

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1. Introduction

This section of the paper deals with the synthesis of related research studies from articles, journals, books, reports and other related literature that confer about the topic under discussion. The process of examining these related documents is considered as review of related literature.

Overall, according to Creswell (2015), the literature review serves broad functions as it “describes the past and current state of information on the topic of your research study” (p.80). If possible, it displays the research paradigm and the intellectual traditions that surround and support the study. In line with these imperatives, the researcher has reviewed related literature starting from contextual background to global level as signified in the following sections.

3.2. Studies in Ethiopia

Leader-follower relationship occurs at any level of an organization or country. Since everyone has a boss, all leaders are also followers (**Agard**, 2011) and they report to someone else who has power over what they are doing. In due process, the leaders took high responsibility especially on the leadership of planning, implementing and reporting. They are also the frontrunners for introducing organizational developments and changes as well. These practices are also common in school settings depending on the climate of the school.

3.2.1. School Climate

The FMOE is worried about the existing quality of education. For this, several quality assurance strategies are developed to make the climate healthy or positive (Blum, 2007). It influences both emotionally and academically, even more than academic performance.

The school is the home for the school community. Thus, schools should be healthy for the well-functioning of school family members to achieve the goal of the schools. Especially, in primary schools, the student – teacher relationship is tighter than high schools (**Smith et al.**, 2014). These have been affirmed in the study of **Miressa** (2014) on the Assessment of School Climate and Leadership Practices of Eastern Hararghe Zone, Ethiopia, where most of the time teachers have initiation towards their students’ learning, respect the capability of their co-workers (colleagues) and there were warm and friendly

interactions between themselves. For this, it shall be healthier and positive that encourages the students to be more attached with their teachers.

In relation to school climate, the study of **Miressa** (2014) has also affirmed that there are problems of school safety and students' disciplinary problems, the reluctance of students in taking part in school and co-curricular activities which finally affect the healthiness of the school climate.

A study done by **Asrat** (2014) gave attention to teacher-student relationships, students-peer relationships, administration of the school, security and maintenance of the school, academic orientation, relations between school climate and academic achievement as key indicators for his study. Based on his findings, there is favourable school climate for teaching where the mean score of students', teachers' and principals' responses on a five-point scale was 3.26, students' - peer relationship was 3.39, and teachers 'and principals' was 3.45 which are positive indicators for the school climate.

According to **UNICEF** (2010), meeting the requirements for schools to operate as safe, healthy and attractive is priority and entry point to increasingly transact with quality issues in a child -friendly schools. For this, a study was done to see the healthiness or child friendliness of schools. Though "much remains to be done, stakeholders at all levels of planning and implementation indicated their satisfaction with accomplishments in the child-friendly schools" (p. vi). In this report, more satisfaction was observed on the physical environments and increments on community participation yet teachers are viewing the community participation as a 'tell mode' which did not go beyond contribution of materials or labour which was less meaningful in community engagement for the decision-making process on core issues affecting the future of their schools (**UNICEF**, 2010). In the study, 40% of students indicated their dissatisfaction with the teaching-learning environment. This implies, that there is still a need for hard work to ensure a positive academic environment.

A study was done by **Zewdu** (2014) on the organizational climate of the Ethiopian Catholic schools in Addis Ababa indicated a relationship between openness with the size of staff where the smaller the staff tended to have high teachers' intimacy than did large staff sized schools. It has also been observed that the leadership style they practice looks democratic, but all authority is in one man's hand. The study enumerated the major problems observed as lack of means of communication and no good working environment, unclear structure, absence of respect and value, stubbornness or inbred management ways of administration and more of monologue way of approach as the roadblocks of the school

climate. The report ended with the remarks of the need for assessment and practices associated with fostering a positive climate to develop a harmonious working relationship among the staff members and further investigation as to why principals with training in educational planning and management tend to develop less favourable school climate.

Solomon (2014) has done an assessment on the effect of school environment on students' behaviour and achievement in Kolfe Keranio sub-city government schools. The study focused on the physical dimensions of school climate. Accordingly, it has been indicated that school environment has both positive and negative effect, where well-equipped schools with necessary amenities contributed positively to students' behaviour and achievement. On the other hand, the study reported that as there were no special sanitary facilities for girls, most female students were obliged to leave the school for three to five days during menstruation.

Nevertheless, the study of **Abate and Yirga** (2014) reported “no statistically significant relationships were found between some perceived EFL classroom climate variables (cohesiveness, cooperativeness and satisfaction) and students English language achievement test mean score “(p.1), however, classroom climate variables were mingled together in predicting their achievement significantly to 20.5%.

The study of **Habtamu** (2013) on the other hand indicated the need for promoting school climate as one of the roles of the principals so that teachers and students can attend their lessons peacefully. In line with this, the effectiveness of the principals was found at moderate level.

3.2.2. School Community Trust

Hard works to introduce and implement changes in an organization are more likely to be fruitful if there are no resistances within the people in the organization especially along with the majority since resistance to change is common among staff. Among the reasons that can cause strong resistance to change is lack of trust or existence of distrust (**Yukl**, 2010). In this case, organizations should have interpersonal and inter-organizational trust (**Starnes et al.**, 2001). This is again more attributed to leaders. The key role of leaders is to establish trust so that mobilization of resources (human, financial and materials) and leading staff will be more smooth and harmonious. Likewise, countries are trying their best to establish trust and diplomacy between their country and others in the world with the ultimate purpose of peace, business, resource, fraternity, supremacy or any other purpose deemed necessary.

Lack of trust or distrust can amplify resistance. Sometimes a change introduced in schools may be resisted if faculties imagine hidden and gloomy implications that will become obvious only later. This reciprocated mistrust may also discourage the principal or leader to be open about the reasons for the change, there by further widen the degree of mistrust and opposition among school community or followers.

In the Ethiopian context, no such exhaustive studies have been done especially at primary school level. However, few of them done so far on secondary schools gave a glimpse that there is no strong trust between school faculties.

Study done by **Obang** (2014) peeped that teachers' trust in the principals was at lower level. These lead to the conclusion that both teachers and principals are in a state of crooked situation. This was attributed to the principals' behaviour of not practicing collegial leadership; being unfriendly and unapproachable and breaches on considering suggestions made by the teachers were among the key barriers that dwindled the trust of teachers in principals. Against to these personalities of the principals, **Ken Blanchard Companies** (2010) recommended leaders to be accessible, acknowledge people's concerns and follow through as a trust- building strategy. Likewise, **Desalegn** (2014) in his findings indicated that visionary principals were found trustworthy and straightforward with the school community where they gather their school community around a common goal and provide a sense of purpose and future direction.

The study of **Gemeda and Tynjälä** (2015) reported that the current nature of leadership in the Ethiopian schools was not playing its role, as it should. This is because the assignment of a principal is not merit-based rather on the matter of political affiliation. This will result in lack of trust among teachers and students in their principal.

Obang (2014) has come with reflection on the trust of teachers and principals where all the schools depicted 'lower level' of trust among them. This will not favour collaboration and professional standard for school teachers as **FMoE** (2013) stipulated, "encourage colleagues and community members to collaborate and take risks in developing new approaches to teaching and learning" (p.100), & "work with colleagues to plan, evaluate and modify learning and teaching programs to create conducive and productive learning environments that engage all students" (p.44).

Solomon (2014) indicated that the students-teachers' relationships were poor, and schools were not open for students' suggestions and the environment was not participatory for students to enable them to contribute their idea on different issues that may affect their

learning. Within this context, how trust can be established? Thus, the report recommended the need for establishing a democratic relationship between students, teachers, principals, parents and supervisors.

Trust can be established if there is a competence among the leaders and teachers. However, a study done by **Tadesse** (2013) indicated that the knowledge and skill of school leaders are inadequate where he reminded the State to prepare training on school leadership and other related issues to improve their capacity to lead and manage schools.

Some researches are done with specific dimensions of trust like competence. A case in point, students with more qualified teachers recorded higher score in mathematics (**Azubuike**, 2015). Thus, the teacher's qualification determined the achievement. Besides to these, the principals' education and gender were important factors for school management and pupils' achievements. The report is a key note for experts to think of subject specialization as opposed to the 'self-contained system' where one class teacher teaches all subjects to a class in government first cycle primary schools which addendum the need for competence as one of the dimensions of trust.

3.3.Studies Done in Other African Countries

3.3.1. School Climate

The principal is the foremost figure in winning the good-will of parents and community to support the school. The principal should get the trust and esteem of the community, treat them as key stakeholders with equal share and partner of the school (**Shonubi**, 2012). It is possible to bear the benevolence of the community that can have a source of motivation for the students to concentrate better on their study as well. Furthermore, the establishment of good community partnership is conceived as one of the characteristics of effective principals and schools.

A healthy school climate is an indispensable condition for higher attendance and student achievement (**Smith et al.**, 2014) and it is perceptible in the classes of the teachers and it should not be intermittently tense. A climate is also a determinant factor for the morale of teachers. When the teachers and other members of the school community are profoundly bothered about "in creating a safe, nurturing and challenging school environment, their job satisfaction increases" (**Blum**, 2007, p.2). Hence, principals should inaugurate and maintain positive climate and establish trustworthy relationships to the expected quality of teaching and learning.

Nevertheless, principals fail to maintain a healthy climate. A study done by **Shonubi** (2012) in Nigeria depicted that the leadership was toxic as errands were not delegated to the teachers and no support for them to improve their teaching skills, and the principal was not ready to keep the best interests of the staff and there was little teamwork and coherence amongst staff. All responsibilities of planning, organizing and controlling are vested in the principal as the leader. The findings of **Osman** (2012) in Kenya are in line with this which stated as school climate affected everyone associated with the school (students, staff, parents, and the community).

A study done by **Mahlangu** (2014) in South Africa depicted that the school climate or atmosphere has resulted in stress and absenteeism among teachers to the extent where teachers are not found 100% in the week at school and can't work to their full potential in the current school climate. Educationalist can calculate the educational wastage where students are in school but no teacher in school. According to him, this entire unhealthy school climate affects the achievement of learners severely and finally their fates in their life. These can also push the transfer of more -able teachers and miss teachers who are deeply committed (**Briggs & Sommefeldt**, 2002).

As a key remark for educationalists, **Blum** (2007) attested that a positive school climate "enhances motivation, increases educational aspirations and improves attendance and retention" (p.4). On the contrary, unhealthy school climate is the one which is featured by subjective rules, prevalence of harassment, inconsistency with in teacher' attitudes and needlessly corrective environment. These can again subjugate high absenteeism, aggression and misconduct in the school environment.

Mkumbo (2013) was enthusiastic to examine the effects of students' and teachers' perception of the school environment in Tanzania. Accordingly, the findings of the research depicted that teachers and students were happy on the climate of the school which was measured on the aspects of "safety, relationships, teaching and learning, and the institutional environment and the School Improvement Process." (Cohen et al., 2009, p.2). However, the degree of satisfaction was higher in private schools than government owned schools. The same was true in the pass rate for schools. This implied that "positive perception about the school climate is related to positive school performance" (p.16). It was concluded that the performance of the schools was not impressive which calls another research to examine more compressive proximal factors of school climate contributing for students learning other than the school climate factors assessed in this study.

Analogously, a study done by **Villiers** (2006) in South Africa affirmed that the general understanding of educators on principal supportive behaviour were moderate on giving honest and recurrent praise, positive feeling to the professional competence and needs, paying attention to them and being sensitive to their suggestions.

Makewa et al. (2011) did a study that ought to find out the climate differences with in low and high performing secondary schools in Kenya. The researchers put their foundation of investigation on the premise that school climate is a significant element in improving academic performance and teaching and learning process. Based on the theoretical assumptions, they have included ecology (physical features), milieu (related to people), social climate (interaction) and school culture in this study. The study followed ex-post-facto design since it aimed as seeing school climate -students' performance relationships. The study found out that there was a significant difference between the schools' cultures in high and low performing provincial schools as teachers in high performing schools evidenced a positive school climate with improved results of students.

School culture is a significant factor in determining academic performance either positively or negatively where a positive school culture results in better academic performance of students as opposed to a negative school culture that seems to permeate low performance of students. According to **Makewa et al.** (2011), this is possible through transparent and two-way communications, respecting the culture, organizational policies, regulations and leadership which require a rich organizational structure, motivation, integration of technology and collaboration. The researchers concluded with a key remark that "policy makers must become aware of school climate research and the importance of positive school climate and encourage teacher preparation programs that give teachers and administrators the tools to evaluate classroom and school climate" (p.101).

3.3.2. School Community Trust

A leadership having a toxic nature "destroys the basic human sense of trust that is critical for working relationships and effective leadership in schools" (**Mahlangu**, 2014, p. 313). Based on his study in South African township schools, the effects of toxic leadership on teaching and learning which came due to role conflicts between schools governing bodies and principals has affected the teaching and learning in those schools and teachers and learners are de-motivated. The reported accentuated that; toxic leadership is understood as a

poor working relationship between stakeholders. This was again interpreted as schools featured with:

No mutual trust between stakeholders; dictatorship by the principal and school governing boards on stakeholders; autocratic leadership; poorly attended meetings and workshops; poor personnel allocation; poor teaching and learning; neglect of duty by stakeholders; and unacceptable behaviour by stake holders (p.319).

A study done by **Anuna et al.** (2015) in Nigeria, has indicated that teachers have no trust and confidence on the leadership of their principals which affected the job performance of many teachers and they also disregarded their principals as well since teachers don't have implicit confidence on the principal. Nevertheless, it is a pillar for good leadership, for managing crises, developing trusting in self and promulgating the right decisions which in turn can boost the reputation of the school and trust with in the school community and other stakeholders (**Osborne**, 2008).

In the same study of **Mahlangu** (2014), in those schools where the relationship between the school principal and the school governing board is not good, lack of 'voice' in matters pertaining to the school, there is an abuse of power, no mutual trust and 80.5% of parent and 100% of school principals witnessed that mistrust is the cause of conflict between parents and school principals. As a result, teachers were not happy, not satisfied, discouraged, demotivated and disappointed to describe the way they felt at school and distrustful of the principal or seriously demoralized to the level of job dissatisfaction and extent of disliking schools and preferring to stay at home, are rarely able to achieve this degree of consensus (**Hopkins**, 2005).

Murphy-Graham and **Lample** (2014), in their study of learning to trust, they viewed trust as a learned behaviour that teachers need to put efforts to nurture with in students which goes with the behaviourist approach of trust (**Uslaner**,2012). They related trust to the notion of affiliation. Based on the findings of **Murphy-Graham** and **Lample** (2014), trustworthy school culture, strong bondage among students, pedagogical issues and the attitude of teachers towards the instruction were pinpointed for establishing trust among students and teachers. The study attested the need for curricular materials, being caring, honest, and developing the culture of mutual support.

Schools as a social organization are complex and unpredictable since many stakeholders are extending their hands, heads and hearts to their management contributing positively or affecting the smooth functioning. They are also vulnerable to other external

and internal influences coming from the community, business sector, associations and others. Based on the findings of the **Mahlangu** (2014), 23.53% of the respondents reported that school principals treat parents badly, 15.13% of parents play no role in schools and some schools are dysfunctional, 64.7% of the respondents agreed that the cause for the problem is by school principals, 82% of the respondents are also of the view that dysfunctional schools are caused by poor governance; poor teaching and learning.

Ondieki (2011) has done a study on how principals can figure trust in schools. The researcher came with the key presupposition that resilient trust is a precondition for fruitful school improvement and became curious about understanding and describing efforts to develop trust as well.

3.4. Studies Done Abroad Africa

3.4.1. School Climate

Many studies have been done on trust and school climate and their relationship with students performance like examining school climate, factors and influences (**Marshall**, 2004), trust in the school system (**Bormann & John**, 2014), the critical role of the school community relationships, for the improvement of students' performance (**Edgeron & Kritsonis**, 2006), positive relationships-the groundwork for healthy school (**Tschannen-Moran**, 2003), teachers' trust in the principal: an essential ingredient for schools (**Tschannen-Moran** , 2014), the development of the organizational climate index for high schools: its measure and relationship to principals' and teachers' trust (**Hoy et al.**, 2003), principals, trust, and "cultivating vibrant schools" (**Tschannen-Moran & Gareis**, 2015,p.256), student-teacher trust relationships and student performance, etc.

Exhaustive studies are done on trust and climate in America and Turkey where many standardized tools for their assessment were developed like Omnibus T- Scale (Faculty Trust Scale), OTI, Trust in Close Relationships Scale, Trust Scale, OCI, OCQ, OCM, etc. All these are indicators and evidence that trust and climate have become pressing and determinant factors in the education system, especially for the improvement of students' performance and teachers' motivation. These tools are used throughout the world as they are, with little modification, translation or have become a foundation for the development of other context-based tools. Based on these presuppositions, several studies have been carried out on trust, climate and other school-related issues. The following sections have dealt about some of the research works done in the world abroad Africa.

Sridhar and Razavi (2011) in their study of school organizational climate in secondary schools of India and Iran: A comparative study, they reported that, “within five minutes of walking in to a school, one can often determine the climate” (p.75). They emphasized that like the air in a room that is not visible but sensed, climate surrounds and affects the activities happening in the school. Climate will be more visible when one gets a chance to visit different schools. In line with this, **Stoll** (2010) expressed that school climate conditions like trusting and respectful relationships; supportive structures and leadership are key elements in connecting and motivating learning communities in schools.

Based on the findings of **Sridhar and Razavi** (2011), no significant difference had been observed in the climate of government and private schools in India. In both cases, more number of schools experienced ‘familiar’ whereas less number of them are under ‘closed type’ of climate; where as in Iran, none of the schools came under ‘closed’ type of climate. Most of the schools in Iran are controlled and most of the schools in India area familiar. The result had also indicated that most of the teachers in both countries have high moral and satisfying concern to the environment. The findings endorsed that most of the school climates were controlled in both countries.

Stoll (2010) ascribed that “without a climate of trust and respect, people don’t feel safe and security to take the risks associated with collaboration, open dialogue and opening up their practice to potential scrutiny by others” (p.479). Security (being the feeling of safety, friendliness, stability, feeling at home) is also the reflection of school climate. The healthier the school environment, the more students especially girls feel secured.

Researchers were concerned about how security as an element of climate is related to academic performance of students, especially for girls. In line with this, the work of **Hassanv et al.** (2011) attested the occurrence of academically significant difference in the achievement of girls who feel secured and in-secured which is inversely related: as insecurity increases to a manageable degree the academic achievements also increase. This finding of the study contradicts with many research findings. Similarly, the study articulated the occurrences of the feelings of high insecurity as the girls grew up.

According to **Edgeron and Kritsonis** (2006), for success to occur in today’s school environment, a shift from the status quo must take place. When a healthy climate and culture of the family exist on schools in this time, “synergy occurs, productivity increases, and students excel” (p.4). This will also result in engagement of devoted stakeholders within the school systems.

According to **Harris** (2010), the climate is the amalgamated outcome of socio-political forces in which schools confront with continual stressors to improve and enhance levels of achievement. Thus, **Muijs** (2010) acknowledged that importance of supportive classroom climate in academic performance. Moreover, the work of **Angus et al.** (2009) confirmed that higher scores on students' performance re observed when the schools are entertaining healthy teaching –learning setups.

On the other hand, regarding management, Dellar (1998) cited in **Bush** and **Middlewood** (2005) showed that “site-based management was most successful where there was a positive school climate and the involvement of staff and stakeholders in decision-making” (p.6). Here, the way of leading the school community effectively is much simpler when the educational decisions are embedded within schools and not left for the outsiders. In favour of the need for managing risk behaviour in schools, **Elbertson et al.** (2010) confirmed that the improvements in the lessening of perilous behaviour and a rise in academic success transforms the way students experience and perceive their school lives. This again improves their scholastic and school adjustment practices. Thus, a high score is suggestive on the existence of healthy climate, good relationship and two-way communication (**Anderson**, 2008).

As a key remark, **Bransford et al.** (2010) viewed healthy climate in which its assessment is based on reciprocally agreed criteria and standards. This is because “school climate is not simply given but deliberate result of discussion, development and dialogue among those working within the school organization” (**Harris & Muijs**, 2005, p.54).

A study done by Maureen et al. (2003) on the impact of school climate: variation by ethnicity and gender affirmed that boys may be uniquely at risk when considering perceptions of school climate and academic success. According to them, boys' perceptions of school climate were more negative and they were more likely to report a wide range of victimization experiences. Similarly, a study done on the school climate in elementary and secondary schools to generate the views of Cypriot principals and teachers confirmed that principals and teachers from secondary and elementary education expressed statistically significant different views in line with gender. This happened that women perceived their particular school climate healthier than men (Pashiardis, 2000). In the same token, teachers and principals have shown statistically significant difference between more experienced teachers and less experienced teachers concerning school climate in public schools in Cyprus. This again happened as senior teachers did not perceive their school climate as

healthy. Nevertheless, the study done by Kelton (2010). has was accepted the null hypothesis for years of teaching experience where no significant relationship was found between years of experience and school climate.

In a similar manner, the location of schools was a concerns for researchers. In line with this, Pourrajab et al. (2015) did a study on school climate, location and parental involvement in Iranian teachers. Accordingly, they confirmed that there is no significant difference between school climate across school location.

3.4.2. School Community Trust

Like school climate, the area of trust is a concern for researchers especially students' and teachers' trust in principals (**Forsyth et al., 2011; Hoy & Tschannen-Moran, 2003**). Trust is power for the principals. Thus, they are advised to trust others and do the work. This trust can be then a source of power, leading him/her to be honest and establish relationships. **Horn** (2008), "just being honest and straight with somebody, can lead to a powerful sense of commonality" (p.130). Hence, the analysis has come with the inspiration of. which emanates first, either relationship or power, like the chicken and egg debate (**Kanter, 1977**).

Schools shall have a positive relationship with their learning communities in developing their trust. This has been stressed in the work of **Tschannen-Moran** (2014, p.146), "teachers who trust their students are more likely to create a learning environment that facilitates student academic success".

Hill (2010) argues that accountability in no way replaces trust because it is unimaginable to have accountability in by no means without trust. As a conclusion, trust is a prerequisite for accountability and accountability is again avenue for building trust. According to O'Neil (2005) cited in **Hill** (2010), "trust-free accountability is a mirage" (p.428). In the works of **Harris and Muijs** (2005), trust had been viewed as the crucial motorist of healthy associations being an adhesive of the relationships. In crises, trust will make people pessimist and more defensive. This is the situation where "trust can allow slippage and flexibility by oiling situations" (**Harris & Muijs, 2005, p. 777**). Thus, researchers are more worried about approaches on establishing sufficient trust in the education system, inclusion and avoiding prejudice.

Trust affects the relationship that we may have not only in schools but also in other work areas as well. **Andersen** (2008) reported that "individuals are likely to have job

relationships characterized by mutual trust, respect for subordinates' ideas, and consideration of their feelings" (p.157). A high level of trust or score with in leaders is an indicator of a healthy rapport and bi-communication whereas the low score of trust indicates the leader's being more detached in relationships with colleagues.

The level of trust affects and mediates the organizational citizenship of staff which is expressed as engagement beyond the usual job description, going out of their way for the good of the institution, helping behaviour, expressing loyalty to the company (Organ, 1988 cited in **Bass & Riggion**, 2006) and going beyond the expected minimum performance (**Hoy & Tschannen-Moran**, 2003). When teachers trust their principals, they go beyond the minimum expected for positive change for their schools but need to be treated with benevolence, respect, predictability, transparency, integrity and dignity so that they will perceive their principals as trustworthy (**Andersen**, 2008).

The study of **Houtte** (2006) noted that trust is influenced by gender where it influences male teachers' trust more than females. Likewise, teachers' perceptions of the teachability of their pupils have associations with teacher trust. Unlike gender and teachability, students' grade does not affect teachers' trust. Based on the study of **Houtte** (2006), male teachers seem to have more trust when teaching in schools with a higher proportion of girls, because they perceive girls to be more teachable and it increases as the proportion of girls at school expands. Overall, the number of girl students in the school, the more male teachers trusts them indicating a deep mistrust of boys. The study had also addressed age and concluded veteran teachers have high trust in their students.

A study done on the association among primary school teachers ascribed social support and school trust in Turkey (**Tasdan & Yalcin**, 2010), revealed that there exists a moderate positive level of association between school trust and social support. It has also reported a moderate positive association between trust in principals and their administrative support and trust in colleagues with their social support.

A related study done in New Jersey middle schools of America affirmed that the trust of teachers in their principal and colleagues were positively related to measures of school effectiveness (**Forsyth et al.**, 2011), however, "none of the faculty trust variables—trust in the organization, trust in the principal, or trust in colleagues—makes a significant difference in achievement" (p.13). According to them,

The correlations between the trust measures and student achievement measures were in the weak to moderate range (.27–.40), whereas the correlations between the two trust measures

and the more subjective measure of effectiveness were positive and stronger (.56–.72). School climate openness and school health were also significantly and positively related to student achievement and overall school effectiveness (p.13).

Trust is a concern in other government areas as well. Trust has been viewed in the Government sector as in establishing more participatory and transparent Government in Korea. A study done by **Kim and Kim** (2007) indicated that trust in government is deteriorating globally; inversely in Korea, trust in government is becoming more and more due its importance for nationwide competitiveness. In the Korean principles of innovation, “trust is regarded as the number one priority for Korea to leap into a leading nation in the 21st century” (**Kim and Kim**, 2007, p.3). Consequently, causes affecting trust are great in number and multifaceted having the furthest factors being “efficiency and effectiveness; integrity and accountability; benevolence and responsibility; participation and transparency” (p.9) where many researchers cited participation and transparency as main elements being indispensable of good governance.

Savolainen (2008) had done a similar study in Malaysia focusing on institutional trust and its leadership as a key force for creating organizational innovativeness. The researcher evolved around the role of trust in the promotion or encouraging organizational innovativeness. Hence, trust was viewed trust as one of the key antecedents of an open culture that is built upon effective communication. Consequently, innovation in an organization is achieved within these conditions. Thus, recent evolvments to have a climate that have a corresponding trust and control. According to him, cultivating trust and trustworthiness become more important for managers and being sensitivity to people and encouraging them, sharing information and giving support for creativity and learning.

When we come back again to our focus of attention, which is the school, all the efforts done in schools are for students’ achievement. The direct impact of school headmasters on students’ academic achievement is insignificant and making principals accountable is a bit defensive. Thus, their contribution to students’ achievement is indirectly via teachers where principals can induce the commitment and beliefs of teachers. Nevertheless, “schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement” (**Ross and Gary**, 2006, p. 798). Thus, practicing transformational leadership in the school system makes this impact visible and can have a virtually significant influence on the general pupils’ achievement.

In relation to trust and gender, a study done by Buchan et al. (2008: p.1) depicted that “men trust more than women, and women are more trustworthy than men”. Though little is known about differences in trust across gender and its reciprocity effect in late ages (Lemmers-Jansen et al., 2017), the study in adolescence revealed no gender differences in trust (Van den Bos et al., 2010 cited Lemmers-Jansen et al., 2017). The recent study in this regard reported that boys show higher trust towards others than girls (Derks et al., 2014). The study of Tahir et al. (2015) is clearly evident that there is no statistically significant difference between male and female teachers regarding their perceptions of trust towards their principal. Therefore, they have concluded that there are no any significant differences based on teachers’ trust based on the gender category. More specifically, from the teachers’ demographic profiles, only teaching experience predicted teacher level of trust onto the principal. However, the other demographic variables (age, gender, academic qualification) were observed to be insignificantly predictors of teacher level of trust. Thus, teaching experience is deemed as a significant predictor of teacher level of trust.

3.5. Trend Analysis

Researches in school climate, trust and students’ performance have continued to investigate variables that lend themselves to the improvement of school performance (Gangi, 2009; Thapa et al., 2013). Though it has passed its golden jubilee (Halpin & Croft, 1963) while they developed the first school climate battery of Organizational Climate Descriptive Questionnaire (OCDQ), the investigation is going on. Even during these years, a clear, concise and commonly agreed definition has not yet come for school climate nor has its measurement been set (Marshall, 2004; Gangi, 2009; Thapa et al., 2013). Exhaustive studies have been done especially in America with corresponding many definitions and measurement tools.

The researcher has reviewed more than 100 research articles, books and chapters. Across this process, he has observed that the definition of school climate and trust is varying from situation to situation and researcher to researcher. The concept school climate is perceived by different researchers and institutes like the feeling of the school, the atmosphere of the school and atmosphere for learning (Howard, Howell, and Brainard., 1987 cited in **Waleters**, (n. d.), political nature of the institution (**Ottinger**, 2002); “quality and character of school life” (NSCC,2007, p.4), “personality of school” (**Rapti**, 2012, p.113), and the feelings and attitudes generated by the school community about their

schools (**Loukas**, 2007), the feeling and attitude (**Gonder & Hymes**, 1994), “the physical and psychological aspects of the school” (**Tableman**, 2004, p.2), the visceral of the school (**Rutter et al.**, 1979) and perceive it as the caring relationships among faculty members and administrators which he calls it ethos, etc. In all these concepts, the main idea trolls on the comprehension of the key disposition of the school.

Likewise, the dimensions of school climate are varying from institute to institute and scholar to scholar as there are no commonly granted set of spheres (**O’Brennan & Bradshaw**, 2013) which emanated from the differences in the philosophical underpinnings. For **Hoy et al.** (2003), the climate of the school can be measured using the basic four dimensions of climate; whereas **NSCC** (2007) has come with four key dimensions with sub-indicators.

Haynes et al. (1993) have come with their own dimensions of school climate where as Johnson et al. (1996) and Johnson & Johnson (1993, 1997) cited in **Marshal** (2004) have come with a general eight climate factors for its measurement. These are still gloomy areas that need accord.

The incongruence in the measurement of school climate has led to the emergence of several tools (**O’Brennan & Bradshaw**, 2013; **Thapa et al.**, 2013). **Gangi** (2009) has sorted out around 102 school climate measures that are in a form of tests and questionnaires measuring school climate. Based on the different tools that had been developed, she has selected three tools against which are thought to be inclusive. The development of different tools for measuring school climate is still going on.

Many researchers have come again on the consequences or impact of a positive and a negative school climate. A healthy school climate motivates and has better presence of students, better academic achievement, less student discipline problems, fosters healthy youth development and promote the skills, knowledge and disposition, and reducing achievement inequities (**Thapa et al.**, 2013; **Bryk & Driscoll**, 1988; **O’Brennan & Bradshaw**, 2013; **Piscatelli & Lee**, 2011). On the contrary, unhealthy school climate foils teachers, discourage school community from being a model in affirmative in building the new generation (**Payton et al.**, 2008) and send out negative signals to students making them unable to continue in the educational process, bring demotivation among teachers and students (**Mahlangu**, 2014) and high teacher absenteeism and turnover.

In general, when the school climate is undesirable it will entertain high teacher absentia and turnover and school members do not relate well (**Haynes et al.**, 1997), poor

mental health for all (**Gangi**, 2009), absence of organizational citizenship which erodes trust in the administration (**Tschannen-Moran**, 2009), etc. Overall, school climate is taken in to account as a key-determining issue for the successful instructional process, academic achievement, scholastic competence, protecting bullying and teachers protecting students, etc. (**Moriba & Edwards**, 2009; **Tableman**, 2004; **Anderton**, 2012). Due to its elusive nature, the help of psychologists is still in need (**Gangi**, 2009) besides to further researches on the area of school climate.

As to school climate, definitions are needed when trust is to be measured empirically. However, there is no still consistency in defining trust and its measurement as well. The **Rotter's** (1967) instrument aims at measuring the concept of trust and not what causes it. The Organizational Trust Inventory (OTI) aims at measuring the degree of trust between departments or between organizations (**Cummings & Bromiley**, 1996) as does the questionnaire developed by **Luo** (2002). **Andersen** (2008) used a questionnaire to gauge the degree of trust in managers and subordinates. It is co-related to good (non-negative) outcomes and appears to be a crucial component of leadership.

The dimensions of trust and the role each dimension can play are still blurred. Researchers (**Robbins**, 1998; **Robbins & Sanghi**, 2006) gave more priority to honesty and competency as the most critical facets in determining trustworthiness. But still, others give a balance weight for all dimensions of trust since an absence of one will erode the significance of the others (**Tschannen-Moran**, 2014). This is the way of viewing trust as a gestalt. The measurement tools of trust have also passed several phases for 6 decades and several tools have come, like, Omnibus Trust scale (**Hoy & Tschannen-Moran**, 2003), the Organizational Trust Inventory (**Cummings & Bromiley**, 1996), etc. With all these rigorous efforts, still, new trust batteries are coming.

There are also reports that trust is declining in the current scenario and the younger generation is becoming less trustworthy and less optimistic (**Uslaner**, 2002) which needs empirical research on the why, how and its mitigating strategies as well. For this, many would argue that “modern media, particularly the high-circulation diaries, have played a key role in undermining trust in social institutions through their relentless focus on negative reporting” (Hill, 2010, p. 428); where trust and healthy climate are lacking in educational institutes. This again needs evidence-based reports which calls further researches as well.

Trust and climate are hot topics in the social science in these days (**Uslaner**, 2002), especially in educational institutes including their aspects like academic achievement,

healthy school ecology and respect. Furthermore, it can presume a joint responsibility that can have prevailing impact on people who are working in the education sector. These can again bring an overall school progress that leads to quality of the education system. Thus, suggestions are coming and strongly recommended as well having more researches and discussions on intervention strategies, developing commonly agreed definitions, unified measurement tools, clearly set dimensions of each variable and the like; which further needs ratification based on research findings and local contexts. All these emerging progresses in school climate and trust are almost nil in Ethiopia which remind scholars and academicians to consider the themes as opportunities and pending research agendas. This research can serve as a reference in terms of literature, methods and further actions based on the findings, recommendations and further research areas that need to be explored.