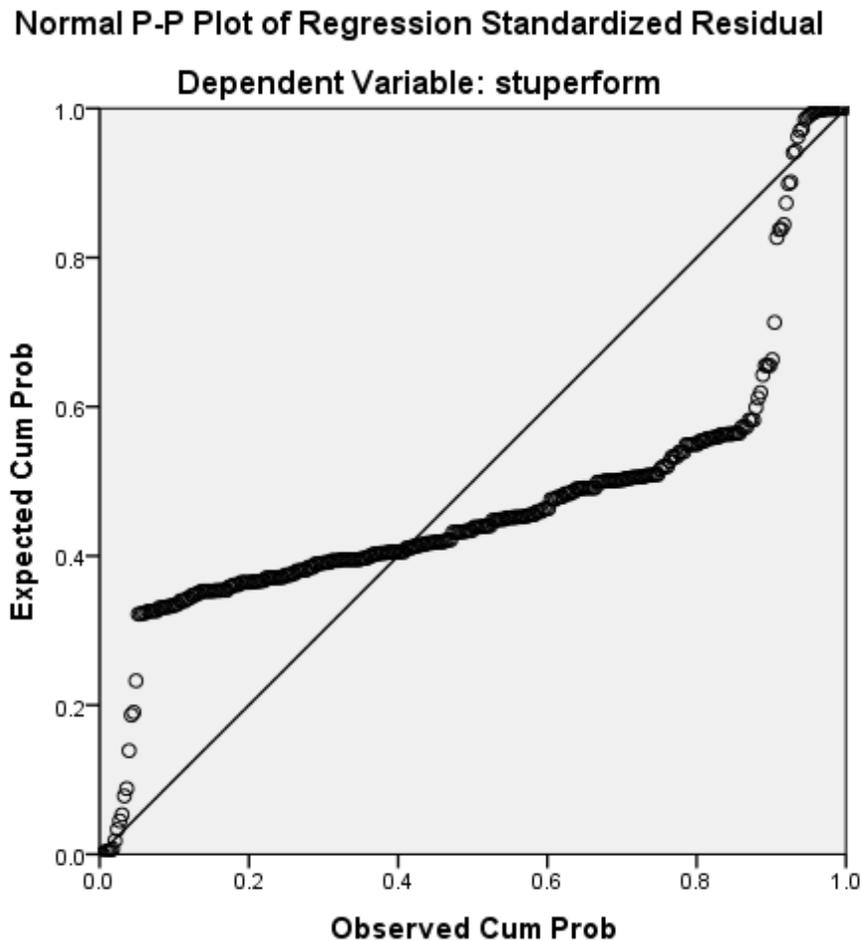


Figure 3: Normal probability plot of regression standardized residual

The P-P plot showed a linear relationship was conducted to further examine the relationship between a school culture, climate and student achievement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of major findings

This chapter summarizes the main findings of the study and provides research recommendation based on the findings and conclusions. The main purpose of this study was to assess the relationship between school culture, climate and students achievements in primary schools of Tarcha Town administration city in Dawro zone. To this end, correlational design was used and both quantitative and qualitative methods were employed. Source of data were 125 teachers, 195 students, 6 principals, 2 supervisors and 6 woreda education office experts. A total of 334 respondents were used in this study. The teachers were selected by using census sampling technique whereas the principals by availability, supervisors and woreda education officers were selected by using purposive sampling techniques and students were selected by simple random sampling. Data collection instruments were questionnaire, semi-structured interview and document analysis. The gathered data were analyzed by using descriptive statistics, T-test and Anova. The data were analyzed by using SPSS.

To achieve the objectives of the study six schools of the Tarcha Town administration city were selected from nine schools by using purposive sampling technique. Because other three schools are newly established schools. The selected schools are Sore, Tarcha, Maremia, Kalala, Gozo shasho and Sheba full elementary schools.

To this end, the following basic questions were formulated.

1. What is the relationship between school climate and students' academic achievement in primary schools of Tarcha town administration city?
2. What is the relationship between school culture and students' academic achievement in primary schools of Tarcha town administration city?
3. What is the effect of school culture and school climate on students' achievement?

So as to deal with the basic questions related literature were reviewed. Three types of data gathering instruments (questionnaire, interview, and document review) were used.

The subjects of the study are 125 teachers were selected by census because of availability and small in number, 6 school administrators (principals) were selected by availability, 2 cluster supervisors and 6 education office experts were selected by purposive sampling and 195 students were selected by simple random sampling techniques.

Concerning the data analysis, the quantitative data were presented, analyzed and interpreted by integrating with the qualitative data which were gathered through interview. In relation to this, data analysis method such mean score and percentage were employed to analyze the quantitative data.

Eventually, the following major findings are drawn:

- ✚ The data indicates that 11 (8.8%), 98 (78.4%), and 16(12.8) of teachers have the certificate, diploma and degree holder in the above respectively. As the result reveals, mass (78.4%) of teachers were diploma holder in Tarcha Town primary schools. This depicts that less qualified teachers were live in primary schools.
- ✚ As the data indicates 115 (92%) have less than 16 year experience and 10(8%) of teachers has the service of above 15 years. As the data indicates majority of teachers have less than 16 year service. This information presented that the number of experienced teachers were very small in primary schools.
- ✚ Before undertaking the analysis the researcher conducted a test using Cronbach Alpha to make sure whether the study is reliable or not. The Cronbach Alpha for all items was 0.85 which is greater than 0.70 indicating the research is reliable.
- ✚ The correlation analysis was undertaken to test the relationship between dependent (students achievement) and independent variables (school climate and school culture). Accordingly the research result of Pearson product-moment correlation indicates positive and significant relationship between the two variables i.e. school culture and students achievement relationship is ($r = .55, n=320, p=.00, p<.05$), which implies the existence of positive correlation between the variables.
- ✚ The relationship between students achievement and school climate according to the research result of Pearson product-moment correlation indicates positive and significant relationship between the two variables i.e. school climate and students achievement relationship is ($r = .84, n=320, p=.00, p<.05$) which implies the existence of positive correlation between the variables.

- ✚ The existing difference in the perception of the respondents towards the school culture, school climate and students achievement was statistically significant, ANOVA and T-test were conducted. Based on this research result using ANOVA indicates teachers and students employees perceived their school culture and school climate in primary schools in different ways with ($F(2, 320) = 11.12, p = .00$), which is statistically significant.
- ✚ The study showed that school climate in the study area in most primary schools were less facilitated with necessary facilities and equipment's, lack of trust and respect between teachers and students, lack of support and participation from the community and parent, school principal give less attention to apply school rules, less attention to supervise to teachers and not monitor everything teachers do, teachers not accept the faults of their colleagues, teachers not help and support each other, teachers are not satisfied of their school and teachers not respect the professional competence of their colleagues, and teachers provide less social support for colleagues. So in the study area school climate affects students' achievement.
- ✚ The study indicated that school culture in the study area there is less communication to teachers and parents about student performance, teachers take less time to observe each other in teaching, teachers were not rewarded for experimenting with new ideas and techniques, teachers not maintain a current knowledge base about the learning process, teachers are generally not aware of what other teachers are teaching and teachers not work together to develop and evaluate programs and projects, that teachers are not informed on current issues in the school, school leaders not take time to praise teachers that perform well and teachers are not involved in the decision-making process. So in the study area school culture affects students' achievement.
- ✚ There were no significant difference in the responses of regarding the respondents in the primary schools of the difference between school culture dimensions of learning partnership in primary schools, $F(2, 320) = 1.27, p = .22, p > 0.05$. It indicates that there is less communication to teachers and parents about student performance.
- ✚ In the study area primary schools grade eight regional examination is medium, that means the average result of the students is 55.65 and the percentages of the promotion rate of all schools is 50.69. This implies that half of students in this year have not passed to next class. Because of mainly students achievement is affected by school culture and school climate.

- ✚ A Pearson correlation analysis was conducted to the results revealed of school culture and students achievement is ($r = .55$, $n = 320$, $p = .00$, $p < .05$), and school climate and students achievement is ($r = .84$, $N = 320$, $p = .00$, $p < .05$). This indicates that the high level of school climate and culture associated with high level of students achievement and the low level of school climate and culture associated with low level of student achievements.
- ✚ Finally, the correlation results found in this study that the relationship between school culture and school climate was significantly and positively predicted students' academic achievement.

5.2 Conclusion

Education is the process of bringing necessary change in the humans beings. To bring this necessary change school cultures and climates are important components and it plays a great role. When the school cultures and climates are well-maintained the students' achievement of students would be improved. Students' achievement is low in schools that have bad school climate and culture, lack of safe and has less supportive relationship with stake holders.

Based on the major findings the following conclusions are made.

According to the research result of Pearson product-moment correlation indicates positive and significant relationship between the school culture and students achievement relationship is ($r = .55$, $n = 320$, $p = .00$, $p < .05$), which implies the existence of positive correlation between the variables.

The relationship between school climate and students achievement according to the research result indicates positive and significant relationship between the school climate and students achievement relationship is ($r = .84$, $n = 320$, $p = .00$, $p < .05$) which implies the existence of positive correlation between the variables.

A positive school climate and culture creates best setting for teaching and learning. School climate and culture become conducive and well facilitated school with the necessary facilities and human resources, it must supports positively students learning and achievement. On the other hand, when the school climate and culture is not good it contributes negatively for the learning and achievement of students. School climate and culture has both positive and negative effect on students' achievement. Improving school climate contributes to trust and respect between teachers and students, good support and participation from the community and parent, school principal give

more attention to apply school rules, give more attention to supervises to teachers and monitors everything teachers do, teachers accept the faults of their colleagues, teachers help and support each other, teachers are satisfied of their school and teachers respect the professional competence of their colleagues, teachers' closest friends with other faculty membersat school, and teachers provide more social support for colleagues are important activities to improve in the study area primary schools.

School principals are responsible for establishing a general culture of teaching and learning in their school to ensure that student attainment is always improving. Focusing on the development of the school's culture as a learning environment is fundamental to improved teacher morale and ultimately student achievement. The school principal plays a key role in establishing a school's culture. The school principal ensures that all decisions made in his/her school align with the school's mission and vision, and all stakeholders hold this mission and vision.

To improveschool cultures contribute to more communication toteachers and parentsabout student performance, teachers must take time to observe each other in teaching, teachers would berewarded for experimenting with new ideas and techniques,teachers maintain a current knowledge base about the learning process, teachers are generally aware of what other teachers are teaching and teachers work together to develop and evaluate programs and projects,teachers are informed on current issues in the school,school leaderstake time to praise teachers that perform well and teachers would beinvolve in the decision-making process are important activities.

The school improvement key activity plan is to improve students' achievement. In the study area primary schools students' achievement result of grade eight students' regional examination is medium. So to improve this achievement school culture and climate must be improved and support based relationship and participatory environmentto let students to achieve the learning goals including appropriate academic achievement.

5.3 Recommendations

Based on the findings the following recommendations are given.

- ❖ First and for most schools' should create awareness on the effect of school climate and culture should be enhanced in the sample primary schools by identifying the major factors that contribute for students achievement contribute both positively and negatively.

Secondly, encouragement of positive school climate and culture factors by concerting the coordinated effort of the community.

- ❖ Tarcha Town city education offices and the concerned bodies are recommended to give great attention to the school climate and culture related problems that affects students achievement. Those problems that should be given great consideration for students' achievement.
- ❖ Although there were no satisfactory teaching materials in all the sample primary schools, they were not supplied with the necessary facilities mobilizing the community, parent, to bring their contribution and looking for the support from governmental and non-governmental organizations.
- ❖ Regarding caring and supportive relation between the concerned bodies were found poor. Therefore, all concerned bodies such as principals, teachers, supervisors, students, parents and community members need to work jointly on correcting this school climate and culture by creating democratic relationship and promotion students achievement.
- ❖ School administrators should treat teachers equally and they have to raise awareness on current issues in teaching and learning process and reward teachers in new teaching techniques and innovation.
- ❖ Tarcha Town City educational offices to organize short-term training on school climate and culture effects on students' achievement.
- ❖ All stake holders must plan together to a positive school culture and climate which includes high expectations for learning and achievement, a safe and caring environment, shared values and trust, a powerful pedagogy, a meaningful and relevant teaching and learning process, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community.
- ❖ Conducting other researches in this area is also very important.

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Jimma University

College of Education and Behavioral science

Department of Educational Planning and Management

Questionnaire to be filled by **Teachers**

The main purpose of these questionnaire is to gather relevant data to assess the relationship between school culture, climate and students achievement.

The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use a thick mark/√/to your response of each closed -ended questionnaire from the given rating scales.
3. This questioner represent to teachers who are responsible to focus on the relationship between school culture, climate and students achievement activities in the school.
4. Please, give appropriate response based on your school context.

Part I: General Information and Respondents' Personal Data

Please, put a thick mark “√” in the box for your response.

1. School _____
2. Sex Male Female
3. Age 20-24 25-29 30-34 35 -39 above 40
4. Service year in teaching 1-5 6-10 11-15 16-20
21-25 26-30 above 30
5. Level of education certificate/TTI Diploma First Degree second degree

Part II. School climate

Part 2.1. Here are statements about school climate dimension/supportive behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Our school principal goes out to help teachers | | | | | |
| 2 | Our school principal uses constructive criticism | | | | | |
| 3 | Our school principal listens to and accepts teachers' suggestions. | | | | | |
| 4 | Our school principal explains reasons for criticism to teachers | | | | | |
| 5 | Our school principal looks out for the personal safety of teachers | | | | | |
| 6 | Our school principal treats teachers as equals | | | | | |
| 7 | Our school principal compliments teachers | | | | | |
| 8 | Our school principal is easy to understand | | | | | |
| 9 | Our school principal goes out to show appreciation to teachers | | | | | |

Part 2.2: Here are statements about school climate dimension/ directive behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Our school principal rules with others | | | | | |
| 2 | Our school principal checks the sign-in sheet every morning | | | | | |
| 3 | Our school principal schedules the work for the teachers | | | | | |
| 4 | Our school principal corrects teachers' mistakes | | | | | |
| 5 | Our school principal closely checks classroom (teacher) activities. | | | | | |
| 6 | Our school principal supervises teachers closely | | | | | |
| 7 | Our school principal checks lesson plans | | | | | |
| 8 | Our school principal is autocratic | | | | | |
| 9 | Our school principal monitors everything teachers do | | | | | |

Part 2.3: Here are statements about school climate dimension/ restrictive behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Routine duties interfere with the job of teaching | | | | | |
| 2 | Teachers have too many committee requirements | | | | | |
| 3 | Administrative paperwork is burdensome at this school | | | | | |
| 4 | Office support reduces teachers' paperwork | | | | | |
| 5 | Teachers are burdened with busy work | | | | | |

Part 2.4: Here are statements about school climate dimension/ collegial behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers finish their work with energy, strength, and pleasure | | | | | |
| 2 | Teachers leave school immediately after school is over | | | | | |
| 3 | Most of the teachers here accept the faults of their colleagues | | | | | |
| 4 | Teachers help and support each other. | | | | | |
| 5 | Teachers are satisfied of their school | | | | | |
| 6 | New teachers are readily accepted by colleague | | | | | |
| 7 | Teachers socialize together in small, select groups | | | | | |
| 8 | Teachers respect the professional competence of their colleagues | | | | | |

Part 2.5: Here are statements about school climate dimension/ intimate behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers' closest friends with other faculty members at this school | | | | | |
| 2 | Teachers invite faculty members to visit them at home | | | | | |
| 3 | Teachers know the family background of the other faculty | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | members | | | | | |
| 4 | Teachers have fun socializing together during school time. | | | | | |
| 5 | Teachers have parties for each other | | | | | |
| 6 | Teachers socialize with each other on a regular basis | | | | | |
| 7 | Teachers provide strong social support for colleagues | | | | | |

Part 2.6: Here are statements about school climate dimension/ disengaged behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers assume that faculty meetings are useless. | | | | | |
| 2 | There is a minority group of teachers who always opposes the majority | | | | | |
| 3 | Teachers apply group pressure on non-conforming faculty members | | | | | |
| 4 | Teachers ramble when they talk at faculty meetings. | | | | | |

Part III. School culture

3.1 Here are statements about school culture dimension/unity of purpose/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The school mission provides a clear sense of direction for teachers | | | | | |
| 2 | Teachers support the mission and vision of the school. | | | | | |
| 3 | The school mission statement reflects the value of the community. | | | | | |
| 4 | Teaching performance reflects the mission of the school. | | | | | |
| 5 | Teachers understand the mission of the school. | | | | | |

Part 3.2: Here are statements about school culture dimension/collegial support/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers trust each other. | | | | | |
| 2 | Teachers are willing to help out whenever there is a problem. | | | | | |
| 3 | Teachers' ideas are valued by other teachers. | | | | | |
| 4 | Teachers work cooperatively in groups. | | | | | |

Part 3.3: Here are statements about school culture dimension/Teacher collaboration/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers have opportunities for dialogue and planning across grades and subjects | | | | | |
| 2 | Teachers spend considerable time planning together. | | | | | |
| 3 | Teachers take time to observe each other in teaching | | | | | |
| 4 | Teachers are generally aware of what other teachers are teaching | | | | | |
| 5 | Teachers work together to develop and evaluate programs and projects | | | | | |
| 6 | Teaching practice disagreements are voiced openly and discussed | | | | | |

Part 3.4: Here are statements about school culture dimension/professional development/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers use professional systems to obtain information and resources for classroom instruction | | | | | |
| 2 | Professional development is valued by the faculty. | | | | | |
| 3 | Teachers regularly seek ideas from seminars, colleagues, and conferences | | | | | |
| 4 | Teachers maintain a current knowledge base about the learning process | | | | | |
| 5 | The faculty values school improvement. | | | | | |

Part 3.5: Here are statements about school culture dimension/collaborative leadership/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Our school leaders value teachers' ideas. | | | | | |
| 2 | Teachers are kept informed on current issues in the school. | | | | | |
| 3 | Administrators protect instruction and planning time. | | | | | |
| 4 | Our school leaders in this school trust the professional judgments of teachers | | | | | |
| 5 | Our school leaders take time to praise teachers that perform well | | | | | |
| 6 | Teachers are involved in the decision-making process. | | | | | |
| 7 | Our school leaders in our school facilitate teachers working together. | | | | | |
| 8 | My involvement in policy or decision making is taken seriously | | | | | |
| 9 | Teachers are rewarded for experimenting with new ideas and techniques | | | | | |
| 10 | Our school leaders support risk-taking and innovation in teaching. | | | | | |
| 11 | Teachers are encouraged to share ideas | | | | | |

Part 3.6: Here are statements about school culture dimension/Learning partnership/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers and parents have common expectations for student performance. | | | | | |
| 2 | Parents trust teachers' professional judgments. | | | | | |
| 3 | Teachers and parents communicate frequently about student performance | | | | | |
| 4 | Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework and assignments. | | | | | |

Part IV: Open ended questions

1. How do you explain your school culture?_
2. How do you define your school climate?
3. What is the effect of your school climate and culture on students' achievement?

Jimma University

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Questionnaire to be filled by **STUDENTS**

The main purpose of these questionnaire is to gather relevant data to assess the relationship between school culture, climate and students achievement.

The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use a thick mark/√/to your response of each closed -ended questionnaire from the given rating scales.
3. This questioner represent to students who are responsible to focus on the relationship between school culture, climate and students achievement activities in the school.
4. Please, give appropriate response based on your school context.

Part one: General Information and Respondents' Personal Data

Please, put a thick mark “√” in the box for your response.

1. School _____

2. Sex Male Female

3. Age 13-17 18-24 25-29 30-34 35 -39 above 40

4. Grade 5 6 7 8

Part II. School climate

Part 2.1: Here are statements about school climate dimension/supportive behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Our school Principal goes out to help teachers | | | | | |
| 2 | Our school Principal uses constructive criticism | | | | | |
| 3 | Teachers apply group pressure on following faculty members | | | | | |
| 4 | Our schoolprincipal explains reasons for criticism to teachers | | | | | |
| 5 | Our school principal looks out for the personal safety of students | | | | | |
| 6 | Our school principal treats students as equals | | | | | |
| 7 | Our school principal compliments students | | | | | |
| 8 | Our schoolprincipal is easy to understand | | | | | |
| 9 | Our schoolprincipal goes out to show appreciation to teachers | | | | | |

Part 2.2: Here are statements about school climate dimension/ directive behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Our school principal rules with others | | | | | |
| 2 | Our school principal checks the sign-in sheet every morning | | | | | |
| 3 | Our school principal schedules the work for the teachers | | | | | |
| 4 | Our school principal corrects teachers' mistakes | | | | | |
| 5 | Our school principal closely checks classroom (teacher) activities. | | | | | |
| 6 | Our school principal supervises teachers closely | | | | | |
| 7 | Our school principal checks lesson plans | | | | | |
| 8 | Our schoolprincipal is autocratic | | | | | |
| 9 | Our school principal monitors everything teachers do | | | | | |

Part 2.3: Here are statements about school climate dimension/ restrictive behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Routine duties interfere with the job of teaching | | | | | |
| 2 | Teachers have too many committee requirements | | | | | |
| 3 | Administrative paperwork is burdensome at this school | | | | | |
| 4 | Office support reduces teachers' paperwork | | | | | |
| 5 | Teachers are burdened with busy work | | | | | |

Part 2.4: Here are statements about school climate dimension/ collegial behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers finish their work with energy, strength, and pleasure | | | | | |
| 2 | Teachers leave school immediately after school is over | | | | | |
| 3 | Most of the teachers here accept the faults of their colleagues | | | | | |
| 4 | Teachers help and support each other. | | | | | |
| 5 | Teachers are satisfied of their school | | | | | |
| 6 | New teachers are readily accepted by colleague | | | | | |
| 7 | Teachers socialize together in small, select groups | | | | | |
| 8 | Teachers respect the professional competence of their colleagues | | | | | |

Part 2.5: Here are statements about school climate dimension/ intimate behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers' closest friends with other faculty members at this school | | | | | |
| 2 | Teachers invite faculty members to visit them at home | | | | | |
| 3 | Teachers know the family background of the other faculty member | | | | | |
| 4 | Teachers have fun socializing together during school time. | | | | | |
| 5 | Teachers have parties for each other | | | | | |
| 6 | Teachers socialize with each other on a regular basis | | | | | |
| 7 | Teachers provide strong social support for colleagues | | | | | |

Part 2.6: Here are statements about school climate dimension/ disengaged behavior/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers assume that faculty meetings are useless. | | | | | |
| 2 | There is a minority group of teachers who always opposes the majority | | | | | |
| 3 | Teachers apply group pressure on non-conforming faculty members | | | | | |
| 4 | Teachers ramble when they talk at faculty meetings. | | | | | |

Part III. School culture

Part 3.1: Here are statements about school culture dimension/unity of purpose/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The school mission provides a clear sense of direction for teachers | | | | | |
| 2 | Teachers support the mission and vision of the school. | | | | | |
| 3 | The school mission statement reflects the value of the community. | | | | | |
| 4 | Teaching performance reflects the mission of the school. | | | | | |
| 5 | Teachers understand the mission of the school. | | | | | |

Part 3.2: Here are statements about school culture dimension/collegial support/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers trust each other. | | | | | |
| 2 | Teachers are willing to help out whenever there is a problem. | | | | | |
| 3 | Teachers' ideas are valued by other teachers. | | | | | |
| 4 | Teachers work cooperatively in groups. | | | | | |

Part 3.3: Here are statements about school culture dimension/Teacher collaboration/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers have opportunities for dialogue and planning across grades and subjects | | | | | |
| 2 | Teachers spend considerable time planning together. | | | | | |
| 3 | Teachers take time to observe each other in teaching | | | | | |
| 4 | Teachers are generally aware of what other teachers are teaching | | | | | |
| 5 | Teachers work together to develop and evaluate programs and projects | | | | | |
| 6 | Teaching practice disagreements are voiced openly and discussed | | | | | |

Part 3.4: Here are statements about school culture dimension/professional development/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|---|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers use professional systems to obtain information and resources for classroom instruction | | | | | |
| 2 | Professional development is valued by the faculty. | | | | | |
| 3 | Teachers regularly seek ideas from seminars, colleagues, and conferences | | | | | |
| 4 | Teachers maintain a current knowledge base about the learning process | | | | | |
| 5 | The faculty values school improvement. | | | | | |

Part 3.5: Here are statements about school culture dimension/collaborative leadership/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Our school leaders value teachers' ideas. | | | | | |
| 2 | Teachers are kept informed on current issues in the school. | | | | | |
| 3 | Administrators protect instruction and planning time. | | | | | |
| 4 | Our school leaders in this school trust the professional judgments of teachers | | | | | |
| 5 | Our school leaders take time to praise teachers that perform well | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 6 | Teachers are involved in the decision-making process. | | | | | |
| 7 | Our school leaders in our school facilitate teachers working together. | | | | | |
| 8 | My involvement in policy or decision making is taken seriously | | | | | |
| 9 | Teachers are rewarded for experimenting with new ideas and techniques | | | | | |
| 10 | Our school leaders support risk-taking and innovation in teaching. | | | | | |
| 11 | Teachers are encouraged to share ideas | | | | | |

Part 3.6: Here are statements about school culture dimension/Learning partnership/, which affect students' achievement at your school. Please show your degree of agreement with each of the following statement by putting a (√) mark under your choice.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

| No | Items | SA | A | UD | D | SD |
|----|--|----|---|----|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers and parents have common expectations for student performance. | | | | | |
| 2 | Parents trust teachers' professional judgments. | | | | | |
| 3 | Teachers and parents communicate frequently about student performance | | | | | |
| 4 | Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework and assignments. | | | | | |

Part IV: Open ended questions

1. How do you explain your school culture?

2. How do you define your school climate?

3. What is the effect of your school climate and culture on students' achievement?

Jimma University

College of Education and Behavioral science

Department of Educational Planning and Management

Guides to interview conducted on education officers, supervisors, and school principals

The main purpose of this interview is to gather relevant data to assess the relationship between school climate, culture and students achievement.

The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Part I: General information

1. Woreda/Town Administration city _____
2. Sex _____ 3. Qualification _____ 4. Current position _____
5. Experiences as: Teacher _____ School principal _____
Cluster supervisor _____ Woreda education officer _____

Part II: Give your responses for the following questions.

1. How do you explain the school culture in your primary schools?
2. How do you explain the school climate in your primary schools?
3. How do you evaluate grade eight regional examination of your school students' result according to the standards?
4. What are the styles you used to increase grade eight students' academic achievement in your schools?
5. What are the factors that affect grade eight students achievement in your schools?