

**THE CONTRIBUTION OF SCHOOL CLIMATE ON STUDENTS'
ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF ILU
ABA BORA ZONE.**

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MANAGEMENT**

NOVEMBER , 2022

JIMMA, ETHIOPIA

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DECLARATION

The researcher hereby declares that the thesis on the title, “The Contribution of School Climate on Students’ Academic Achievement in Secondary Schools of Ilu Aba Bora Zone” is his original work and that all sources that have been referred to and quotes have been fully indicated and acknowledged with references.

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of Ilu Aba Bora Zone

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LIST OF ABBREVIATIONS

IAB	Ilu Aba Bore
MOE	Ministry of Education
NSCC	National School Climate Center
SPSS	Statistical Package of Social science
WEO	Woreda Education Office

ABSTRACT

The purpose of this study was to determine the contribution of school climate to students' academic achievement in secondary schools of Ilu Aba Bor Zone. To achieve the objectives, quantitative research method was employed. About 167 teachers selected using simple random sampling technique and 8 principals, 8 vice principals and 5 supervisors selected using purposive sampling technique participated in the study. Standardized questionnaire items containing 28 items were employed along with interview items. Analysis of quantitative data was made using frequency, percentage, mean, standard deviation and multiple regression coefficients. It was confirmed that the secondary school in Ilu Aba Bor Zone have poor level of school climate in that community are rarely getting engaged in school. There is low level of teachers professionalism, leadership is weakly collegial, norms of academic press is weak and school climate had an overall positive effect on explaining the variance in students' academic achievement ($R^2 = 0.92$). Among the school climate sub scales community engagement had the highest positive statistically significant effect ($\beta_1 = .875$, $P (.002) < 0.05$) on students' academic achievement. It was concluded that school climate contribute strongly to the variances in students' academic achievement. Thus, an effort to improve students' academic achievement demands improving school climate. It is recommended that school leaders need to make strategic plan to create positive school climate. Woreda and zone education offices are strongly advised to provide on job training to school leaders and teachers to improve school climate; provide critical supervision on forming collaborative school climate. Oromia education Bureau are recommended provide strong follow up and material support to secondary schools create positive school climate.

Key Words: School climate, teachers' professionalism, collegial leadership

CHAPTER ONE

INTRODUCTON

This chapter presents background of the study, statement of the problem, basic research questions, main and specific objectives, significances of the study, delimitation of the study, limitation of the study, operational definition of terms and organization of the study.

1.1 Background of the study

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital linked with an individual's wellbeing and opportunities for better living (Bradshaw, 2014). It is also considered as one of the social institutions that contributes significantly towards the construction and maintenance of social order. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). Education is central to improving human welfare both inherently and instrumentally. Education is a powerful instrument for eradicating poverty and promoting shared prosperity, but fulfilling its potential requires better policies and delivery both within and outside the education system (World Development Report, 2018).

School is a place where students learn definite curriculum in definite time by definite teachers. School across Ethiopia struggle with the means by which students' achievement can be raised. It is known that many factors like cognitive abilities of students, socioeconomic factors, gender, parental involvement; principal leadership style, teacher and student engagement and method of instruction affect negatively students' achievement and whole school performance. Research found that one possible means would be making school climate conducive and positive. Appropriate and attractive school environment increase students achievement by increasing over all school performance. School principal and teachers have lion share in increasing students' academic performance which is the goal of school performance and one indicator of school performance. Student inter into the new environment during their transition from elementary school to high school, unless they are treated positively until adapting the new environment it may lead them to confusion and dropout (Stefanski, Valli, & Jacobson, 2016).

As they enter high school, students may encounter a number of organizational differences from the elementary school setting, such as increased student body size and exposure to a greater number of teachers and instructional styles. The transition to high school may entail numerous policy changes such as stricter grading procedures and increased expectations for classroom behavior (Eccles & Midgley, 2007). For students to follow their education well there must be positive and orderly climate appropriate for learning and teaching process. The relationship between school principal and teacher, teacher and teacher, student and teacher, student and student might be healthy and friendly; this leads to high motivation to learn and give birth to good students' academic performance regardless of other negative factors affect students' academic achievement (National School Climate Center, 2013).

School climate refers to the quality and character of school life. It includes physical structure of the school building, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe, people are engaged and respected, students, families, and educators work together to develop, live and contribute to a shared school vision. Educator's model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment. Hoy and Miskel (2005) defined school climate as the set of internal characteristics that distinguish one school from another and influence the behaviors of each school's members.

As to Bradshaw, Waasdorp, Debnam, and Johnson (2014), school climate as "shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators and set the Parameters of acceptable behavior and norms for the school. School climate is a product of teacher and student social interactions, and is influenced by educational and social values. Schools that set high standards for academic performance, set an orderly and serious learning environment, and maintain definite standards of performance tend to do better academically than schools that do not (Abeya, 2017).

Students' academic achievement is the result of learning prompted by teaching activity by the teacher and produced by the student. In different literature school performance and academic

achievement is used as synonyms. Chen (2019) defined that academic performance is the knowledge and skills that students have mastered in a subject or course. It measure how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators. It is an issue that deeply concerns students, parents, teachers and authorities. From a humanistic approach, Martinez (2007) states that academic performance is the product given by the students and it is usually expressed through school grades. Students' performance are determined in ranking as to educational standards that they have reached that is pass, credit, distinctions, great distinctions and so on. School performance sometimes it is known as school readiness, academic achievement and school performance. In Ethiopia grade 10 and grade 12 national examinations are given to evaluate the school performance and students' academic performance. Common observation shows that some parents have lost confidence in the ability of most of the public secondary schools to guarantee successful academic performance of their children (Kasahun, 2016).

When some students passed their secondary school Certificate Examination in some schools, others failed the examinations in some other schools. It is assumed that the type of school climate of an organization is responsible for this because a school has unique characteristics and these characteristics of the school tend to distinguished one school from the other. As the students' promotion of their examination is different, the organizational climate of those schools is also different. Favorable school climate promotes good relationship between principals and teachers and among school stakeholders which promotes school performance (Hoy & Tarter, 2005). School principals should, thus, actively support and motivate teachers, students and the rest of the staff members to create a favorable working atmosphere within the school. Such an effort of the principal would help to develop an orderly and a productive school climate which improves the students' achievement and overall effectiveness of the schools.

School climate studies provide useful information for school administrators who are interested in building healthy relations in their schools. For these, leaders who seek innovative ways of improving their school environment and, thus, the academic success of their students, school climate studies merit some attention.

This study, in particular, provides further insights on the topic of organizational school climate as it focuses on the relationship between organizational school climate and students' academic achievement in secondary schools of Ilu Aba Bore zone. Therefore, the motivation for conducting this study was initially derived from a wish to assess the contribution of school climate to students' academic achievement in secondary schools Ilu AbaBore zone of Oromia regional state of Ethiopia.

1.2 Statement of the Problem

Though there were effort by government(MoE,2008), there is serious dissatisfaction of parents and government that there is lack of conducive and orderly school climate in Oromia in general and Ilu Aba Bor Zone in particular. It is common that the students' behavior and academic achievement are becoming worse from time to time and hence many stake holders are worried about the declining students' academic achievement in national examination.

Although there are schools which feel friendly, attractive, and supportive, others feel awkward, unwelcoming, and even unsafe. A healthy school climate contributes to effective teaching and learning and conversely, an unhealthy environment may be a significant barrier to learning (National School Climate Center, 2013). In some schools, the atmosphere might be healthy and friendly while in other, it may be tensed hence, students' academic performance seems to be a function of the school climate. The results of empirical researches have shown that school climate plays an important role to school performance, academic achievement and personal growth (Marshall, 2004).

As to the observation of researcher, the climate of secondary school is not at the position which enhances the performance of teachers and other staff members of the school. There is no favorable school climate which promotes good relationship between principals and teachers and among school stakeholders which promotes students' learning and academic achievement. Secondary school principals do not act effectively in supporting and motivating teachers, students and the rest of the staff members to create a favorable working atmosphere with in the school. The National School Climate Council (2013) found that there has been a growing appreciation that school climate, fosters or undermines children's development, learning and achievement. This shows that a safe and supportive school environment, in which students have positive social relationships and are respected,

engaged in their work and feel competent matters. Secondary schools in Ilu Aba Bor Zone are highly exposed by low students' academic achievement. For example, we are observing that nearly half percent of students in the zone were not scoring pass mark on national examination result to pass to higher education level (IAB, 2021). The researcher reviewed numerous research studies on the relationship between school climate and student achievement. Accordingly, in developed countries many studies were conducted to identify the degree of relationship between the two variables (Marshall, 2006; Milam, 2014; NSCC, 2011; Tschannen-Moran, 2011) and the findings show that there is positive relationship. There were also national studies that investigated the relationship between school climate and students' academic achievement.

In this regard, Woldegerima (2014) found that school environment has both positive and negative effect on high school students. More specifically his study revealed that, the higher the schools facilities, the better the probability of the schools to contribute positive effect on students 'behavior and academic achievement. He further showed that, schools with inadequate facility and poor relationships between stake holders produce negative effect on student behavior and achievement. Asrat(2014) also conducted a study on the impact of school climate on students' academic achievement in the Bahir Dar secondary schools. The report shows that school climate contribute moderately to students' academic achievement in secondary schools.

Moreover, Abeya(2017) on the study entitled "the relationship between organizational climate and students' academic achievement in secondary schools in Ethiopian context" reported that the school climate has a significant and positive relationship with student achievement in Ethiopia secondary schools. Even though the findings of different researcher indicate the significant relationship between school climate and students' academic achievement, this problem is not widely investigated in the selected study area.

This study examines to what extent school climate and its subscales can contribute to student achievement in the Ilu Aba Bore zone secondary schools context. It help principals and teachers to identify factors that affect students' academic performance and to establish an attractive, orderly and positive school climate in the teaching learning processes which improve students' academic performance. To the knowledge of the researcher, a research done on the contribution of school climate to students' academic achievement using the organizational climate descriptive questionnaire (OCDQ) developed by Sing and Katoch

(2017), is very limited. Besides, most school climate studies have been conducted in developed countries. This study, however, is conducted in Ilu Aba Bore zone secondary schools, where the number of students, dynamics, management, and systems of schools in general differ from those of the developed ones. Therefore, it was identified by the researcher that there is a theoretical gap in that there is no empirical studies in the study site concerning the contribution of school climate to students' academic achievement. Moreover, there is practical gap in that students' academic achievement in grade 12 national examinations is low which requires immediate intervention.

So these circumstances initiated the researcher to conduct study on the issue. Therefore, the purpose of this study was to determine the contribution of school climate to students' academic achievement. Hence the study tries to assess the contribution of school climate to students' academic achievement to answer the following basic research questions.

1.3 Basic research questions

1. To what extent is school climate Index conducive in secondary schools of Ilu Aba Bore Zone?
2. What is the current status of students' academic achievement in secondary schools of Ilu Aba Bore Zone?
3. To what extent does school climate contribute to the academic achievement of students in Ilu Aba Bore Zone secondary schools?
4. Which type of school climate index has more contribution to students' academic achievement in Ilu Aba Bora Zone secondary schools?

1.4 Objectives

1.4.1 General Objectives

To find out the contribution of school climate on students' academic achievement in Ilu Aba Bora zone secondary schools.

1.4.2 Specific objectives

The specific objectives of this study will be:-

- i. To examine which school climate Index create positive school conducive in secondary schools of Ilu Aba Bore Zone.
- ii. To assess the current status of students' academic achievement in secondary schools of Ilu Aba Bore Zone.
- iii. To analyze extent to which school climate contribute to the academic achievement of students in Ilu Aba Bor Zone secondary schools.
- iv. To investigate the school climate index which has more contribution to students' academic achievement in Ilu Aba Bora Zone secondary schools?

1.5. Significance of the Study

The main purpose of this study was identifying the contribution of school climate to students' academic achievement in Ilu Aba Bor zone secondary schools. Depending on this, the researcher hoped that the study have the following significances.

- The study might provide with information for the Ilu Aba Bore zone educational experts and the secondary school principals on how to establish an inviting, orderly and positive school climate.
- It might be important for educational officials and secondary schools principals to identify the level of school climate which can contribute to students' academic achievement to include in school improvement plan.
- It might give some clue for Oromia Education Bureau to assess school climate of secondary school of Ilu Aba Bore Zone.
- The final findings of the study might be additional inputs to conduct research on related or similar topic and it may add new knowledge to the organizational school climate area.

1.6. Delimitations of the Study

The general objective of the study was to assess the contribution of school climate to students' academic achievement in secondary schools of Ilu Aba Bor Zone. With this regard,

the study was geographically delimited to eight selected secondary schools of Ilu Aba Bor Zone. Besides, the study was conceptually delimited to dimensions of school climate such as collegial leadership, community engagement, academic press and teacher's professionalism and students' academic achievement in relation to grade 12 national examinations.

1.7 Limitation of the Study

There is a belief that any research work cannot be free from constraints. The following points were some of the limitations that the researcher encountered on the course of the study. Lack of previously recorded documents about the contribution of school climate to students' academic area was one of the limitations. To manage this problem other related sources from internet library were used.

1.8. Definition of key terms

School climate: according to this study school climate refers to the set of internal characteristics that distinguishes one school from another and influences the behavior of school community. This is more operationalized using the following elements.

- ❖ **Collegial leadership:** As to this study collegial leadership principals' behaviors perceived as supportive and collegial to sets clear expectations for faculty, and treat all faculty members as his or her equal(Uline & Tschannen- Moran, 2008)
- ❖ **Teacher professionalism:** According to this study, teacher professionalism is the teachers' commitment to their work and willing to work cooperatively with one another (Tschannen-Moran, Parish & Dipaola, 2006).
- ❖ **Academic press:** In relation to this study, it refers to the degree to which school is focused by a pursuit for excellence, in which teachers and school principals have a nature that is structured, organized and focused on academic(Tschannen-Moran, Parish, & Dipaola,2006).
- ❖ **Community engagement:** As to this study, community engagement describes the degree to which the school can count on involvement and support from parents and community members, and the extent to which the school provides the community with information about its accomplishments (Uline & Tschannen-Moran, 2008).

Students' Academic Achievement: To the purpose of this study, students' academic achievement refers to grade 12 Ethiopia General Secondary Education Certificate Examination that serve as entrance examination for colleges and Universities (MoE, 2018).

1.9 Organization of the study

This research paper consists of five main chapters. Chapter one deals with the introduction part that includes background of the study, statement of the problems, objectives, significances of the study, delimitation, limitation and operational definitions. Chapter two concerns with the review of related literature to the study. The third chapter presents the research design and methodology. Chapter four comes up with presentation, analysis and interpretation of the data. Finally the last chapter comprises the summary, conclusions and recommendations. At the end some supportive appendices were attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The focus of this literature review is overarching the concept of school climate, theories of school climate, types of school climate, and the concepts of academic achievement and the contribution of school climate to students' academic achievement.

2.2. The Concept of School Climate

School climate is defined as “norms, values, and expectations that support people feeling socially, emotionally and physically safe” (National School Climate Council, 2007). School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. For more than a hundred years, educators and researchers have been attempting to understand the dynamics associated with schools and how they impact student outcomes. The questions remains, however, “what are student out come?” typically, student out comes are defined as the academic result and behavioral characteristics of students from the intentional activities of schooling (Zulling et al, 2010). “The goals of education need to be re-framed to prioritize to only academic learning as well as social, emotional and ethical competencies” (Cohen, 2006). Learning social-emotional skills, knowledge and disposition help to create good citizens, can improve the quality of one's life, and are the foundation of a democracy (Cohen, 2006).

Similarly, the U.S. Department of Education's Staff justify positive school climate is a potential of increasing job satisfaction and teacher retention as major concern given the high rate of turnover in the field of education (Kaiser, 2011). Positive school climate is strong interpersonal relationships, ongoing support for students' self-regulation and create a positive context for teachers (Beth, 2006). He also claimed that school climate has been called the fourth leg of school success, after curriculum materials, instructional strategies, and teachers. It is usually measured by asking students and staff members to explain what it feels like to be

teaching and learning in a particular school and asking families to describe their perceptions and sense of being welcome or not.

A school's climate contributes to the academic success of its students and predicts the degree to which they actively participate in learning, including how consistently they attend school, how attentive they are in class, how carefully they complete their class assignments, and how committed they are to staying in school and doing well there. Students who feel connected to their school are more likely to graduate and move on to successful postsecondary educational and career and career opportunities. Scholars noted in their studies that widening the scope of their studies by using different methodological lenses and permitting others with the ability to see the real world differences in school climate would deepen the understanding of the construct of school climate and its impact on student achievement (Benson, 2003; Morrison, 2007 and Sims, 2005). Also contributing to this construct would be allowing teachers to express their opinions about the relationship between school climate and student achievement (Benson, 2003).

Many researchers suggested that variables associated with school climate such as social support, caring classroom, teacher commitment, and student-teacher relations not be only desirable but prerequisites for positive behavioral change (Flay, 2000; Zullig, Huebner & Patton, 2010). School climate is the quality and character of school life as it relates to norms and values, interpersonal relation and social interactions, and organizational processes and structures (NSCC, 2007). It means that if students do not feel safe at school, do not feel welcomed at school, do not receive respect and are not given opportunities to be creative, and seldom feel safe and secure, they will not meet their social and academic potential, and they will not develop emotionally, mentally, physically or learn positive social lessons that are essential to their overall well-being and full intellectual and social development (Loukas, 2007).

2.3. The Difference between School Climate and School Culture

The term "school climate" is often used anonymously with other terms like "school culture". However, school culture has a different meaning. It refers to the belief and expectations that members of the school community share about how the school operates (Table man, 2004).

In short, school culture is about the way we do things around here and school climate is about the way we feel around here. If school leader wants to shape a new culture over time one of the first things they could do is an assessment of school climate (Gruenert, 2008). This will

assist them to collect information on aspects of school life that could be improved. A very common misunderstanding, nevertheless, is the vagueness between school climate and that of school culture. Due to the similarities between climate and culture, and the common roots of both concepts, an ambiguity of sort has developed. Although both climate and culture are conceptual, organizational culture unlike that of climate is a root in the field of sociology and anthropology. Anthropology describes culture as the norms, beliefs, values, rituals, and ceremonies of a collective group of people. Regarding a school environment, this could encompass the shared attributes of the students, teachers, administration, and other participants who choose to interact in the school (Schein, 2004).

2.4. Types of School Climate

2.4.1 Healthy school climate

Researchers suggested that the success of students is affected by various factors; whatsoever the case numerous research findings have confirmed that healthy school climate and student achievement are related (Eliss, 2008; Jankens, 2011; Macneil, Parter and Burch, 2009). Moreover, it has been revealed that strong relationship among school community is a manifestation of positive school climate. In a positive school climate, students and staff are caring, respectful, and committed to their communities; in such schools, these important values live and breathe without any external pressure and each member of the school community is more likely to have positive relationships and help each other. A positive school climate helps people feel socially, emotionally and physically safe in schools (Weissbourd, Bouffard and Jones, 2013).

Researchers have demonstrated that positive school climate is linked with student engagement in school, academic achievement and positive social development. Furthermore, studies have shown the existence of significant difference in student achievement between schools with positive school climate and school with unhealthy or poor school climate ([www. Gadoe.org](http://www.Gadoe.org)). Additionally, teachers set high but achievable goals‘ for students, retain high standards of performance‘, and promote a serious and orderly learning environment‘. Furthermore, students are engaged in their school work, are highly motivated‘ and respect other high achieving students. Finally, in healthy schools, teachers like each other‘, trust each other‘, are eager about their work, and recognized positively by the school. Teachers are very much proud of their school (Hoy & Tarter, 2005).

2.4.2. Unhealthy School Climate

It is very simple to understand the general conditions of unhealthy schools climate, because it is enough to look at the opposite aspects of healthy school climate. Many researchers have suggested that school leaders or principals play important roles in creating conducive school environment (Gülşen & Gülenay, 2014). Unhealthy schools lack an effective leader and the teachers become unhappy with their task and colleagues (Hoy and Tarter, 1997) cited in (Mac Neil Prater, & Busch, 2009).

As a result, these schools have become deterred in their mission and goals by stake holders. Furthermore, such schools with unhealthy climate faced unnecessary interference from every directions and being unable to obey its mission in every day activity. In such schools, there is little support among and between the school community; and it can be said that, the communication between the school leaders and teachers is either very low or broken. This in turn creates deteriorating staff self-confidence and teachers don't feel good about their jobs and the organization /school / where they are working in. They become nervous and act unfriendly, distrustful, and self-protective (Gülşen & Gülenay, 2014).

2.4.3 An Open School Climate

This type of school climate is characterized by genuineness, average intimacy and high intimacy and high esprit of teachers, low production emphasis and high thrust and consideration of the principals. An open climate reflects up on the supportive, welcoming and positive role of the principal (manager) towards teachers' ideas as well as his attachment and commitment to work (Hoy & Sabo, 2010). It is impersonal and highly task- oriented that highly emphasizes achievement of organizational goals with little attention to consideration and satisfaction of individuals' personal and social needs. The groups behavior is directed primarily towards, task accomplishment, while relatively little attention given to behavior oriented outcome. This climate lacks openness or "authenticity" of behavior because the group is disproportionately preoccupied with task achievement. Principal dominate all school activities (Hoy & Sabo, 2010).

This depicts a situation which is relatively opened. Employees' organizational climate is healthy as they are not hindered in their work either by the management or the school principal. They perceive their principal/leader as highly considerate and democratic in behavior and hence the group members as well as the principal feel all 'of a piece'. So the

group enjoys a high degree of integration and authenticity of behavior. They work together without complaints or infighting. They are intimate and friendly with one another. Teachers are not overloaded and are motivated enough to overcome difficulties and frustration. They have job satisfaction and are proud to be related to the school/institution (Hoy & Sabo, 2010).

An open climate describes the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy and Sabo (2010) state that an open climate reflects the principal's and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal shows genuine concern for teachers, motivates and encourages staff members, gives the staff freedom to carry out their duties in the best way they know, and does not allow routine duties to disrupt teachers' instructional responsibilities. They care, respect and help one another as colleagues and even at a personal level (Halpin, 2004).

2.4.4 An autonomous school climate

In an autonomous school climate, leadership acts emerge primarily from the group. In this type of climate the leader exerts little control over the group members, high spirit results primarily from social needs satisfaction and satisfaction from task achievement is also but to a lesser degree. In this school climate type teachers have a considerable degree of freedom to conduct their work in school and fulfill their social needs as they wish act. The leader epitomizes the model of enthusiasm and zeal.

This has less openness than open climate. The employer gives almost complete freedom to employees to provide their own structure for interaction so that they can find ways within the group for satisfying their social needs. Employees achieve their goals easily and quickly, work together well and accomplish tasks of the organization. Morale of the employees is high but not as high as in open climate. The employer runs the organization in a business-like manner and remains aloof from employees. The leader has set procedures and regulations which provide guidelines which employees can follow. He/she is considerate and works hard himself to set examples. Autonomous climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principal models enthusiasm and diligence. Both teachers and students are happy. There is no external threat or influence. Teachers have great desire to work and students are highly motivated to learn (Hoy and Hoy, 2009).

2.4.5 Paternal School climate

It is characterized best as one in which the principal constrains the emergence of leadership acts from the teachers and attempts to solely initiate all leadership himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. It is a type of atmosphere in which the school principal is a hard working person but falls short having any effects on the staff; to them the label 'hardworking' is not such a familiar word (Hoy and Hoy, 2009).

Paternal climate depicts an atmosphere where the principal is very hard working, but has no effect on the staff; to them, hard work is not a popular term. There is a degree of closeness between the principal and teachers, but the principal's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Often students cannot express their difficulties or problems with boldness and parents visit the college only when it is absolutely necessary (Hoy and Hoy, 2009).

2.4.6. A familiar School climate

It is characterized by high degree of consideration and intimacy with little emphasis on production. A congenial and friendly atmosphere exists between principals and teachers. Social needs satisfaction is while little is done to control or direct the groups' activities towards goal achievement. The familiar school climate is described as a sort of "laissez-faire" atmosphere. The principal is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task (Hoy and Hoy, 2009).

The main feature of this climate is the obviously friendly manner of both the employer and the employees. Social needs satisfaction is extremely high while little is done for the group activities to be directed towards goal achievement. Socially, employees will be all part of a big happy family. Morale or job satisfaction will be average which will come from social needs satisfaction. As the employer does not want to disrupt the 'big happy family' he/she is afraid to make changes. He/she does not make any attempt to motivate or lead teachers to put their best efforts. He/she exerts little control on employees' activities. The leadership lacks commitment and is feeble. He/she lacks the will and competence to emphasize production.

Although no one is wrong no one works to full capacity. Little is done either by direct or indirect means to evaluate or direct the activities of employees. Employer is regarded as a 'good guy' who is interested in the welfare of the employees and who 'looks out for them' (Hoy and Hoy, 2009).

2.4.7 The closed School climate

It is characterized by high degree of lack of interest on the part of all members of the organization. The organization is not moving and esprit is low because the group members secure neither social needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be interpreted in authentic and indeed the organization seems to be stagnant. The closed climate is primarily concerned with the lack of productivity and commitment particularly on the part of both the principal and teachers (; Hoy and Hoy, 2009). There is lack of respect on the part of the principal as well as on teachers towards the school management, towards each other or even to the student (Hoy and Sabo, 2004). The closed climate is characterized by low esprit, inadequate communication and poor recognition of skilled employees. There is no clear, staffs are not aware of performance gaps, and are therefore less attuned to the need to fill the gap (West, 2002).

This is the most closed climate and the least genuine and it characterizes the other extreme of the climate spectrum. The employer is ineffective in directing the activities of teachers; at the same time he/she is not inclined to look out for their personal welfare. The employer will be highly aloof and impersonal in controlling and directing employee's activities. He/she sets up rules which are normally arbitrary. He/she will 'go by the book' rather than get too involved personally with employees and their problems. The leaders' words are hollow and possess little thrust and he/she does not motivate the employees by setting good personal example. The group members secure neither social needs satisfaction nor job satisfaction from task accomplishment (West, 2002).

Closed climate represents the 'antithesis of the open climate'. The main characteristic of this type of climate identified by ; Hoy and Hoy(2009) is lack of commitment and/or non-productivity. There is no commitment, especially on the part of the principal and teachers. The principal is rigid and controlling, inconsiderate, unsupportive and unresponsive. Consequently, most teachers are frustrated, ineffective, and lack of respect for the principal (West, 2002).

2.5 Theories of School Climate

2.5.1. Authoritative School Climate Theory

Authoritative school climate theory provides a conceptual framework for school climate that can help to identify key features of school climate and their association with positive student outcomes. The authoritative school climate theory posits a model for school climate that centers around two key domains of school climate that promote a safe and supportive environment conducive to learning (Gregory and Cornell, 2009; Lee, 2012; Pellerin, 2005). The first domain concerns high disciplinary and academic expectation for students, which has been referred as the demandingness or structure of the school climate. This domain deals that teachers and other school staff members enforce discipline in a strict but fair manner and they have academic expectations for all student to learn and achieve. The second domain concerns the responsiveness or supportiveness of teacher-student relationships. The idea of this domain is that teachers and other school staff members interact with student in a respectful, caring, and helpful manner(Gill, Ashton, and Algina, 2004).

Although these two domains do not include all aspects of school climate, there is considerable evidence that they deserve a central role in research on school climate and can provide an assessment of school conditions that is related to student engagement, academic achievement, and positive behavior. Many studies support the idea that school structure and support deserve a central role in research on school climate. Schools with less violence tend to have students who are aware of school rules and believe they are fair and have positive relationships with their teachers (Johnson's, 2009 p.451). High schools using authoritative practices had less truancy and fewer dropouts than schools using an authoritarian approach (pellerin,2005). An analysis of NELS data found that authoritative schools, characterized as both demanding and responsive, had higher levels of student engagement (Gill, Ashton & Algina, 2004). An authoritative school climate was associated with higher student engagement and reading achievement (Lee, 2012).

2.5.2 Social Cognitive Theory

This theory was developed in 1960s, by Alberta Bandura but, after further research and study, in1986, his theory changed in to what is today known as the Social Cognitive Theory. Through the social cognitive theory, Bandura emphasized that the mutual interaction of a behavior, person, and environment is where learning occurs in a social setting (Boston

University School of public health, 2013). Therefore, there is a strong influence on social factors and the role of internal and external reinforcements that may affect those factors. What makes the social cognitive theory unique comparing to many social theories is the way that it looks at how individuals acquire a behavior and their ability to maintain it joined with determining the social environment in which one exhibits the behavior (Gill, Ashton, & Algina, 2004).

Specifically, Banduras constructs of behavioral capacity, observational learning, and reinforcements are characteristics that can affect a school's climate. "Climate shapes the quality of the interaction of all students, teachers, parents, and school personnel, and reflects the norms, values, and goals that represent the broader educational and social missions of the school", Wang and Degol, 2015 p.1). Thus, school climate focuses on the environment as a whole and how the behaviors of individuals affect the overall environment.

2.5.3 Locus of Control Theory

This theory was developed by Julian Rotter in 1966. He defined his theory in terms of one's general cross-sectional belief about feelings of internal and external controls that determine outcomes and action. According to him individuals are classified based on a continuum from extremely internal to extremely external based on their beliefs (Mearns,2014). The theory states that people who have an internal locus will conclude that their self –efficacy is measured by factors they personally of control. These people believe that they can control their own lives because responsibility lies within them (Lee, 2012).

As a result, any success or failure that they encounter is solely due to their own efforts. In contrast, individuals possessing an external locus of control feel that outside factors for which they have no control determine outcomes and actions. External factors include luck, chance, or powerful beings (Bandura, 1997; Rotter, 1966; means, 2014). Therefore, these individuals do not believe their knowledge and skills control outcome and action. It is imperative to note that not all individuals who have strong internal locus of control will always have strong self –efficacy. In fact, Bandura found that individuals who typically have an internal locus of control but, believe that they are in competent at performing a certain task may possess an external locus of control and a weak self-efficacy (Aerni,2008 and Mearns,2014).

2.6 School climate and the principal

Perhaps one of the biggest influential people in providing positive school climate is the principal or educational leader. Thus, creating a supportive school climate is the responsibility of the school leader. They must foster a community by sharing ideas and feel comfortable sharing experiences that positively influence the atmosphere of the school (Meristo and Eiscenshmid,2014). The everyday interaction that principals have with their followers can affect trust and collegiality and the stakeholders' ability to influence decisions. Moreover, when such relationship exists, they impact student achievement and performance, as stakeholders feel supported and mutually respected (Edgeron et al, 2006). They also work together to solve problems and achieves common goals. As a result of supported from their principals directly impact teachers, commitment, turnover, an encourage collegiality (Edgeron et al, 2006).

2.7 School climate and Teachers

There is research conducted concerning the relationship between teacher' perceptions of their social-emotional learning and the climate within their schools (Collie, Shapka and Perry, 2012). They measured three variables to determine the type level of relationship that exists between the three: teachers' sense of stress, teaching efficacy, and job satisfaction. Of the factors' reviewed, teachers' perceptions of student motivation and behavior had the most significant impact on school climate. It was also named as a variable that meaningfully predicted one's sense of teaching efficacy (Edgeron et al, 2006).

2.8 School Climate and Students

Not only does school's climate affect teachers and principals but also majorly impacts students. School climate is linked to academic achievement, learning, and development (The American Psychological Association, 2013). Researchers have documented a link among positive school climate and academic motivation, self-esteem, conflict resolution, and social motivation (payne et al, 2003; Plank et al, 2009). More specifically, school climate plays a factor in dropout rates, absenteeism, truancy, and suspension. Moreover, the climate can also create an increase in student drug use. A lack of discipline leads to more aggressive and violent behavior in school (Welsch, 2000). "In schools without supportive norms, structures, and relationships, students are more likely to experience violence, peer victimization, and

punitive disciplinary actions, often accompanied by high level of absenteeism and reduced academic achievement” (Thapa, Cohen, Guffey, and Higgins-Di’ Alessandro, 2013).

2.9 School Climate as a Factor of Academic Achievement

Student achievement is often an area great concern to stakeholders in education because it is the hallmark of what the educational system is all about. A brief look at the educational literature quickly reveals the many factors that affect positive school climate including personal, social, and contextual factors. Scholars have long been interested in factors that affect school climate and student achievement. There is general acceptance that disparity in achievement is not necessarily due only to difference in cognitive abilities, but also to a number of personal and school factors. One perspective held by scholars is that differences in academic achievement are largely due to home and personal characteristics (Bandura & Barton, 2004). In contrast to the perspective that families and personal factors affect academic achievement, a growing body of literature reveals many school factors that influence achievement (Bandura & Barton, 2004).

Proponents of this view believe factors such as teachers- student engagement, (Bryson and Hand, 2007; Cawelti,2000), principal leadership style (Blasé and Blasé,2000; Goleman,2006, Hallinger,2003; Hoy and Hoy, 2009), method of instruction (Miller and Calfe,2004;Rumberger and Thomas, 2000), faculty trust in students and parent (Goddard, Tschannen-Moran and Hoy,2001), Collective efficacy (Goddard, Hoy & Woolfolk,2000) and academic emphasis of schools (Goddard, Sweetland, & Hoy, 2000) with the latter three being collective properties of a fairly new concept called academic optimism (Smith and Hoy, 2007; Hoy & Hoy, 2009), all have significant impact on student achievement.

These factors affect student in various ways; thus school leaders show continuous interest in these factors and their effects on student achievement. A comprehensive and detailed review of the research on school climate that affect student achievement exceeds the scope of this paper; however, focus will be directed to the construct of school climate which, recently, has been gathering quite a bit of attention in the scholar field as it is one of those school factor that does seem to affect student achievement, Lastly, student behavior is yet another factors that may affect school climate is the social behavior of student. Teaching and learning occurs best in a positive school climate free from disruptive and violent behavior (Sugai and Horner, 2001).

The challenge of providing a positive, orderly, courteous, and safe environment has become increasingly difficult. With the eight factors determining a quality school climate, There are lists of 24 factors that are problematic symptoms of negative school climate (Howard et al, 1987). Among that high student absenteeism, high frequency of student discipline, vandalism, and high student dropout rate the post problems of positive school climate.

2.10 The Significance of Positive School Climate

A positive school climate is predictable as an important aim for school reform and improving behavioral, academic, and mental health outcomes for student (Thapa et al, 2012). Specifically, school with positive climate tends to have less student discipline problems (Thapa et al, 2013) and aggressive and violent behavior (Gregory et al, 2010), and fewer high school suspensions (Lee et al, 2011). Research has also shown associations between school climate and lower levels of alcohol and drug use (LaRusso et al, 2008), bullying (Meyer-Adams & Conner, 2008; Bradshaw et al, 2009), and harassment (Attar-Schwartz, 2009). In addition to reduce students' contacts to risk factors, school climate can promote positive childhood development. For example, a favorable school climate has been linked with higher student academic motivation and engagement as well as elevated psychological well-being (Eccel et al, 1993; Russ, et al, 2007; Shochet et al, 2006).

Not surprisingly, schools promoting engaging learning environments tend to have fewer student absences and improvement in academic achievement across grade levels (Brand et al, 2003); Sterwart, 2008),Gottfredson et al, 2005). A positive school climate also has benefit for teachers and education support professional (Bradshaw, Waasdorp et al, 2010. Research also shows that when educators feel supported by their administration, they report higher levels of commitment and more collegiality (Singh & Billingsley, 1998). The fundamental rationale focusing on positive school climate is that when students feel safe, supported, and engaged, they are better able to learn and are more fully equipped with the skills they need to succeed in school and beyond. In addition to this a positive school climate means having a powerful influence on the motivation to learner, mitigating the negative the negative impact of the socioeconomic context on academic success, contributing to less aggression and violence, less harassment, and less sexual harassment and acting as protective factor for the learning and positive life development of young people (NSCC, 2013).

Most review of the effective school literature point to the consensus that school climate central to academic achievement (NSCC, 2013). The literature indicated that a student's

chance for success in learning cognitive skills is heavily influenced by the climate of the school. A school-level climate press in the direction of academic achievement helps shape the environment in which the student learns. An academically effective school would be likely to have clear goals related to student achievement, teachers and parents with high expectations, and a structure designed to maximize opportunities for students to learn (Brown & Medway, 2007). Likewise, schools where educators openly communicated with one another, feel supported by their peers and administration, and establish strong student-educators relationships tend to have better student academic behavioral outcomes. School climate efforts also have the presentation, community discussions help gain buy-in for school climate initiative and future planning (Brown & Medway, 2007).

2.11. Dimensions of School Climate

2.11.1 Jankens' Dimension Of school Climate

Halpin and Croft (1963) described Organizational/school Climate as the personality of the school and conceptualized it along continuum from open to close. On the other hand, Anderson (2010) uses the analogy 'Personality is to the individual what 'climate' is to the 'organization' to conceptualize what the school climate is. It further explains the four variables that appear to be tied to the total environmental quality which are ecology, milieu, social system and culture. It also explains milieu is the characteristics of persons or groups within the school environment. Several factors of this variable effect the school environment. For example, it is suggested teacher's stability (teacher characteristics) is important. Accordingly, the author reports teacher's attitudes toward work (teacher morale) correlate with the school environment. (Konold, Cornell, Jia, & Malone, 2018)

There are several factors in the social system variable that effect school environment, such as shared teacher decision-making, good communication and teacher-student relationships. Culture is the final variable and includes these three important factors namely teacher commitment, expectations, praise and rewards. The prior studies of organizational climate focused on health and openness. Although health and openness are different things, they do overlap. The evaluation of a school supposed open is most likely healthy and in turn a healthy school is most often an open one (Hoy et al., 2002).

In an effort to evaluate climate by combining health and openness, Hoy et al. (2002) developed the work of Hoy et al. (1998) to build the Organizational Climate Index (OCI). The OCI covers four dimensions: professional teacher, achievement press, collegial leadership and institutional vulnerability. The collegial leadership subtest emphasizes how the principal treats teachers as professional colleagues and the openness of the principal. The collegial leadership subtest also looks at the principal's clear expectation and standards for the teacher. The teacher professionalism subtest emphasizes on the openness of the teacher-to-teacher collaboration. The academic press subtest indicates the relationship between the school and academic success of the students. Finally, the institutional vulnerability subtest indicates the relationship between the school and the community (Hoy et al. 2002)

The National School climate Center (2007) stated, "School climate refers to the quality and character of school life. It is based on the 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 learning to take place. A school that has positive climate is perceived as welcoming and is characterized by respectful interactions between individuals. In this types of surroundings students are also motivated to learn (Lehr, 2010). Although it is difficult to provide a concise definition for school climate, most researchers agree that it is multidimensional construct that includes physical, social and academic dimensions. 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 the classrooms in the schools, availability of resources; and safety and comfort (Alexandra, 2007).

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 (Dickenson, 2007).

The academic dimension includes: Quality of instruction, teacher expectations for students' academic achievement; and monitoring student progress and promptly reporting results to students to parents. School climate encompasses the structural, Organizational, social and academic characteristics of a school. These characteristics are interrelated and affect one another. Broadly, the elements of school climate include: Physical, academics and social

safety, teaching and learning, relationships with staff and peers; and institutional environment. School climate can impact students and staff. In general, students are more responsive to individual level factors or school level factors while teachers are most sensitive to classroom 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 students' mental physical health, academic achievement and motivation to learn. A positive school climate has been found to be positively related to indicators of school success (Dickenson, 2007).

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

Supportive Principal 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 from them by supporting to their human needs. A supportive leader focuses on taking a role of an equal instead of boss.

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

Engaged teacher behavior: The degrees to which teachers collaborate with their colleagues, maintain high morale, and are committed to improving student achievement. Teachers are proud of their school. They respect and trust their colleagues and students and maintain good rapport with their students, principal, and colleagues (North house, 2010).

Frustrated teacher behavior: The degree to which teachers feel burdened with routine duties and excessive assignments unrelated to teaching. Teachers have little respect towards their colleagues and resist working collaboratively with other teachers (1991).

Intimate Teacher behavior: reflects a cohesive and strong network of social support: Teachers know each other well, socialize with each other, 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.

2.11.2 Tschannen-Moran, Parish and Dipaola Dimension of School Climate

Tschannen-Moran, Parish and Dipaola (2006) looks at the interactions in a school in terms of collegial leadership, teacher professionalism, academic press, and community engagement. These subscales provide the basis for this current study which focused on the relationship between school climate, as measured by this framework, and student achievement in a school. This framework, and in effect this study, can be very useful to educators because the interactions that occur in a school do affect the operation of a school.

Collegial leadership: It is a principal behaviours perceived as supportive and collegial and not overly directive or restrictive (Uline & Tschannen- Moran, 2008). Behaviours of such a principal include being friendly, approachable, willing to make changes, sets clear expectations for faculty, and treats all faculty members as his or her equal.

Teacher professionalism: It is behaviours that show that teachers are committed to their work and are willing to work cooperatively with one another (Tschannen-Moran, Parish & Dipaola, 2006). Such behaviors include respecting the professional competence of their colleagues, accomplishing their jobs with enthusiasm, providing strong social support for their colleagues, and displaying a high level of commitment to helping students.

Academic press: it is school-wide tone that is serious, orderly, and focused on academics. Schools with a high level of academic press are driven by a quest for excellence (Tschannen-Moran, Parish, & Dipaola, 2006). In such an environment, the school sets high standards for academic performance and students respect each other who get good

grades; academic achievement is recognized and acknowledged by the school, and students seek extra work so that they can get good grades.

Community engagement: It is the degree to which the school can count on involvement and support from parents and community members, and the extent to which the school provides the community with information about its accomplishments (Uline & Tschannen-Moran, 2008).

Therefore, several studies have shown links between the school climate and variables associated with school effectiveness. Hoy & Tarter(2005) examined the relationships between student achievements and climate in middle school in New Jersey. The hypothesis of the study was that all aspects of school health are positively related to students' achievement. Through correlation analysis, Hoy and Hannum (1997) illustrated that general school health (climate) was positively related to student achievement in Mathematics, reading, and writing. Esposito (2009) examined the parents' perceptions of school climate and the children's academic and social development. He found that the overall school climate does influence the academic and social development of the child. It is concluded that if the staff and headmaster/mistress can establish and change the climate in the school, then the level of achievement can also be changed. Climate can impact on student achievement. Positive learning environments and positive learning outcomes appear to go together (Sackney, 2001).

2.12. How Countries Measure Student Achievement

2.12.1 School-based assessment

Many schools assess the progress of their pupils on continuous basis by regularly measuring their performance against curricular goals and making the results available to classroom teacher. The result of such assessments can be used as a basis for part of the scoring of public examinations. Alternatively, they could become the sole basis for certification or selection. School-based assessments are appealing because they offer immediate feedback to teachers on what pupils are learning and not learning, and thus become a basis for planning subsequent instruction. They are also more likely than standardized national tests to provide a full and accurate picture of what teachers are actually presenting to pupils. For example, assessments can reflect practical topics that would not be anticipated centralized examinations. They can also evaluate skills such as oral facility or the ability to organize a hands-on project that might not be captured by standardized test(Education Fall All: Status and Trends, 2000).

Some developing countries, including Ethiopia and Lesotho have built elements of school-based assessment into their public examination systems. Very few other countries, however, have followed their lead, and relatively little use is made of school-based assessment, which can impose considerable burdens on teachers and administrators (Education Fall All: Status and Trends, 2000).

2.12.2 Public examinations

Most countries, including many developing ones, have some sort of public examinations that individual pupils take at the end of primary school and other transition points in schooling. These examinations serve the purpose of selecting pupils to go on to secondary school, certifying graduate for entry into the job market, and fostering accountability for schools and school systems. Of these, selection is usually the most important (Bacon & Bean, 2006).

2.12.3 National assessments

In addition to public examinations established for purposes of selection and certification, many countries carry out regular and systematic measurement exercises designed to determine what students have learned as a result of their educational experiences. These are called national assessments. Assessments differ from public examinations in that their goal is to inform policy for the education system as a whole rather than to certify and select individuals (Bacon & Bean, 2006).

They can be used for the purposes as varied as allocating scarce resources, monitoring standards, informing teaching, promoting accountability increasing public awareness of the importance of education and political debate. National assessments typically involve the administration of achievement tests of a systematic sample of pupil, but many employ other measurements as well as questionnaires for students, teachers and parents aimed at describing the context in which learning takes place. Information on topics such as parental education, teacher preparation and levels of homework assigned can provide valuable guidance in making decisions on national education policy. Continuous monitoring of student performance over time offers a means of identifying and monitoring educational trends (Bacon & Bean, 2006).

2.13 Relationship between School Climate and School Performance

Student achievement has become a key focus for educators and policymakers alike. The presence of federal and state accountability measures continues to put the need for improved student achievement at the forefront. As a result, states began to place emphasis on school climate in an effort to improve achievement and reduce the achievement gap (Shindler, Jones, Williams, Taylor, & Cadenas, 2009).

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 in other schools the reverse is true. The school climate is positively connected to students' academic achievement as proved in research literature (Wilkins, 2002; Brown, 2004 and Lehr, 2010).

A positive school climate is connected to higher achievements. In more detail, Stewart (2008) pointed out that at school level; the sense of the 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 and 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 (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 (McEvy & Welker, 2000). The school climate also in a way, parents the gap between students socio-economic status and their achievement.

Student achievement has become a key focus for educators and policymakers alike. The presence of federal and state accountability measures continues to put the need for improved student achievement at the forefront. As a result, states began to place emphasis on school climate in an effort to improve achievement and reduce the achievement gap (Shindler, Jones, Williams, Taylor, & Cadenas, 2009). Hoy & Tarter (2005) indicated the significant relationship between student achievement and school climate: School climate may be one of the most important ingredients of a successful instructional program. Without a climate that

creates a harmonious and well-functioning school, a high degree of academic achievement is difficult, if not downright impossible to obtain (Rosander, 2013).

School climate can have a positive impact on student achievement as well as youth's ability to learn. A recent study on school climate and achievement suggest that principals can enhance student learning by developing goals that are accepted and supported by the staff and by implementing structures that support individuals to tolerate stress and maintain stability while responding to the demands of the school environment (McNeil, Prater & Busch, 2009). Therefore, if school climate reflects the daily school experiences of the educational community, a collaborative environment where all members feel supported and cared for will lead to better teaching and learning and ultimately better student academic outcomes.

2.1 4 Conceptual Frame Work

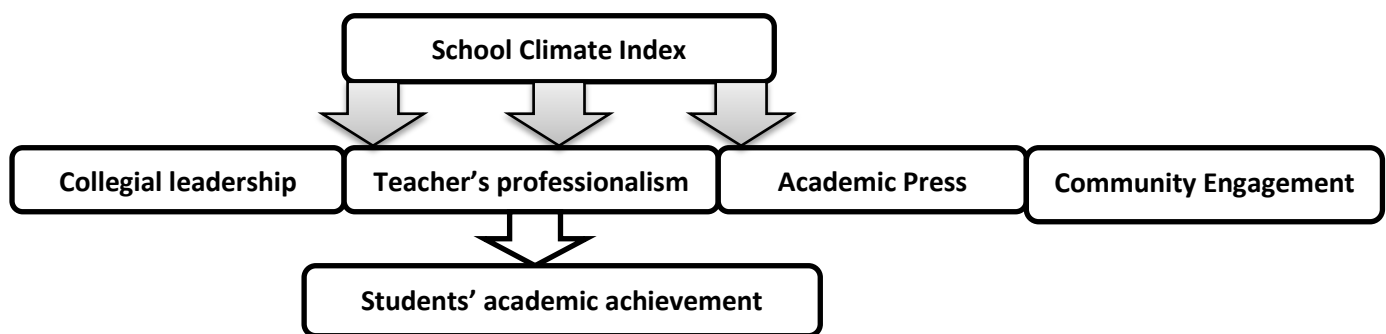


Fig.1 School climate and students' academic achievement (Developed by researcher)

The above diagram presents that school climate index consists of the elements collegial leadership, teachers' professionalism, academic press and community engagement. Each of these variables are assumed to have their own contribution for the level of students' academic achievement in secondary schools.

2.1.5 Summary

School climate is the norms, values, and expectations that support people feeling socially, emotionally and physically safe. It is the product of the interpersonal relationships among students, families, teachers, support staff, and administrators. There are different forms of school climate. Among these are healthy school climate in which students and staff are caring, respectful, and committed to their communities and in such schools, these

important values live and breathe without any external pressure and each member of the school community is more likely to have positive relationships and help each other. The second school climate type is unhealthy school climate which refers to school climate where there is little support among and between the school community; and it can be said that, the communication between the school leaders and teachers is either very low or broken.

The other school climate variable is an open school climate which is characterized supportive, welcoming and positive role of the principal (manager) towards teachers' ideas as well as his attachment and commitment to work. The fourth type of school climate is an autonomous school climate in which leader exerts little control over the group members, high spirit results primarily from social needs satisfaction and satisfaction from task achievement is also but to a lesser degree. In paternal school climate the principal is very hard working, but has no effect on the staff; to them, hard work is not a popular term. In the case of familiar school climate there is a sort of "laissez-faire" atmosphere. The principal is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular and the principal is concerned about maintaining a friendly atmosphere at the expense of task accomplishment. In closed school climate, there is lack of respect on the part of the principal as well as on teachers towards the school management, towards each other or even to the student.

In this study school climate is described in terms of collegial leadership, teachers' professionalism, academic press and community engagement. These variables are investigated in terms of the independent and collective contribution they have on students' academic achievement in secondary schools of the study site.

CHAPTER THREE

Research Design and Methodology

This chapter includes; research design, research methodology, the study population, sample and sampling techniques, instruments of data collection, data gathering method, method of data analysis and ethical consideration.

3.1. Research Design

The main purpose of this study was to assess the contribution of school climate to students' academic achievement in secondary schools of Ilu Aba Bore Zone. To attain this, descriptive survey design was employed with the assumption that it was relevant to obtain sufficient information from large number of respondents with in short period of time. This design helps to gather a large variety of data related to a problem under the study and it was also effective for providing a snap shot of the current behaviors, attitudes, and beliefs in a population.

In relation to this, Creswell (2012) noted that the descriptive survey method of research is more appropriate to gather several kinds of data in and describe situations as it is. Therefore, this design helped to provide adequate information that enables the researcher to suggest some valuable alternatives to tackle the problem. Therefore, to have a clear picture on the existing school climate and its contribution to students' academic achievement a descriptive survey was employed. The school climate and students' academic achievement variables were measured in statistical and descriptive words.

3.2. Research Methodology

In order to get relevant and sufficient information on research problem, a quantitative method was used. The purpose of using quantitative method was to investigate perceptions of large number of respondents who were randomly selected (Cohen, 2007). The quantitative approach was emphasized because assessing the practices and problems of instructional supervision can be better understood by collecting large quantitative data. The quantitative method was employed using statistical methods, and explanation of facts was given based on mathematical reviews. Deeper meanings and associations were surfaced out to interpret the true meaning of the respondent's view.

3.3 Study Area

The specific site of the study was Ilu Aba Bor Zone. Ilu Aba Bor zone is one of the zone among the 18 zones of Oromia regional state which is found at about 600 km away from Addis Ababa to the south west of Ethiopia. It has a total area of approximately 8, 555 km². Based on the 2007 Census conducted by the CSA, this Zone has a total population of 1,271,609. It is bordered to the north by West Wollega, to south by Kefa Zone, to the West by Gambella regional state and to East by Bedele Zone. The following map represents map of Ilu Aba Bore Zone of Oromia regional state.

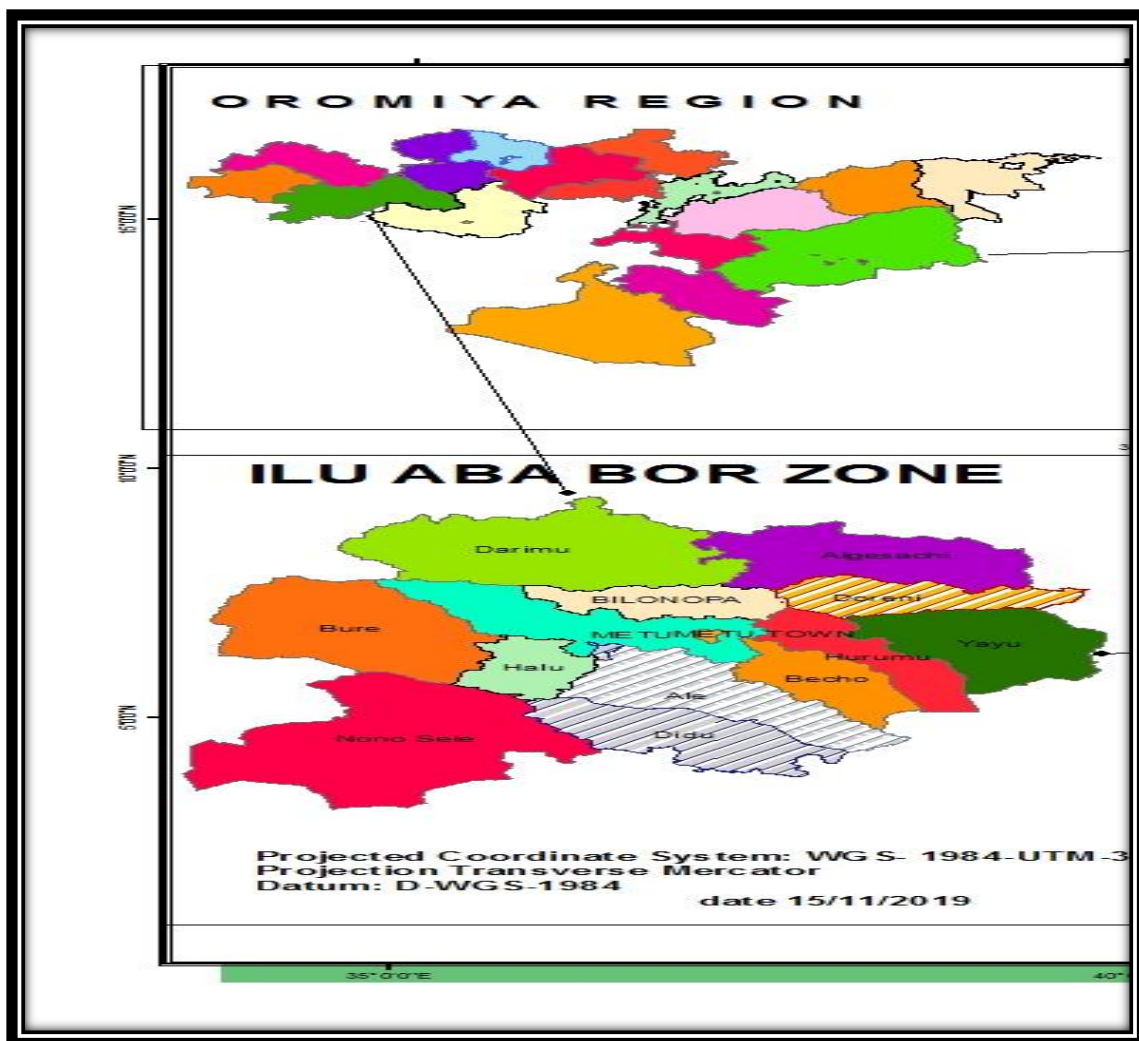


Fig. 2 Map Of Ilu Aba Bor Zone of Oromia

3.4 Sources of Data

Data for this study was collected from both primary and secondary sources.

3.4.1. Primary Sources

The primary data was gathered from teachers, vice principals, Principal and supervisors by using different instruments. The reason why the researcher select these participants as a primary source of data is based on the expectation that they have better information and experiences in relation to the study and this primary source is used as the major source.

3.4.2. Secondary Sources

Secondary Sources of data were obtained from Zonal and selected schools' document analysis on grade twelve national examination results. This data was used as dependent variable during analysis of determining the contribution of school climate to students' academic achievement. In doing so, the Zone Education Bureau examination unit who are directly responsible for the management of the national examinations data was contacted to obtain the average results of the grade 12 national examinations score for the participating schools.

3.5. Population, Sample Size and Sampling Techniques

It is presented by Cohen, Manion and Morrison (2006) that a sample in a research refers to a subset of the population that is selected for a particular study. Thus, the target populations of this study were secondary school teachers, vice principals, principals and supervisors found in the 7 secondary school of Ilu Aba Bor Zone. To make the study manageable and this amount was believed to be adequate sample, out of 45 secondary schools 8 secondary schools were selected by using simple random sampling. These secondary schools include Gore, Onga, Bure, Uka, Abdi Bori, Lalo, Gordomo and Sibbo. From 375 sample school teachers 179 teachers were included using simple random sampling. From 5 school supervisors and 8 principals all of them were included through purposive sampling. In terms of vice principals, there are 14 vice principals in sample secondary schools and 8 of them were participated in the study using purposive sampling by focusing on vice principals who work directly on academic issues than vice principal who work on administrative issues. Thus, the formula will be used to determine the sample size is;-

$$n = \frac{N}{1+N(e)^2} = n = \frac{402}{1+402(0.05)^2} = 200$$

Where: n= is the sample size

N= is the total population

e = is the error term which is 5 %

Table 1 The Sample size of respondents

R/N o	Wored a	Schools	Populations					Sample				
			Teacher	Principal	V/Principal	Supervisor	Total	Teacher	Principal	V/Principal	Supervisor	Total
1	Alle	Gore	96	1	2	1	100	54	1	1	1	57
		Onga	26	1	-	-	27	12	1	1	-	14
2	Halu	Uka	34	1	2	1	38	13	1	1	1	16
			-	-	-	-	-	-	-	-	-	-
3	Bure	Sibo	32	1	2	1	36	13	1	1	-	15
		Bure	36	1	2	-	39	16	1	1	1	19
4	Didu	Gordomo	30	1	2	1	34	12	1	1	1	16
		Lalo	34	1	2	-	37	15	1	1	-	17
5	Mettu	A/Bori	87	1	2	1	91	44	1	1	1	47
6	Total		375	8	14	5	402	179	8	8	5	200

3.6. Instruments of Data Collection.

To collect the data for the study questionnaire, interviews and document analysis were used. Questionnaire was used to obtain information from the teachers, supervisor, principals and vice principals.

3.6.1 Questionnaire

Studies of organizational climate often employ survey research techniques, and focus on perceptions of members of an organization (Johnson & Stevens, 2006). Standardized questionnaires on school climate index having 28 items for teachers and school leaders were used. The questionnaire was adapted in the form of structured and closed-ended from previous research. It also organized as checklist and rating scale has given in order to simplify and quantify people's perceptions and attitude (Tschannen-Moran, 2006).

Each item have a linkert scale type of items possessing range of response from 1 (strongly disagree) to 5 (strongly agree). Under each items for subscales of school climate index open ended items were posed to allow respondents if they have additional comments and strengthen their ideas when further explanations are necessary. The questionnaire for both teachers and school leaders were prepared in English since the respondents are working in secondary schools where the instructional media is English.

3.6.2 Interviews

Besides the quantitative data, qualitative data about the various components related to the problems under study were collected using semi-structured interview with cluster supervisors. The reason for using semi structured interview was based on the assumption that they provide sufficient information on the problem.

3.6.3 Document Analysis

Document analysis is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization or may be external. Therefore the researcher analyzed the document of grade 12th academic achievement in 2020 and 2021. The result of all students in sample schools analyzed in order to generalize at zone level. The students' academic achievement was used as dependent variable.

3.7. Procedure of data collection

In order to collect accurate and reliable data the following procedure were followed. First, the researcher received letter of permission from Jimma University, zone education office, schools and participants to collect the required data. Having letters of authorization concerned bodies, the researcher directly went to Woreda education office and secondary schools. After making agreement with the concerned participants, the researcher introduced the objectives and purposes to corresponding body. Then, the final questionnaires were administered to sample participants. The researcher had appointment for two days to collect data filled by participants from each school. Also, interview was held with cluster supervisors depending on the personal agreement with each respondent.

3.8. Data Analysis

It is important to note that the focus of this study is on the aggregate the collective faculty perceptions of school climate and not individual perceptions. Likewise, academic achievement were computed and described at the school level and not at the individual student level. For the academic achievement and school climate, analysis was conducted on school means. In order to achieve the objectives of the study quantitative data were collected and entered in to Statistical Package for the Social Science (SPSS version 22) software for analysis. To present background information of respondents, frequency and percentage were employed. To analyze the average school climate index and students' academic achievement

mean and standard deviation were used. To assess the contribution of school climate to students' academic achievement linear regression were employed.

3.9. Ethical safeguard

Attempts were made to make the research process professional and ethical. The student researcher informed the respondents about the purpose of the study that is purely for academic reason. Letter of permission were written to sample schools from zone education office. Teachers, principals, and supervisors were oriented before reacting to corresponding items. Data from questionnaire did not include names of respondents. Final paper was submitted to woreda education office. In addition, all the resources used for this research were appropriately acknowledged in reference as well as citation

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter of the thesis deals with presentation, analysis and interpretation of the data. In the study, different groups of people were included to obtain the necessary information. The groups that are included in the study were teachers, vice principals, principals and supervisors. Analysis and interpretation of the data gathered by questionnaire has been presented by the use of tables and various statistical tools. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen quantitative one.

4.1 Demographic Characteristics of Respondents

Table 2 Demographic Expression of Respondents

RN			Position									
			Teacher		Vice principal		Principal		Supervisor		Total	
			N	%	N	%	N	%	N	%	N	%
1	Sex	Male	125	74.9	8	100	8	100	5	100	139	73.9
		Female	42	25.	0	0	0	0	0	0	49	26.1
2	Age	20-25	17	10.2	0	0	1	12.5	0	0	18	9.6
		26-30	24	14.	2	25	1	12.5	3	60	30	16
		31-35	31	18.6	1	12.5	0	0	0	0	32	17
		36-40	43	25.	2	25	4	50	0	0	49	26.1
		41-45	17	10.2	0	0	2	25	1	20	20	10.6
		46-50	20	12	2	25	0	0	1	20	23	12.2
		Above 50	15	9	1	12.5	0	0	0	0	16	8.5
3	Academic Qualification	Diploma	14	8.4	0	0	0	0	0	0	14	7.4
		BA/BS C	101	60.5	7	87.5	5	62.5	3	60	116	61.7
		MA/MS C	52	31.1	1	12.5	3	37.5	2	40	58	30.9

Before discussing the data related to the major questions, a summary of characteristics of the respondents is presented below. The sex, age and academic qualifications of respondents are presented depending on data obtained from respondents.

To search answer to the raised research question, quantitative data were collected from a total of 167 teachers and 8 vice principals while qualitative data were collected from 8 principals and 5 supervisors. Questionnaires containing 28 items were distributed to 178 teachers and 8 vice principals. The total returned rate was 167 (93.8 %) for teachers and 8(100 %) for vice principals. All principals and supervisors properly participated and gave necessary information on the school climate and students' academic achievement.

The data of table 2 indicated that the majority of respondents 139(73.9%) were male whereas only 49 (26.1%) were female. This data indicates the number of female teachers in the secondary schools of the Ilu Ababor Zone were few. A detail look in to the table shows that all school leaders (vice principals, principals and supervisors) are male. Thus, this demographic data implies that the Ilu Ababor Zone west Oromia were male predominate schools and there is negligible number of school leaders in secondary schools. It also suggested the need to hire more female teachers and nominate more female school leaders to balance the number of female and male teacher in the years to come which will create more positive school climate which may comfort female students to strive to achieve higher academic standards in their education.

With respect to age, table 2 above shows that, 43(25 %) of teachers and 4(50 %) of principals lie in the age range of 34-40 years. This shows that the highest proportion of teachers are middle aged and are capable of actively teaching and improving students' academic achievement. Moreover, it can be noted that majority of the principals are capable of providing school leadership to create positive school leadership since it is the active age mature age stage for principals. On the other hand, majority of the school supervisors (60 %) lie in the age range of 26-30 years which implies that they are less experienced in providing professional support to strengthen school leaders to form positive school climate.

With respect to academic qualification most of teacher respondents 101(60.5%) of teachers, 7(87.5%) vice principals, 5(62.5%) principals 3(60%) supervisors have the education level of first degree. This shows that majority of the school leaders and teachers do not fit the education level expected to teach and lead secondary school. It is known that teachers and school leaders at secondary school need to have second degree education level depending on new Ethiopian education road map (2018).

4.2.The Status of School Climate Index

In this section the level of school climate was assessed based on the data obtained from respondents.

4.2.1 The Status of Community Engagement

In this section, the level to which parent involve in school to collaborate and form positive school climate is assessed depending on data obtained from teachers, principals and supervisors as presented in table 3 below.

Table 3 The level of Community Engagement

S N	Item	N = 175	
		Mean	SD
1	Our school makes an effort to inform the community about our goals and	2.96	.71
2	Our school is able provide community support when needed	2.36	.85
3	Parents and other community included on planning committee	2.63	.95
4	Community members are responsive to request for participation	2.15	.47
5	Community members attend meetings to stay informed about our school	2.77	.75
6	Organized community group meet regularly to discuss school issues	2.90	.45
7	School is responsive to the needs and concern expressed by community	2.87	.95
	Average	2.66	.73

As can be observed from the above table 3, item 1 considered the extent to which secondary schools make effort to inform the community about their goal and achievement. Accordingly, it was found out that respondents disagree with mean ratings ($M = 2.96$, $SD = .71$) that there is low level of school principals in making effort to communicate the school goal to community. This implies that secondary school leaders are not strong enough in selling their objective and desired achievement to community to make them involve as stake holder. As community is less informed on desired goal, there may be barrier in communication between community and school which leads to low level of support in fulfilling school gap.

As can be seen from item 2 of table 3, respondents were requested to rate the level to which secondary schools provides community support when needed. Regarding this, it was found out that respondents disagree with mean ratings ($M = 2.36$, $SD = .85$) that secondary school have no strong community engagement in providing which community need from school. This implies that the secondary schools do not professionally support the community they are

serving in; they do not adequately make school use school building when they need for different purposes, and they do not sufficiently act as organization with in school and for school. This further makes community to see as “odd” organization which does not serve the community in all round issues on potential bases.

According to item 3 of table 3 above, respondents were also requested to rate the level to which parents and other community are included on planning committee. Accordingly, it was found out that respondents disagree with mean ratings ($M = 2.63$, $SD = .95$) that parents and community are not properly involved in planning committee. This implies that secondary schools in Ilu Aba Bor zone do not allow parents and community in identifying and planning short and long plan. This may make parents and community to take less responsibility for failure in forming conducive school climate and contribute less for students learning and academic achievement.

The item 4 of table 3 above considered the extents of community involvement with respect to taking responsibility requesting for participation. The intent of this item is to identify if community work in close relationship to participate in school activity. Accordingly, it was found out that respondents disagree with mean ratings ($M = 2.15$, $SD = .47$) that community do not work in close relationship with school to participate in improving school environment with their will. This implies that community does not take secondary schools in their surrounding as their own and work in close association to form positive school climate. This entails that schools are working as separate organ from community which leave burden of teaching students on schools alone which can never be fruitful.

The item 5 of table 3 is concerned with dealing about the extent to which community members attend meeting on school issues. Accordingly, the data shows that teachers disagree with mean ratings ($M = 2.77$, $SD = .75$) that there is low level of community involvement in attending on discussing on school agenda. This implies that community hardly participates in sharing school issues to identify and solve school problem. This also shows that community have less access to information of school by involving in formal discussion which lead less common understanding and decision to solve school issue. This is also supported by item 6 of the same table above that organized community group do not meet on regular basis to discuss on school concerns ($M = 2.90$, $SD = .45$).

Item 7 of the above table 3 above also deals with the level to which school is responsible to the needs and concern expressed by community members. Accordingly, the data shows that respondents disagree with mean ratings ($M = 2.87$, $SD = .95$) that secondary schools in the study site are not active in taking responsibility for questions raised by community members. This implies that if community provides comments for school for improvement to improve school, the school community is passive in taking responsibility to take action.

Finally, the aggregate of data obtained from respondents on community engagement was analyzed. Accordingly, it was found out that respondents disagree with mean ratings ($M = 2.66$, $SD = .73$) that there is weak level of community engagement to form positive school climate. This implies that the degree to which the school can count on involvement and support from parents and community members, and the extent to which the school provides the community with information about its accomplishments was found to be poor. Therefore, it is possible to conclude that community and secondary schools have no strong partnership that is created through concrete community involvement which in turn has negative impact on school climate. In the interview with principals and supervisors, one of the supervisors raised the following:

“...these days community involvement is improving compared to previous years. Given these, the level of their involvement is not all round and deep. Except that community member who is aware of education, most community members do not do so. In earlier times children from country side were strong in their academic achievement while those of town were not as such competent. This days the reverse is true since almost better are students who have educated family. Students of the farmer and low income family are at declining level in their level of education. After school they pass majority of their time in running their own businesses. It is usually parents of students than community who involve in supporting school...” (Sup 2,02/05/22).

The above interview shows community is in progress to support school. However, it is weak compared to the desired objective. As to the interview view point, community is not strong enough in running identifying need, planning, implementing and evaluating school performance in accordance with desired objective. Regarding this, Habtesilase(2006) reported that community do participate rarely in school issues except getting few report during public kebele council meetings which principals present for administrative purpose. Besides, Mulatu(2011) noted that school run their administrative activities by principals

together with department head, unit leader and PTA member without genuine community participation. This implies that community is not involving in school including planning which is among the main element of community involvement area. Therefore, the qualitative data supports the quantitative data above that there is low level of community involvement in secondary schools of Ilu Aba Bor Zone.

4.2.2 The Level of Teacher Professionalism

In this section, the level to which teachers are committed to their work and are willing to work cooperatively with one another is investigated using data obtained from respondents as presented in table 4 below.

Table 4 The Level of Teachers Professionalism

SN		N= 175	
		Mean	SD
1	The interaction between faculty members are cooperative	2.79	.81
2	Teachers respect the professional competence of their colleagues	3.00	.84
3	Teachers help and support each other	2.82	.91
4	Teachers in this school exercise professional judgment	2.98	.74
5	Teachers are committed to help students	3.22	.51
6	Teachers accomplish their work with enthusiasm	2.24	.64
7	Teachers “go the extra mile” with their students	3.14	.91
8	Teachers provide strong social support for colleague	3.17	.66
	Average	2.92	0.75

As presented in the above table respondents were requested to rate the level to which there is teachers’ professionalism in secondary schools of Ilu Aba Bor Zone. Accordingly, item 1 of table 4 requests about the level to which interaction between faculty members is cooperative and the ratings ($M = 2.71$, $SD = .81$) shows that there is low level of cooperation between faculty members (teachers). This implies that the level to which teachers cooperate to form positive school climate is not strong. As the interaction between teachers is not cooperative enough, there is loose relationship between school communities which have negative impact on teaching learning process.

The second item of table 4 above deals with the extent to which teachers respect the professional competence of their colleagues. Accordingly, it was found out that teachers agree with mean ratings ($M = 3.00$, $SD = .84$) that teachers positively accept the professional competence of teachers they are working with. This implies that teachers have normal level of accepting and respecting the professional level of teachers. This further implies that there is a tendency to learn from each other to improve once competency.

According to item 3 of table 4 above, respondents were requested to rate the extents to which help and support each other. Regarding this, it was found out that teachers disagree with mean ratings ($M = 2.82$, $SD = .91$) that teachers do not support each other to build on their strength and improve schools. This entails that teachers focus more on individual work than working in unity to support each other to grow in profession. Since teaching is a profession which develops and improves over time through individual and group work, if teachers have low level of sense of support there is limitations in teachers professional development.

As can be seen from item 4 of table 4, teachers disagree with mean ratings ($M = 2.98$, $SD = .74$) that teachers do not exercise professional judgment. This implies that there is below average level of taking responsibility for their profession to judge on short comings. As teachers show low responsibility to judge on failure in teaching profession, they cannot honestly identify strengths and weakness to plan and improve school performance. Since teaching is highly in the hand of teachers, they need to take responsibility to judge on weakness observed and low performance in school.

According to item 5 of table 4, respondents were requested to rate the level of teachers professionalism regarding their commitment to help students. Accordingly, it was agree by teachers with mean ratings ($M = 3.22$, $SD = .51$) that there is a commitment from teachers to support students. According to this data, it is possible to state that teachers accept themselves as if they have commitment to support students closely to improve their learning and academic achievement. However, the level of their reaction to the item is slightly above average and cannot be taken strong commitment.

The item number 6 deals with the extent to which teachers accomplish their task with enthusiasm. Accordingly, it was identified that respondents disagree with mean ratings ($M =$

2.24, SD = .64) that teachers do not work their task with enthusiasm. This implies that teachers have no deep love for their work but exist in teaching profession as if it is mandatory to stay in the profession. Low level of interest shows low level commitment of teachers to accomplish the whole responsibility that teachers have in the school. This also means that if they are working, they demand strong push from school leaders which may make the school leaders to burn out in providing leadership.

As to item 8 of table 4, respondents were requested to rate the level to which teachers provides strong social support for colleague. Accordingly, the data shows that respondents agree moderately (M = 3.17, SD = .66) that there is a tendency of teachers in providing strong social support for each other. This implies that there is moderate level of treating each other from teacher community in which they assist each other during joys and agony. This increases sense of belongingness in the school which makes them stay in the school. This create opportunity for school to use the unity to improve school performance.

Finally, the aggregate level of teachers' professionalism was assessed depending on data obtained from respondents. Accordingly, it was found out that respondents disagree with mean ratings which is slightly below average (M = 2.92, SD = .75). This implies that there is low level of teachers professionalism in respecting the professional competence of their colleagues, accomplishing their jobs with enthusiasm, providing strong social support for their colleagues, and displaying a high level of commitment to helping students. During interview with principals, one of the principal forwarded the following:

"...teacher's professionalism is good. They sometimes work together, cooperatively plan and support slow learners and each other on difficult topics. However, their collaboration is limited to some teachers and jobs. Further, there is no consistency in collaboration. Teachers that are not good in working in collaboration comment that they are self-sufficient and as thus planning and working together is wasting time and thus need interference..." (Pri. 5, 12/05/22).

From the above interview, it is possible to note that there is teachers' professionalism but its level is not adequate to form conducive school climate. As to Munthe (2003), the dominant discourses in the field of education indicates that professionalism in teaching is associated with improving the quality and standards of professional in teaching and also to improve their efficiency and public image but a sincere effort is mandatory for improvement in teacher professionalism. Hence, it is possible to say that as teachers interaction is not collaborative enough to learn from each other and fill gap in performance,

school can never have positive school climate. This can have negative impact on students learning and academic achievement.

4.2.3 The Level of Collegial Leadership

In this section of the analysis the extent to which the behavior of a principal is friendly, approachable, willing to make changes, sets clear expectations for faculty, and treats all faculty members as his or her equal is assessed according to the following table 4.4 below.

Table 5 The Level of Collegial Leadership

SN		N= 175	
		Mean	SD
1	The principal is friendly and approachable	3.35	.77
2	The principal puts suggestion made by the faculty in to operation	2.85	.81
3	The principals explore all sides of topics and admit that other opinion exists.	3.02	.94
4	The principal threat all faculty members as his or her equal.	2.81	.79
5	The principal is willing to make changes.	2.69	.977
6	The principals let faculty know what is expected of them	2.60	.928
7	The principal maintain definite standards of performance.	2.91	.813
8	Average	2.89	0.86

As can be observed in item 1 of table 4 above, it is possible to see that the level to which the principal is friendly and approachable for the school community was assessed. As to the data obtained from respondents ($M = 3.35$, $SD = .77$) there is higher level of positive relationship between school community and principals. This implies that the principal is friendly and approachable for staff to get information from teachers and provide teachers what is expected from them through easy communication. Therefore, it is possible to note that principals are aware of teachers' heart feelings about school which will provide the opportunity to use the potential of each member of the staff. This can be the resource to create positive school climate.

The item 2 of table 5 concerns about the extent to which principals put suggestions made by the faculty in operation. Accordingly, the data shows that respondents disagree with mean ratings ($M = 2.85$, $SD = .81$) that principals do not take suggestions made by staff to improve

operation. This implies that though principals approach closely with principals and take suggestions, they do not provide meaning by realizing in operation. This may lead the staff to have low expectation on the principal which also create negative school climate since the teachers may develop negative attitude for the principal.

The third item of table 4 is concerned about the level to which principals explore all sides of topics and admit that other opinions exist. Accordingly, it was remarked that respondents agree with mean ratings ($M = 3.02$, $SD = .94$) that principals explore and listen for ideas and opinions that teachers have. This shows that principals are moderately democratic in listening for staff ideas which on one hand provides opportunity to teachers to express their feelings and principals to know the feelings that teachers have. This will also create positive atmosphere between staff and teachers which can be good platform to create positive school climate.

The item 4 of table 5 above deals with the level to which principal threat all faculty members as his or her equal. As to the data obtained from respondents it was disagree with mean ratings ($M = 2.81$, $SD = .79$) that the principals do not threat all staff members equally. As there is partiality in principals' leadership, teachers can not have confidence on principals' leadership. As teachers believe that principals are partial they will have negative attitude for principals which finally may lead to toxic school culture where each member of the staff build negative attitude for school.

According to item 5 of table 5, respondents were requested to rate the level to which principals is willing to make changes. Regarding this, it was disagreed with mean ratings ($M = 2.69$, $SD = .97$) that principals do not display willingness to reform school. This implies that school community believes that principals are no willing to change school to form positive school climate. As teachers remain passive in changing school, school community remains more passive which will make negative school climate to sustain and positive school climate decline. This leads to formation of non-positive school climate which have negative impact on school performance.

The item 7 of table 5 deals with the level to which principals maintain definite standard of performance. Accordingly, it was found out that respondents disagree with mean ratings ($M = 2.91$, $SD = .81$) that principals do not set high standard of performance for staff. This implies that secondary school principals do not have high expectation for students and teachers and make them plan for higher level achievement. As a result teaches school community do not have ambition to achieve which in turn make the school remain there for years and school climate cannot be motivating.

The aggregate level of respondents' data regarding collegial leadership was investigated. Regarding this, it was agreed that disagreed by respondents that there is low level collegial leadership (M = 2.89, SD =.86) that there is below average level collegial leadership in forming positive school climate. This implies that the principal is not friendly, do not treat all faculty members as his equal, is not strong in willing change by providing collective leadership, and do not set strong professional culture of collaboration in leadership. Interview with supervisors were also seen and one of the supervisor provided his view as follows:

“the school leadership is also improving these days. There is collaboration in school leadership. However, there was no continuity in collaboration and it looks superficial. When the school leaders give teachers more power to decide, they go out of boundary in disadvantage of the school. For this reason, school leaders limit the participation or right to decide. So, I cannot say they are fully collaborative in leadership. When we involve teachers in leading school, teachers fail to cooperate. They do not heart-fully take delegation from principal but wait for principal to provide them job” (Sup 4, 12/05/2022).

The qualitative data above supports the quantitative data that there is collaboration in leadership but it lacks unity and strength in a way that improves school climate which have impact on students learning and academic achievement. This is supported by the report of Kelchtermans(2006) who noted that collaborative cultures in schools are primarily reflecting personal relationships, rather than educational views. According to Kelchtermans schools demand collaborative culture which influences the teaching practice including teaching methods, a strong sense of commitment to a common task and have impact on actual teaching behavior and more in particular of the choice for team teaching. The findings in this study goes along this literature that there is weak level of collegial leadership in secondary schools of Ilu Aba Bor Zone.

4.2.4 The Level of Academic press

In this section, the level to which the school sets high standards for academic performance; students respect those who get good grades; academic achievement is recognized and acknowledged by the school, and students seek extra work so that they can get good grades is investigated in table 6 below.

Table 6 The Level of Academic Press

SN	Item	N = 175	
		Mean	SD
1	The school sets high standards for academic performance	2.89	.88
2	Students respects others who gets good grades	3.34	.80
3	Academic achievement is recognized and acknowledged by the school	3.43	1.01
4	Students try to improve on previous work	2.68	.871
5	The learning environment is orderly and serious	3.22	.99
6	Students seek extra work so they can get good grades	2.31	.90
7	Average	2.97	0.91

As can be observed from table 6 above, respondents were requested to rate the level of academic press. Accordingly, item 1 deals with the level to which the school set high standards for academic performance. Hence, it was found out that they disagree with mean ratings ($M = 2.89$, $SD = .88$) that secondary schools in the study site does not properly set high standards for academic performance. This implies that the school does not induce students, parents and teachers to make ambitious plan on academic achievement which enforce them to desire and perform beyond their obstacle.

According to item 2 of table 6 above, respondents were requested to rate the level to which students has respect for higher achieving students. Accordingly, it was found out that teachers and vice principals agree with mean ratings ($M = 3.34$, $SD = .807$) that students have respect for high achieving students. This implies that students who have motivation to study and work with honor to achieve do get moral from school community including students which will increase their potential for higher level performance. This is also supported by item 3($M = 3.43$, $SD = 1$) of table 4.5 that students' academic achievement is recognized and acknowledged by school. This also means that there is a norm of recognizing and praising high achieving students.

The item 4 of table 6 deals with if students try to improve previous work. Accordingly, it was disagreed with mean ratings ($M = 2.68$, $SD = .87$) that there is low level of students effort to improve previous weakness in academic areas. This implies that students work for transferring from grade to grade than deep knowledge. This will have negative impact on

students' academic knowledge and score in national examinations since students weakly involve in studying previous and future concepts.

As can be seen from item 5 of table 6, respondents were requested to rate the level to which there is safe and orderly environment. Regarding this respondents agreed with mean ratings ($M = 3.22$, $SD = .99$) that there is safe and orderly environment. This implies that the school environment is not harm and frustrating for students learning. This may also imply that there is peaceful environment and the physical environment is not as such bad and students are able to succeed as far as they have planned to achieve in academic issues.

The aggregate level of academic press was also investigated depending on data obtained on each item. Regarding this, the mean ratings ($M = 2.97$, $SD = .91$) shows that there is low level of academic press in secondary schools of Ilu Aba Bor zone in creating positive school climate. Therefore, it is possible to say that the school climate is not serious, orderly, and focused on academics in a way that improves students learning and academic achievement. Therefore it is possible to say that there is low level of academic press to form positive school climate where students are motivated for higher level learning and increased academic achievement. Respondents to interview were also reacted to practices of academic press. Accordingly, the following ideas were raised:

"...the intention of school is to improve students learning and academic achievement. However, in practice, schools are practicing each day on administrative acts than academic issues. It is teachers who are expending most of their time in relation to academic issue but school leaders and supportive staff usually focuses on administrative issues...."(Sup 1, 2/05/2022).

The above interview implies that the school community is not strongly working to create positive school climate by expending time on academic issues. This qualitative finding supports quantitative data that in secondary schools of Ilu Aba Bor Zone, there is no positive school climate with respect to academic press.

Table 7 Summary of the Level of School Climate Index

	Secondary School	X ₁	X ₂	X ₃	X ₄	AV
		Mean	Mean	Mean		Mean
1	Gore Secondary School	2.20	3.10	2.98	3.22	2.88
2	Onga Secondary School	2.20	3.10	2.98	2.31	2.65
3	Uka Secondary School	3.20	2.87	2.87	2.53	2.87
4	Sibo Secondary School	2.66	3.00	2.98	3.44	3.02
5	Bure Secondary School	2.84	2.87	2.71	2.54	2.74
6	Gordomo Secondary School	2.16	2.64	2.64	3.32	2.69
7	Lalo Secondary School	2.70	2.98	2.60	2.95	2.81
8	A/Bori Secondary School	3.28	3.21	3.10	3.46	3.26
	Average	2.66	2.92	2.89	2.97	2.86

X₁ = community engagement, x₂ = teachers professionalism, x₃ = collegial leadership, x₄ = academic press

From the above table 7, it is possible to see that the aggregate mean of climate index was computed and the resulting shows that community engagement (M = 2.66), teachers professionalism (M = 2.92), collegial leadership (M = 2.89), academic press (M = 2.97), shows low level of school climate index. On the other hand, except Abdi Bori secondary school, in all the secondary schools the school climate was rated to be low as rated by respondents of the study. This implies that all the school climate subscales are not positive enough to enhance students learning and academic achievement in secondary schools of Ilu Aba Bor Zone. In relation with this, Desta(2019) reported that the overall school climate index mean in secondary schools of Addis Abeba were not satisfactory and there is poor school climate with overall (M=3.6, SD = .61). However, it can be seen here that though in both the current study and related empirical study the school climate is low that of the current study is poorer which shows there is no positive school climate in secondary schools of Ilu Aba Bor Zone.

4.3 The level of Students' Academic Achievement

The second basic question was intended to identify the extents of students' academic achievement in grade twelve entrance examinations. The students' academic achievement of the last two year was collected from sample higher secondary schools and zone education office and summarized in table 4.7 below. Entrance examination was preferred since grade

ten examinations was ceased since the compilation of high school was elongated to grade twelve level according to new Ethiopian education road map.

Table 8 The level of Students’ Academic Achievement

T.L	Secondary school	Average(Mean)
1	Gore Secondary School	340
2	Onga Secondary School	351
3	Uka Secondary School	352
4	Sibo Secondary School	346
5	Bure Secondary School	349
6	Gordomo Secondary School	313
7	Lalo Secondary School	337
8	A/Bori Secondary School	360
	Average	343.5

As can be seen from table 8 above, students’ academic achievement in grade twelve national examinations is analyzed. In accordance with this it can be seen that the average students’ academic achievement shows the lowest average($M = 313$) for Gordomo secondary school while the highest($M = 360$) for Abdi Bori secondary school and average score of the whole secondary school was three hundred forty three point five. From this it can be seen that in about 62.5% of the secondary school, students’ academic achievement was below average while in the rest it was above average. However, it was below average in total view as can be seen from table 4.7 above. This is the issue of the study that it has been desperate agenda in the zone. Everyone concerned with education talks and worries about low level of academic achievement in entrance examination despite this alone cannot come up with changes. This implies that students’ academic achievement seeks serious attention in secondary schools of Ilu Aba Bor Zone.

4.4 The Contribution of School Climate Effect to Academic Achievement of Students

The third basic was concerned identifying the effect contributed by school climate index on students' academic achievement. The analysis was made using data obtained from basic question one and two. First, the summary of the school climate index was presented and analyzed above in tables.

In doing so, it was assumed that variables under investigations have normal distributions and that the relation between the dependent (school climate index) and the independent variable (students' academic achievement) is linear when all other independent variables are held constant. In relation with this, it was found out that observations of the visual representations of the histogram and scattered plot revealed that there is linear relationship between the two variables. It was also confirmed that none of the variance inflation factors (VIF) were below ten as indicated in appendix part. Therefore, the analysis was safe to compute the contribution of school climate variable on students' academic achievement.

In this section regression results, the coefficient of determination (adjusted R square) was used as a measure of the explanatory power to show how the independent variables explain the dependent variable.

Table 9 The Contribution of School Climate to Students' Academic Achievement

Model	R	R Square	Adjusted R Square
1	.982	.964	.929

As can be observed from table 9, to determine the contribution of school climate index, on students' academic achievement, regression coefficient was computed. In relation with this, regression results in table 4.8 indicate the goodness of fit for the regression between school climate index and students' academic achievement.

By employing the enter method, it was found out that the four school climate variables considered in the study had an overall positive effect on explaining the variance in students' academic achievement ($F(4, 8) = 27.318, p = 0.004, R^2 = 0.964, \text{ adjusted } R^2 = 0.929$). An adjusted R square of 0.929 indicates that 92.9% of the variances in students' academic achievement in secondary of schools of the Ilu Aba Bor Zone can be contributed by school climate index. The statistically significant ($p(0.004) < 0.05$) shows that school climate has

significant effect on students' academic achievement. This implies that improving students' academic achievement demands significant improvement in school climate in the study site. The findings of the current study is in line with the findings of previous studies (Abeya, 2017; Bergren, 2014) which shows school climate positively contribute to students' academic achievement.

4.5 The school Climate Index with High Contribution

The fourth basic research question deals with identifying the school climate index that have the most effect on students' academic achievement. Accordingly, table 4.9 deals with the regression analysis using standardized beta coefficient.

Table 10 Contribution of School Climate index to Students' Academic Achievement

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	166.45		6.916	.002
	Community Edgemont (β_1)	28.04	.875	6.581	.003
	Teachers Professionalism (β_2)	45.24	.564	3.773	.020
	Collaborative leadership (β_3)	37.617	.488	3.010	.040

In light of the table 10, using the enter method it can be seen that the three elements considered in school climate index had an overall positive effect on explaining the variance in students' academic achievement. A detail look in to the sub scales of school (Table 4.8) shows that community engagement ($\beta_1 = .875$, $P (.002) < 0.05$), teachers professionalism ($\beta_2 = .564$, $P(.003) < 0.05$) and collegial leadership ($\beta_3 = .488$, $P (.020) < 0.05$) had significant positive independent effects on students' academic achievement

As can be seen in the table 10, community engagement ($\beta_1 = .875$, $P (.002) < 0.05$) had the highest statistically significant positive effect on students' academic achievement. This implies that any effort to improve school climate and students' academic achievement should strongly consider community engagement which has the most significant effect according to the analysis of data obtained from teachers and school leaders in secondary schools of Ilu Aba Bor Zone. This report come against report by Abeya(2017) which noted that, community engagement ($B = -.058$) did not significantly predict the variance

in student achievement. However, the study by (Uline & Tschannen-Moran, 2008) support the findings of the current study that community engagement had independent effects on students' academic achievement

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The major objective of this study was to find out the contribution of school climate on students' academic achievement in Ilu Aba Bora zone secondary schools. Specifically, the study had the following objectives: to find the status of school climate index in secondary schools of Ilu Aba Bor Zone, to determine the status of students' academic achievement in secondary schools of Ilu Aba Bore Zone, to identify the extent to which school climate affects the academic achievement of students in Ilu Aba Bora zone secondary schools and to identify the school climate index that has more contribution to student academic achievement in Ilu Aba Bora zone secondary schools.

To respond to the basic research questions per each of the above objectives, the study employed quantitative method with descriptive survey design. About 8 secondary schools selected using simple random sampling was involved in the study. About 167 teachers, 8 vice principals, 8 principals and 5 supervisors participated in the study. The teachers were included by simple random sampling while the rest were included by purposive sampling.

Standardized questionnaire having 28 items were distributed to about 179 teachers and 8 vice principals. About 167(93.2%) teachers and 8(100%) vice principals properly fill and returned back the questionnaire. On the other hand, 7 principals and 4 supervisors reacted on interview items.

The quantitative data were organized and entered in to SPSS version 22 for analysis. This quantitative data were presented in tables using descriptive statistics such as frequency, percentage, mean and standard deviation. Moreover, regression coefficients were also used. Frequency and percentage were used to present the background information of respondents. Mean and standard deviation were used to state the school climate index and students' academic achievement. On the other hand, regression coefficient was used to determine the contribution of school climate index to students' academic achievement. In this section of the study, summary of findings, conclusions and recommendations are presented.

Summary of Major Findings

- One of the findings of the study was that community are not getting involved in school ($M = 2.66$), teachers attitudes, behavior and action towards their profession is not to the level that increases teaching learning to high level standards ($M = 2.92$), the level of leadership is not strongly collegial ($M = 2.89$), and norms of academic press is lower than average ($M = 2.97$) which all show that there is low level of school climate index in secondary schools of Ilu Aba Bor Zone.
- The second objective of the study was to determine the status of students academic achievement in entrance examination. The students' academic achievement for grade 12 national examination is low with mean score($M = 343.5$) on average in the last two years.
- The most important objective of the study was to find out the contribution of school climate to students' academic achievement in Ilu Aba Bor secondary schools. Accordingly, it was revealed that the four school climate variables considered in the study had an overall positive effect on explaining the variance in students' academic achievement ($R^2 = 0.929$). An adjusted R square of 0.929 indicates that 92.9% of the variances in students' academic achievement in secondary of schools of the Ilu Aba Bor Zone can be contributed by school climate index.
- The last objective of the study was to identify the school climate subscale having the highest As can be seen in the table 4.8, community engagement ($\beta_1 = .875$, $P (.002) < 0.05$) had the highest statistically significant positive effect on students' academic achievement.

5.2 Conclusion

Based on the findings obtained, the following conclusions were derived.

- It was revealed in the study that community are not strongly getting involved, the teachers professionalism is not to the level that increases teaching earning to high level standards, there is no strong collegial leadership and there is no strong norms of academic press which sum up to create non positive school climate. From this it is concluded that school principals are not making attention to improve school climate. Weak attention for school climate contributes negatively to teaching learning and academic achievement in secondary schools of Ilu Aba Bor Zone.
- It was confirmed in the study that the students' academic achievement for grade 12 national examination is lower than average. From this it is concluded that secondary schools in Ilu Aba Bor Zone are not efficient in promoting students to higher education level. This implies that students in the zone under study are disadvantaged group in education at secondary level which contributes negatively to national education output in the country.
- It was confirmed in the study that school climate contribute strongly to the variances in students' academic achievement in secondary schools of the Ilu Aba Bor Zone. It is concluded that any effort to improve students' academic achievement cannot succeed by disregarding improving school climate.
- It was also revealed in the study that community engagement had the highest statistically significant positive effect on students' academic achievement. It is concluded here that improving community involvement imparts the highest positive impact on improving students' academic achievement.

5.3 Recommendations

Considering the findings of this study, the researcher recommended the following comments to concerned bodies of education system.

1. **Assessing school Climate:** To improve school climate, school leaders are advised to improve level of school climate to a more conducive school climate. After assessing the level of climate per each variable, they are recommended to make strategic and operational plan on community engagement, teachers' professionalism, collegial leadership and academic press.
2. **Collaborating with Community:** In order to improve students' academic achievement, principals should make the decreased academic achievement the primary issue for school community to work on. To do so, principals are recommended to present negative school climate that were identified during assessment for school community and work persistently with them to minimize those negative norms and practices by involving school community.
3. **Providing short and long term training:** In order to improve students' academic achievement by improving school climate school principals are advised to develop norms and practices of collaboration in school leadership consistently in leading school in order to use strength of others and bring robust change.
4. **Providing Critical supervision:** Zone and woreda education office experts should be able to strongly make sense of the decreased students' academic achievement in the Zone. So, to change such a situation, the need to provide critical supervision on forming collaborative school climate which is highly correlated with students' academic achievement than making shallow supervision and providing smooth comments. In doing so, they should support schools in assessing the level of school climate and remaking school climate that support students learning and academic achievement.
5. **Sharing document of Best Practices:** Though Oromia Education Burreou provide feedback and accuse lower bodies for decreased academic achievement, which may not serve beyond stage consumption, they should be able to provide professional support to gradually change culture and mindset of principals, teachers, students and parents. Zone and Oromia education bureau should be able to share documents, and videos of best performing schools from others woredas and .zones.

6. Finally, since the findings of this study was based on the four variables of school climate mentioned so far, others can approach the problem using other dimension of school climate such as principal and teachers behaviors.

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APPENDIX I : QUESTIONNAIRE

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire For Teachers and Vice principals,

The purpose of this questionnaire is to collect data in the study entitled “The contribution of school climate to students’ academic achievement in secondary schools of Ilu Aba Bor Zone”. The success of this study entirely depends on your sincere, genuine and timely response to each question. Therefore, your responses are vital for the success of the study. So, would you, please assist the research by thoroughly filling the questionnaire? The information you provide remains confidential and use only for academic purpose.

Part I: Background information

1. **Gender:** ____ 1. Female _____ 2. Male _____

2. **Age:**

_____ 20-25 year’s	_____ 36-40 years
_____ 26-30 year’s	_____ 41-45 years
_____ 31-35 year’s	_____ 46-50 years
	_____ Above 50 years

3. **Educational background**

_____ Diploma _____ BA/BSC _____ MA/MSC _____ Other

4. **Teaching/ leading/ supervising experience.**

_____ 0- 5years _____ 11-15 years _____ 21-25 years
_____ 6-10 years _____ 16-20 years _____ 26 years or more

5. **Position**

_____ teacher _____ vice principals _____ principal _____ supervisor

Part II : Status Of School Climate Index

Below are tables that consist of questions that show the dimensions of school climate. Each table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. The numbers shows: 5 = Strongly Agree , 4 =Agree , 3 = Undecided ,2 = Disagree, 1 = Strongly Disagree (SD).

2.1	Community engagement	Tiker scale				
		1	2	3	4	5
1.1	Our school makes an effort to inform the community about our goals and achievement					
1.2	Our school is able marshal community support when needed					
1.3	Parents and other community included on planning committee					
1.4	Community members are responsive to request for participation					
1.5	Community members attend meetings to stay informed about our school					
1.6	Organized community group meet regularly to discuss school issues					
1.7	School people are responsive to the needs and concern expressed by community members.					
2.2	Teacher’s Professionalism					
2.1	The interaction between faculty members are cooperative					
2.2	Teachers respect the professional competence of their colleagues					
2.3	Teachers help and support each other					
2.4	Teachers in this school exercise professional judgment					
2.5	Teachers are committed to help students					
2.6	Teachers accomplish their work with enthusiasm					
2.7	Teachers “go the extra mile” with their students					
2.8	Teachers provide strong social support for colleague					
2.3	Collegial leadership					
3.1	The principal is friendly and approachable					
3.2	The principal puts suggestion made by the faculty in to operation					
3.3	The principals explore all sides of topics and admit that other opinion exists.					
3.4	The principal threat all faculty members as his or her equal.					

3.5	The principal is willing to make changes.					
3.6	The principals let faculty know what is expected of them					
3.7	The principal maintain definite standards of performance.					
2.4	Academic Press					
4.1	The school sets high standards for academic performance					
4.2	Students respects others who gets good grades					
4.3	Academic achievement is recognized and acknowledged by the school					
4.4	Students try hard to improve on previous work					
4.5	The learning environment is orderly and serious					
4.6	Students seek extra work so they can get good grades					

Thank you!!!!

APPENDIX II: INTERVIEW GUIDE

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide For Principals and Supervisors

Firstly ,I Thank you for agreeing to take part in interview part of this study. The purpose of this interview is to collect relevant data regarding to the contribution of school climate on student academic achievement. I will be asking you questions. In order to take all your ideas, I will record your speech and feel free while telling your ideas for I use the information only for the purpose of academic research.

1. How school climate affects student academic achievement ?
2. What is your contribution on student academic achievement ?
3. What are the indicators of school climate on student academic achievement ?
4. Is your school compound conducive and safe for students learning ?
5. What type of school climate index are more contributed on student academic achievement as your school? Why ?
6. What are the current status of student academic achievement as your school ?
7. What are the factors affecting student academic achievement as your school ?

Thank you !!!

Appendix III: Histogram of Academic Achievement

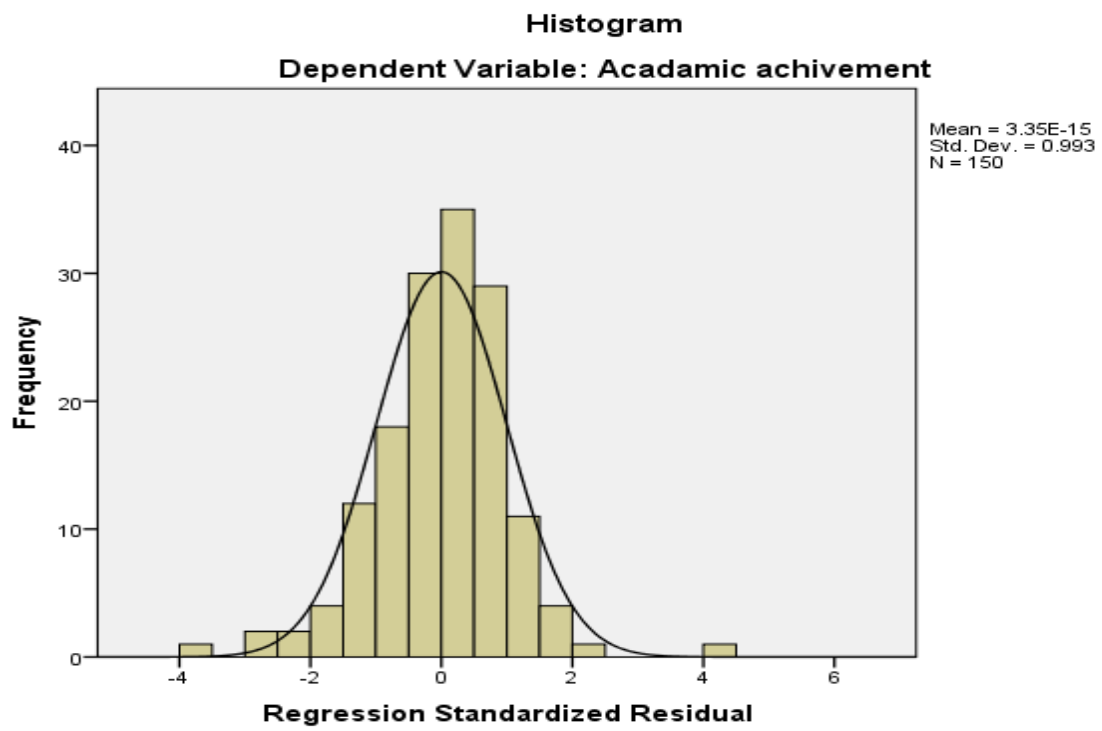
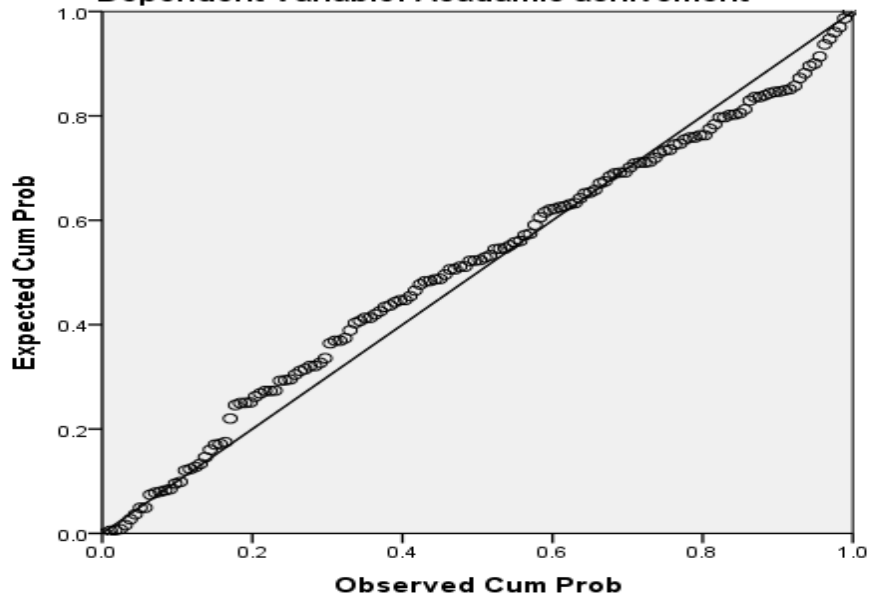


Figure 1: Histogram of academic achievement

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Academic achievement



Scatterplot

Dependent Variable: Academic achievement

