

CHAPTER FIVE

ANALYSIS, INTERPRETION AND DISCUSSION

5.1. Introduction

This study was conceived with the general purpose of examining the status of school climate and school community trust and their impact on the academic achievement of primary school students in Ethiopia. It viewed the school climate and school community trust in relation to some select variables like experience, location and gender. These led to the formulation of specific objectives as:

1. To study the existing climate of schools;
2. To study the school community's trust in relation to gender, location and experience, and;
3. To examine the impact of school climate and school community trust on the academic achievement of primary school students.

In line with each objective, research questions and hypotheses were developed like:

Objective 1: To study the existing climate of schools

- 1.1. Do schools follow **collegial leadership** to have healthy school climate?
- 1.2. Is there **teachers' professionalism** in schools?
- 1.3. Is there any **academic press** in schools?
- 1.4. Is there any **community engagement** or **participation** in schools?
- 1.5. Are there any significant differences on the perception of school climate in relation to **gender, location** and **experience** of teachers and principals?

Objective 2: To study the school community's trust in relation to gender, location and experience

- 2.1. **Benevolence:** are principals and teachers benevolent?
- 2.2. **Honesty:** Is there any integrity between school community? Do teachers, principals, parents and students keep their promises?
- 2.3. **Openness:** is the school community open and upfront with each other?
- 2.4. **Reliability:** is the school community reliable and predictable to each other?
- 2.5. **Competence:** is the school community competent enough for its job?
- 2.6. Are there any significant differences on the level of trust in relation to **gender, location** and **experience** of teachers and principals?

Objective 3: To examine the impact of school climate and school community trust on the academic achievement of primary school students.

Hypotheses

Ho1: There is no significant relationship between school climate and school community trust.

Ho2: There is no significant relationship between school climate and academic achievement of primary school students.

Ho3: There is no significant relationship between school community trust and academic achievement of primary school students.

Henceforth, the chapter presents the empirical research findings based on the data generated from the targeted principals, teachers, students, parents, cluster supervisors and school records.

5.2. Demographic Characteristics of Respondents

5.2.1. Geographical Distribution

The respondents of this study were drawn from 4 districts of the target regional states composing 16 schools of both rural and urban locations. Their distribution has been presented in Table 5.1 and Figure 5.1.

Based on Table 5.1, 32 (15.6% females) principals and vices participated in the study. In terms of their distribution across location, 14(14.3% females) were from rural schools and 18(16.7% females) were from urban schools.

As stipulated in Table 5.1, the highest number of participant teachers was from South Gonder Zone (189, 49.7% females) with almost equal distribution of male and female teachers and the Gurage Zone constituted 142(42.9% females) teacher respondents. Among the four target districts, the highest number of participant teachers was recorded in Fogera District as 105(52.4% females) followed by Libo Kemkem of the same Zone with 84(46.4% females) participants. The two districts of Gurage Zone constituted 73(37.0% females) and 69(47.8% females) in Walkete and Abeshege districts respectively.

Table 5.1. Stratification of Teachers and Principals

Zone	Districts	Respondents	
		Principals	Teachers
South Gonder	Fogera	8(12.5% F)	105(52.4% F)
	Libo Kemkem	8(25.0% F)	84(46.4% F)
	Sub Total	16(18.7% F)	189(49.7% F)
Gurage	Walkete	10 (10.0% F)	73(37.0% F)
	Abeshege	6(16.7% F)	69(47.8% F)
	Sub Total	16(12.5% F)	142(42.3 % F)
Total	4 districts	32(15.6% F)	331(46.5 % F)
Location	Rural	14(14.3% F)	142(50.0% F)
	Urban	18(16.7% F)	189 (43.9% F)

Among the Gurage Zone participant teachers, 82 (57.7%) were males and the remaining 60 (42.3%) were females. Regarding urban-rural distribution of teachers, 142 (50.0% females) were from rural schools and the rest 189(43.9 % females) were from urban schools. The distribution of respondents across location and gender has been demonstrated in Figure 5.1.

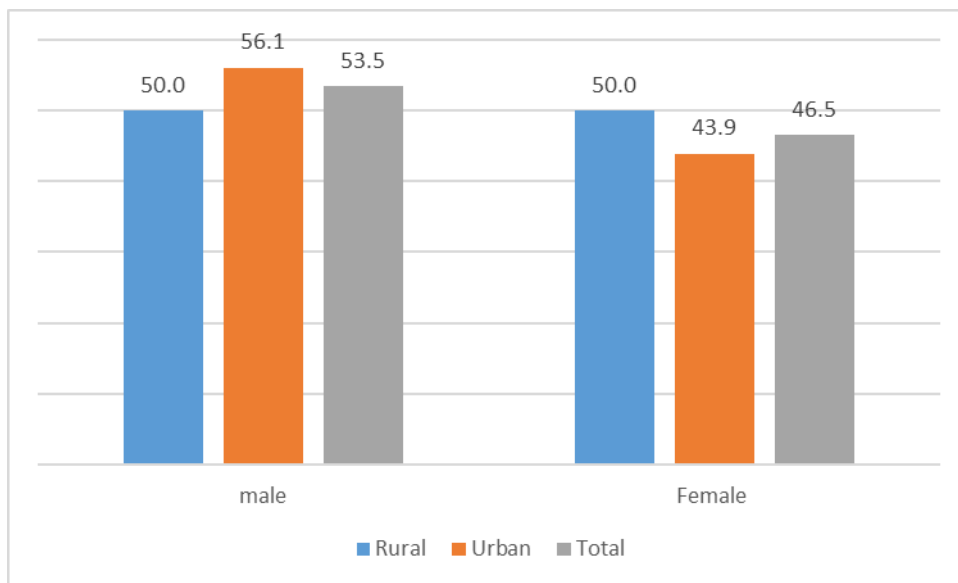


Figure 5. 1. Stratification of Teachers per Gender and Location

Based on Table 5.1 and Figure 5.1, the percentage of male teachers (56.1%) is greater than females (43.9%) in urban location, but it is same in rural schools. The study has also included 9 cluster supervisors where all of them were males. The cluster supervisors were

drawn from South Gonder Zone (6) and 3 from Gurage Zone. Among these, 4 were from rural schools and 5 were from urban schools.

Table 5.2. Stratification of Students and Parents

Zones & Locations	Districts	Respondents	
		Students	Parents
South Gonder	Fogera	90(53.3% F)	41(36.6% F)
	Libo Kemkem	81(46.9% F)	42(23.8% F)
	Sub Total	171(50.3% F)	83(30.1% F)
Gurage	Walkete	80(50.0% F)	37(32.4% F)
	Abeshege	78(48.7% F)	39(25.6% F)
	Sub Total	158(49.4% F)	76(28.9% F)
Total		329(49.8% F)	159(29.6% F)
Location	Rural	164(45.1% F)	87(24.1% F)
	Urban	165(54.5% F)	72(36.1% F)

Based on Table 5.2 and Figure 5.2, it was 329 students (49.8 % females) who took part in the study. In terms of district distribution, 171(50.3% females) were from South Gonder Zone of Amhara Region and 158(49.4 % females) were from the Gurage Zone of SNNPR. In these strata, there were almost equal distributions of student respondents across location (rural and urban).

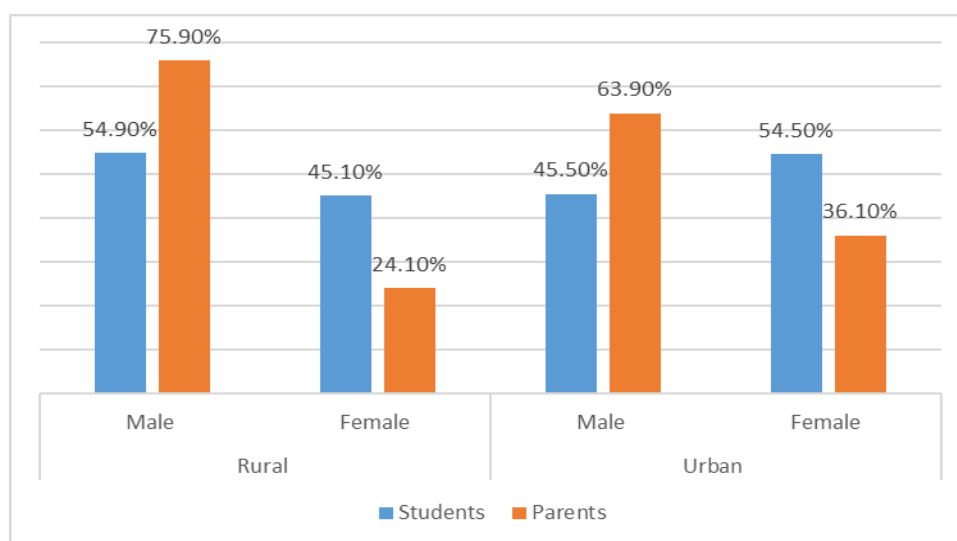


Figure 5. 2. Stratification of Students and Parents

As indicated in Table 5.2 and Figure 5.2, it was 159 parents (29.6% females) who took part in the study. In terms of Zonal distribution, 83 (30.1% females) were from South Gonder Zone of Amhara Region and 76 (28.9% females) were from Gurage Zone of SNNPR. In this stratum, 87(24.1% females) participants were from rural and the rest 72 (36.1% females) were from urban schools.

5.2.2. Demographic Data of Respondents

5.2.2.1 Principals and Teachers

This part demonstrates principals' and teachers' demographic data confined to age, qualification and their experiences.

Based on Table 5.3, 15(46.9% females) of the principals and 130(39.4% females) of the teachers belong to the age range of 26-30 years. Those principals with the age range of >40 years were the next highest having 7(all males) coverage which was followed by 36-40 years 6 (18.8% females), 31-35 years 3(males) and finally one female principal with in the age range of 21-25 years (3.1% females). There was no principal with the age category of ≤ 20 years. Among teachers again, the 2nd highest was with the age category of 21-25 having a ratio of 18.2%(8.5% females) which was followed by >40 years of age (17.0%, 3.9% females), 31-35 years of age (15.5%, 8.2% females), 36-40 years of age (9.1%, 3.9% females), 20 and less than 20 years of age (.9% females) and lastly .3% was the missing value.

Portrayed in Table 5.3, 21(65.6% of the principals, 15.6% females) and 58(17.6 % of the teachers, 6.4% females) are qualified at first-degree level. The highest number of teachers (59.1%, 29.4% females) and 25.0 %(males) of the principals are with the educational level of 10+3 diploma level. The remaining 3.1%(males) of the principals and 10.6% of the teachers (3.9% females) are at 12+2 diploma level, 6.3% (males) of the principals and 10.0%(5.2% females) teachers are again at 12+3 diploma level and lastly 3.0% (1.8% females) teachers are with the educational level of 10+2 certificate.

The experiences of respondents have also been portrayed in Table 5.3. Accordingly, the highest number of principals (43.8%, 21.4% females) are with the experiences of 5-10 years and remaining 43.8%(28.6% females) are within the experience of less than 5 years and 11to 15 years of experience each contributing 21.9%(14.3% females).

Table 5.3. Age, Qualification and Experience of Teachers and Principals

Variables	Principals (N=32)			Teachers (N=331)			
	Male	Female	Total	Male	Female	Total	
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	
Age	≤20	0	0	0	3(0.9)	3(0.9)	
	21-25	0	1(3.1)	1(3.1)	32(9.7)	28(8.5)	
	26-30	12(37.5)	3(9.4)	15(46.9)	61(18.5)	69(20.9)	
	31-35	3(9.4)	0	3(9.4)	24(7.3)	27(8.2)	
	36-40	5(15.6)	1(3.1)	6(18.8)	17(5.2)	13(3.9)	
	>40	7(21.9)	0	7(21.9)	43(13.0)	13(3.9)	
	Missing	0	0	0	0	1(0.3)	
	Total	27(84.4)	5(15.6)	32(100)	177(53.6)	153(46.4)	330(100)
Qualification	10+2	0	0	0	4(1.2)	6(1.8)	
	10+3	8(25.0)	0	8(25.0)	98(29.7)	97(29.4)	
	12+2	1(3.1)	0	1(3.1)	22(6.7)	13(3.9)	
	12+3	2(6.3)	0	2(6.3)	16(4.8)	17(5.2)	
	First Degree	16(50.0)	5(15.6)	21(65.6)	37(11.2)	21(6.4)	
	Missing	0	0	0	0	0	
	Total	27(84.4)	5(15.6)	32(100)	177(53.6)	154(46.7)	331(100)
	Experience	<5	6(18.8)	1(14.3)	7(21.9)	17(5.2)	18(5.5)
5-10		11(34.4)	3(21.4)	14(43.8)	56(17.0)	49(14.8)	
11-15		6(18.8)	1(14.3)	7(21.9)	48(14.5)	50(15.2)	
16-20		0	0	0	11(3.3)	16(4.8)	
21-25		0	0	0	14(4.2)	7(2.1)	
26-30		0	0	0	6(1.8)	4(1.2)	
>30		3(9.4)	0	0	24(7.3)	9(2.7)	
Missing		1(3.1)	0	1(3.1)	1(0.3)	1(0.3)	
Total	27(84.4)	5(15.6)	32(100)	177(53.6)	154(46.7)	331(100)	

Among the teaching staff, 31.8% (14.8% females) are within the service years of 5 -10 , 29.7%(15.2% females) are under 11-15 years, 10.6% (5.5% females) have less than 5 years of experience, 10.0%(2.7% females) are above 30 years of experience and 8.2%(4.8% females) are having 16-20 years of experiences. The rest, 6.4% (2.1% females) are under 21-25 and 3.0% (1.2% females) are 26-30 years of experiences. Among all respondents, 3.1% from principals and 0.6% from teachers have not indicated their years of experiences.

5.2.2.2 Parents

This section portrays the parents' demographic data confined to zone, location, age, and educational level.

Table 5.4. Demographic Data of Parents

Variables		Parents (N=159)			
		Male	Female	Missing	Total
		<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Zone	South Gonder	52 (62.7)	25(30.1)	6(7.2)	83(52.2)
	Gurage	53(69.7)	22(28.9)	1(1.3)	76(47.8)
	Total	105(66.0)	47(29.6)	7(4.4)	159(100)
Location	Rural	53(76.8)	15(21.7)	1(1.4)	69(43.4)
	Urban	52(57.8)	32(35.6)	6(6.7)	90(56.6)
	Total	105(66.0)	47(29.6)	7(4.4)	159(100)
Age in years	≤25	1(20.0)	3(60.0)	1(20.0)	5(3.1)
	26-30	8(42.1)	10(52.6)	1(5.3)	19(11.9)
	31-35	23(62.2)	13(35.1)	1(2.7)	37(23.3)
	36-40	11(52.4)	10(47.6)	0	21(13.2)
	41-45	39(84.8)	6(13.0)	1(2.2)	46(28.9)
	≥46	23(76.7)	5(16.7)	2(6.7)	30(18.9)
	Missing	0	0	1(100)	1(0.6)
	Total	105(66.0)	47(29.6)	7(4.4)	159(100)
Educational level	Illiterate	11(68.8)	5(31.3)	0	16(10.1)
	Reading and writing	41(83.7)	7(14.3)	1(2.0)	49(30.8)
	Grade 5 complete	14(60.9)	8(34.9)	1(4.3)	23(14.5)
	Grade 8 Complete	14(60.9)	9(39.1)	2(8.0)	25(15.7)
	Grade 10 Complete	7(41.2)	10(58.8)	0	17(10.7)
	Grade 12 Complete	5(83.3)	0	1(16.7)	6(3.8)
	Certificate	0	1(100)	0	1(0.6)
	Diploma	4(40.0)	5(50.0)	1(10.0)	10(6.3)
	First Degree	9(75.0)	2(16.7)	1(8.3)	12(7.5)
Total	105(66.0)	47(29.6)	7(4.4)	159(100)	

Parents from South Gonder (6, 7.2%) and Gurage (1, 1.3%) have not indicated their gender. Most of the participant parents (90 (56.6%)) were from urban and the remaining

69(43.4%)) were drawn from rural schools. In terms of age stratification, 5(3.1%) were under the age category of ≤ 25 ; 19(11.9%) were under the age category of 26-30 years of age, 37(23.3%) from 31-35 years, 21(13.2%) were from 36-40 years, 46 (28.9%) from 41-45 years of age, 30(18.9%) were under the category of >46 years of age and the age of one parent (.6%) has not been reported.

Inferred from Table 5.4, educational level of parents was very diverse stretching from illiterate to first-degree level having many strata between them. Among the parents, 49(30.8%) of the total were under the educational level of basic reading and writing. Among these again, 83.7% were males, 14.3% females and the rest and one parent did not signify its gender. Those illiterate parents were 16 (31.3% of females) with in the strata. Parents with educational level of grade 10 complete consisted of 17 respondents (10.7%) of the total (58.8% females) with in the stratum.

Parents with qualification of first degree were 9(16.7% females) with a total contribution of 7.5% have been observed. Similarly, parents with qualification of diploma were 10(50.0% female) with a total contribution of 6.3% have been recorded in the study.

5.2.2.3 Students

This subdivision describes the students' demographic data confined to grade and age of students.

Based on Table 5.5, 168 (51.4% of the total) were grade 4 students and 159(48.6% of the total) were from grade 8. Gender wise, 163(49.8%) were males and 163(49.8%) females. There was a missing gender accounting only 1(0.3%).

In terms of the distribution of students across age level, it was 19(5.8% of the total) who were ≤ 10 years of age, 208 (63.6% of the total) from 11 to 15 years of age, 95(29.1% of the total) from 16 -20 years of age and 4(1.2% of the total) were > 20 years of age. There was one student who did not identify its gender.

Table 5.5. Grade Level and Age of Students

Factors		Students (N=327)			
		Male	Female	Missing	Total
		<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
Grade	Grade 4	78(46.4)	89(53.0)	1(0.6)	168(51.4)
	Grade 8	85(53.5)	74(46.5)	0.0	159(48.6)
	Total	163(49.8)	163(49.8)	1(0.3)	327(100)
Age in years	≤10	10(52.6)	9(47.4)	0.0	19(5.8)
	11-15	91(43.8)	117(56.3)	0.0	208(63.6)
	16-20	59(62.1)	35(36.8)	1(1.1)	95(29.1)
	>20	3(75.0)	1(25.0)	0.0	4(1.2)
	Missing	0.0	1(100.0)	0.0	1(.3)
	Total	163(50.0)	163(50.0)	0.0	327 (100)

5.3. Normality of the Data

Before proceeding to further analysis, the normality of the data in terms of its reliability was confirmed. The reliability of school climate index questions measured by Internal consistency / Cronbach’s Alpha exhibited .941 for principals and .916 for teachers which signposted high internal consistency with in the subset (Agyrou, 2011). Besides to these, the normality of the data was tested.

Table 5.6. Normality Tests for the Data

Principals	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
School Climate	.125	32	.200	.935	32	.054
Trust	.090	32	.200	.959	32	.257

The K-S and S-W normality tests are recommended for a sample size of less than 50 (Elliott and Woodward, 2007). Based on Table 5.6, the p-values are greater than 0.05 (the typical alpha level) which indicates the data is normal, so we accepted the null hypothesis as it was not significant, i.e. data for principals showed normal distribution. This implies that the data didn’t significantly deviate from the normal distribution. Sample means are approximately normal for sufficiently large sample sizes (40 or more) even when the

original populations are non-normal (Elliott and Woodward, 2007). Likewise, Singh (2007) confirmed that a sample size of more than 100, researchers should not worry about normality assumptions. For this, normality tests were left for other respondents (teachers, parents and students) since their sample size was more than 100.

5.4. School Climate

In this section, the perceptions of principals and teachers about their school climate in accordance with the facets of school climate have been presented. This was done with the objective of studying the existing climate of schools in line with each dimension of school climate that can reveal the actuality of school healthiness. Here, principals and teachers had given their opinions on each dimension of school climate on a five-point scale, which is put as a range (Refer to Table 4.8).

5.4.1. Principals' and Teachers' Perception of Their School Climate

The principals' and teachers' perceptions of their school climate have been presented in the following sections and tables.

Table 5.7. Principals' and Teachers' Perception of School Climate Across Dimensions

Dimensions	SC	N	M	SD	Pooled Level of Agreement		
					Disagree	Undecided	Agree
					n (%)	n (%)	n (%)
Collegial	Principals	32	4.23	.61	4.0	8.9	87.1
Leadership	Teachers	331	3.45	.73	24.0	19.7	56.3
Teachers'	Principals	32	3.94	.66	8.9	17.0	74.1
Professionalism	Teachers	331	3.94	.72	9.3	16.0	74.7
Academic	Principals	32	3.94	.58	6.3	19.3	74.4
Press	Teachers	331	3.29	.60	28.2	20.0	51.8
Community	Principals	32	3.98	.69	10.3	14.3	75.4
Engagement	Teachers	331	3.49	.79	20.7	23.1	56.2
Total Climate	Principals	32	4.02	.55	7.5	14.8	77.7
	Teachers	331	3.56	.61	19.9	19.6	60.5

Based on Table 5.7, the overall principals' perception of their school climate is reflected with ($M= 4.02$, $SD= .55$) whereas the teachers' perception was having ($M= 3.56$,

$SD= .61$) in which both are under the category of ‘**high**’, meaning there is a healthy climate. Among the dimensions of school climate, principals gave high value to their collegial leadership as ($M= 4.23, SD=.61$), which is a kind of self- assessment. The next highest dimension for them was community engagement ($M=3.98, SD= .69$); the third dimension was academic press ($M=3.94, SD=.58$) and finally the fourth dimension was teachers’ professionalism ($M= 3.94, SD= .66$).

The responses of principals and teachers were clustered into top boxes (Agree and Strongly Agree) as ‘**agree**’ and bottom boxes (Disagree and Strongly Disagree) as ‘**disagree**’ setting undecided at the middle, as reduced to 3 tiers levels of agreement. This was done to make a clear visualization and understanding of the responses.

As depicted in Table 5.7 and Figure 5.3, the teachers’ perception of their school climate was ($M=3.56, SD=. 61$) with an overall agreement level of being healthy as 60.5%, which was higher than the teachers’ perception about collegial leadership (56.3% level of agreement, $M=3.45, SD=. 73$), community engagement (56.2% level of agreement, $M=3.49, SD=. 61$) and academic press (51.2% of level of agreement, $M=3.29, SD=. 60$).

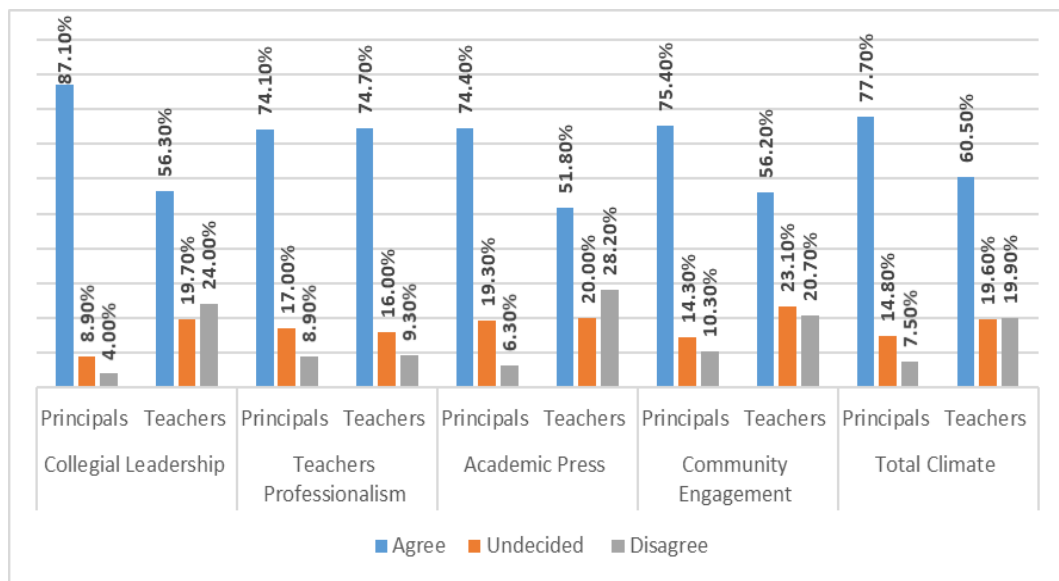


Figure 5. 3. Principals’ and Teachers’ Perception of Their School Climate

The overall perception of principals on their school climate was with the level of 77.7% ‘Agree’, i.e., there is healthy or positive school climate and 7.5% disagree, i.e. there is no healthy school climate. The highest level of agreement in the dimensions was for collegial leadership where 87.1% of the principals seconded the agreement top-up which was followed by community engagement with a ballot of 75.4%. The remaining dimensions, academic press and teachers’ professionalism were seconded by 74.4% and 74.1%

correspondingly. The highest disagreement was observed in community engagement (10.3%) followed by teachers' professionalism (8.9%) and academic press (6.3%).

Furthermore, Table 5.7 and Figure 5.3 have also indicated the teachers' perception of academic press which was the least dimension where only 51.8% agreed on its existence, 20.0% undecided and 28.2 % disagreed on its existence. Among the dimensions of school climate, it was teachers' professionalism that was applauded by 74.7% of the teachers having the highest ($M=3.94$, $SD=.72$). Overall, principals and teachers have a positive attitude to their school climate; however, the principals' level of perception to their school climate was positively higher in all dimensions. A positive school environment is important for all school community as, "students are motivated to do well and to realize their full potential in schools that have a positive school climate" (MoE, 2008, p.1) and success requires an ongoing, comprehensive and collaborative efforts of everyone which heavily depends on the healthiness of school climate.

A. Collegial Leadership

In the following sections, each dimension of school climate has been presented item wise. This is a kind of evaluation of the principals on how they perceive themselves and how teachers perceive them as leaders. It was measured using seven items. Inferred from Table 5.8 and Figure 5.4, principals' total responses of 224(32 respondents multiplied by seven questions) were clustered in to top (Agree and Strongly Agree) as 'agree' and bottom boxes (Disagree and Strongly Disagree) as 'disagree' boxes having undecided at the centre.

The statement, 'The principal maintains definite standards of performance', have got the least level of agreement compared to the others with 81.1% level of agreement ($M=4.13$, $SD=.79$).

The remaining three indicator statements of collegial leadership, 'The principal puts suggestions made by the faculty into operation', 'the principal explores all sides of topics and admits that other opinions exist' and 'The principal treats all faculty members as his or her equal' have got the principals' agreement of 84.4% each with a mean and standard deviation of ($M=4.16$, $SD=.77$; $M=4.13$, $SD=.75$; & $M=4.28$, $SD=.96$) respectively.

Table 5.8. Principals' and Teachers' Perception about Collegial Leadership

#	Statements/ Indicators		Pooled Level of Agreement				
			Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
7	The principal is friendly and approachable.	Principals	1(3.1)	2(6.3)	29(90.6)	4.10	.82
		Teachers	213(64.4)	79(23.9)	39(11.8)	2.24	1.12
8	The principal puts suggestions made by the faculty into operation.	Principals	1(3.1)	4(12.5)	27(84.4)	4.16	.77
		Teachers	56 (16.9)	53(16.0)	222 (67.1)	3.73	1.14
16	The principal explores all sides of topics and admits that other opinions exist.	Principals	1(3.1)	4(12.5)	27(84.4)	4.13	.75
		Teachers	58 (17.5)	35(28.1)	180(54.4)	3.47	1.11
17	The principal treats all faculty members as his or her equal.	Principals	3(9.4)	2(6.3)	27(84.4)	4.28	.96
		Teachers	55 (16.6)	73(22.1)	203 (61.3)	3.63	1.15
23	The principal is willing to make changes.	Principals	2(6.3)	1(3.1)	29(90.6)	4.38	.83
		Teachers	50 (15.1)	53(16.0)	228 (68.9)	3.81	1.19
24	The principal lets faculty know what is expected of them.	Principals	0	2(6.3)	30(93.8)	4.34	.60
		Teachers	49 (14.8)	54(16.3)	228 (68.9)	3.75	1.10
25	The principal maintains definite standards of performance.	Principals	1(3.1)	5(15.6)	26(81.3)	4.13	.79
		Teachers	74(22.4)	54(15.7)	205(61.9)	3.53	1.19
	Sub Total	Principals	9(4.0)	20 (8.9)	195(87.1)	4.23	.60
		Teachers	555(24.0)	457(19.7)	1305(56.3)	3.45	.73
	Total		564 (22.2)	477 (18.8)	1500 (59.0)		

Based on Table 5.8 & Figure 5.4, 56.3% of the teachers have shown their agreement on the presence of collegial leadership in their school where as 24.0% of them expressed their disagreement with ($M=3.45$, $SD=.73$) which made the overall decision at moderate level. It was 19.7% of the teachers who were not able to decide. Among the indicators of collegial leadership noted in Table 5.8, ‘The principal is friendly and approachable’ entertained the highest rate of disagreement (64.4%) and 11.8% of agreement considering the top and bottom boxes of the indicator. This was also attested from the mean (2.24) and standard deviation (1.12) of the statement.

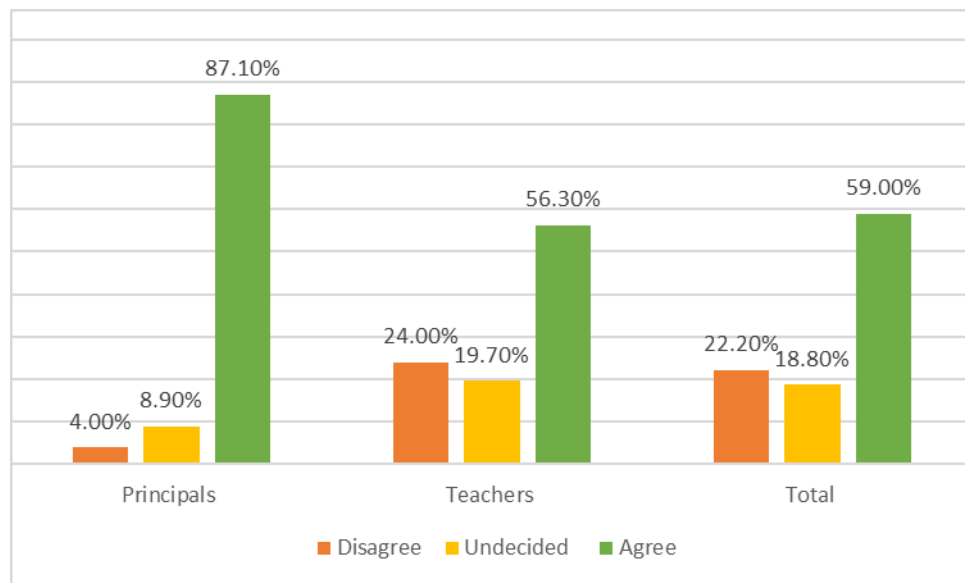


Figure 5. 4. Principals’ and Teachers’ Perception about Collegial Leadership

The appreciated indicators of collegial leadership were ‘The principal is willing to make changes’ ($M=3.81$, $SD=1.19$) and ‘The principal lets faculty know what is expected of them’ ($M=3.75$, $SD=1.10$) where both got the agreement of 68.9% of the teachers and disagreement of 15.1% and 14.8% correspondingly. The other indicators sway between these two extremes.

An interview done with cluster supervisors of South Gonder Zone confirmed that principals seem to follow collegial leadership but most of them are either laissez-faire or autocratic which is determined by their capacity or leadership skills and wisdom. A more critical explanation was generated from them as “the style of leadership is not collegial as it is not based on professionalism and mutual understanding, but simply accepting orders and directives and trying to implement without asking why and how, not to be even challenged”. This caused sluggish in timely performance and quality of the work. Furthermore, an

interview held with Gurage Zone supervisor indicated the presence of challenges on collegial leadership. The supervisor in Walkete city recognized the existence of good relationship in school leadership where they listen to each other, they work with commitment, mutual collaboration and support.

Having all these presuppositions and reflection, in order to have healthy school climate and promote safe and orderly environment, principals shall involve students, teachers and parents in school activities; prepare suggestion boxes for getting potentially both useful and precarious inputs to improve the school and deliver extra in school-operations to minimize disappointment (MoE, 2008; Tableman, 2004). Davise (2005) has also articulated it clearly as the principals being in the hot seat, they are expected to be thinkers, real leaders, experts, community mobilizers, public relations officers of the school, budget experts, programs administrators, etc. Henceforth, the assignment of principals has become a serious concern in the education sector since principals have key roles in enhancing school achievement and school climate (Pont et al., 2005).

B. Teachers Professionalism

This is the perception of principals and teacher about the professionalism which is expressed in their interactions with faculty members, competence, collaboration, commitment and exercising professional judgments with in teachers. It was measured using eight items.

Table 5.9 and Figure 5.5; indicate the principals' and teachers' perception of the teachers' professionalism dimension of school climate. Thus, 74.6% of the principals reported their agreement for the professionalism of teachers in their schools, 8.2% disagreed and 17.2% were not able to decide.

It is also implied that, 'Teachers help and support each other' was ranked first by principals having an aggregate level of agreement with 84.4% ($M= 4.06$, $SD= .72$). Statements, 'Teachers respect the professional competence of their colleagues' and 'Teachers provide strong social support for colleagues' were rated secondly in terms of their existence in their schools with an agreement, mean and standard deviation of (78.1% agreement; $M=4.2$, $SD= .79$ and 78.1% agreement; $M=4.06$, $SD= .80$) respectively.

Table 5.9. Principals' and Teachers' Perception about Teachers Professionalism

#	Statements/ Indicators		Pooled Level of Agreement				
			Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
3	The interactions between faculty members are cooperative.	Principals	5(15.6)	6(18.8)	21(65.6)	3.81	1.15
		Teachers	59(17.8)	73(22.1)	199(60.1)	3.56	1.14
4	Teachers respect the professional competence of their colleagues.	Principals	0	7(21.9)	25(78.1)	4.22	.79
		Teachers	15(4.5)	37(11.2)	279(84.3)	4.20	.88
11	Teachers help and support each other.	Principals	1(3.1)	4(12.5)	27(84.4)	4.06	.72
		Teachers	30(9.1)	44(13.3)	257(77.6)	4.01	1.00
12	Teachers in this school exercise professional judgment.	Principals	1(3.1)	7(21.9)	24(75.0)	3.91	.73
		Teachers	22(6.6)	49(14.8)	250(75.5)	3.99	.92
13	Teachers are committed to helping students.	Principals	5(15.6)	3(9.4)	24(75.0)	3.97	1.06
		Teachers	18(5.4)	35(10.6)	278(84.0)	4.16	.88
18	Teachers accomplish their jobs with enthusiasm.	Principals	3(9.4)	6(18.8)	23(71.9)	3.84	.88
		Teachers	28(8.5)	64(19.3)	239(72.2)	3.90	1.00
19	Teachers 'go the extra mile' with their students.	Principals	5(15.6)	5(15.6)	22(68.8)	3.66	.90
		Teachers	40(12.1)	64(19.3)	227(68.6)	3.77	1.06
20	Teachers provide strong social support for colleagues.	Principals	1(3.1)	6(18.8)	25(78.1)	4.06	.80
		Teachers	35(10.6)	58(17.5)	238(71.9)	3.89	1.02
	Total	Principals	21(8.2)	44(17.2)	91(74.6)	3.94	.66
		Teachers	247(9.3)	424(16.0)	1977(74.7)	3.94	.72
Overall			268(9.2)	468(16.1)	2168(74.7)		

Considering the principals' ratings, the statements, 'Teachers in this school exercise professional judgment' (75%) and 'Teachers are committed to help students' (75%) got the same level of an aggregate agreement with ($M=3.91$, $SD=.73$ and $M=3.97$, $SD=1.06$) concurrently. The least agreed indicators for the practice of teachers' professionalism compared to others were 'Teachers accomplish their jobs with enthusiasm' (71.9%) having ($M=3.84$, $SD=.88$), 'Teachers go the extra mile with their students' (68.8%) having

($M=3.66$, $SD=.90$) and ‘The interactions between faculty members are cooperative’ (65.6%) having ($M=3.81$, $SD=1.15$).

Based on Table 5.9 and Figure 5.5, 74.7% of the teachers showed their agreement on the overall existence of teachers’ professionalism where as 9.3% were against this. However, 16.0% of the teachers have not decided. Considering the top (agree) and bottom (disagree) boxes, ‘Teachers respect the professional competence of their colleagues’ was the highly applauded indicator with the agreement of 84.3% of the teachers ($M=4.20$, $SD=.88$) which was followed by ‘Teachers are committed to helping students’ (84.0% agreement, $M=4.16$; $SD=.88$). Among the indicators, ‘The interactions between faculty members are cooperative’ was the least appreciated with the agreement of 60.1 % ($M=3.56$, $SD=1.14$). The remaining indicators of teachers’ professionalism got the agreement of 78.5% for ‘Teachers in this school exercise professional judgment’; 77.6% for ‘Teachers help and support each other’, 72.2% for ‘Teachers accomplish their jobs with enthusiasm’, 71.9% for ‘Teachers provide strong social support for colleagues’ and 68.6% for ‘Teachers “go the extra mile” with their students’.

Cognizant to the responses of the principals’ and teachers’ questionnaires, an interview held with the cluster supervisor depicted the dwindling of the teachers’ professionalism focusing on the professional’s competence of teachers.

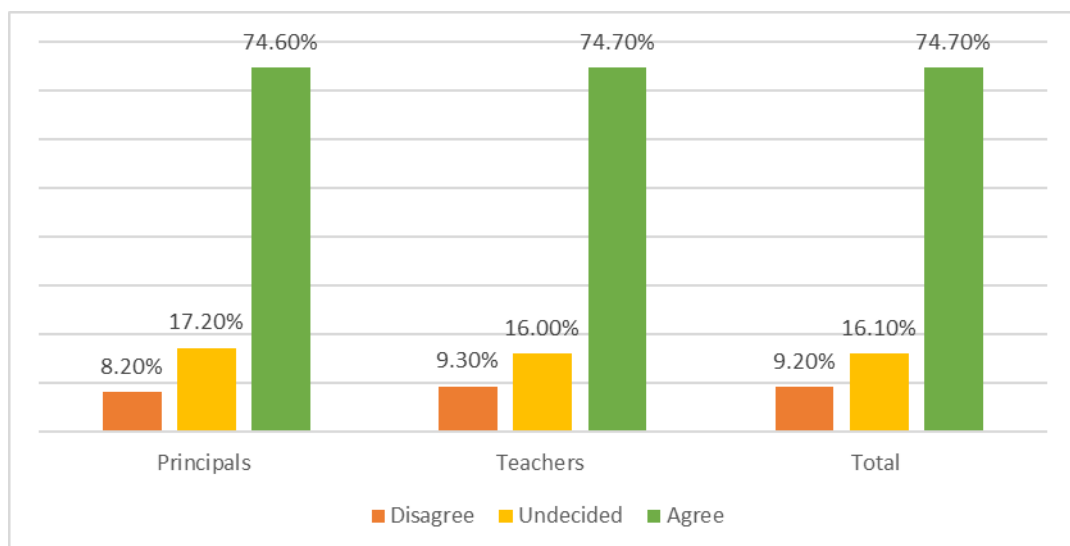


Figure 5.5. Principals’ and Teachers’ Perception about Teachers’ Professionalism

All the supervisors unanimously shared their concerns on the issues as teachers do not usually respect and follow the issue of professionalism, teachers are without subject and pedagogical know how, long years of their services but their performance does not affirm

this & there are many teachers who did not prepare themselves for class. More critically, an interview with a supervisor in South Gonder Zone indicated the problem especially on English and physics subjects:

Mostly the issue of teachers' professionalism is degraded. Teachers' quarrel with clever students is becoming a common phenomenon since they are not competent, they don't follow the ethics and they do not meet the expectations of students'. They lack the competence where teachers who graduated in specific field are not ready to teach in their specific subject area, they lack capacity /competence and confidence to teach especially in English and science subjects. Where are we going? What is going to happen in the future? There are teachers where students are locking the door over them.

The supervisors concluded that teachers in the previous curriculum are better than the new coming teachers and they strongly remarked the need for rethinking and checking of the teachers' training curriculum and selection criteria. This needs due attention since teachers are the greatest assets for every school (Evans & Savage, 2015).

C. Academic Press

The academic press was assessed using six indicators or statements for 32 principals (192 responses) and 331 teachers (1986) that gave the clue about the presence or absence of academic press in the schools as indicator of healthy or unhealthy school climate.

Table 5.10 indicates the responses of principals and teachers to the statements addressing the academic press of schools. The overall responses of the principals and teachers towards academic press have been again pooled in to three basic categories of disagree (with sum of strongly disagree and disagree), undecided and agree (with sum of agree and strongly agree). The summing up of the principals' responses have generated an agreement of 73.5 %, 19.3 % of undecided and 7.3% a disagreement on the existence of academic press in their schools.

The statement, 'The learning environment is orderly and serious' was agreed by 90.6% of the principals ($M=4.28$, $SD=.73$) which was followed by 'Academic achievement is recognized and acknowledged by the school' and 'the school sets high standards for academic performance' each expressed by agreement of 81.3% with ($M=4.31$, $SD=.78$, & $M=4.25$, $SD=.76$) respectively. The statement, 'Students seek extra work, so they can get

good grades’ was voted by an agreement of 68.8%, undecided 18.7% and disagreement of 12.5% ($M=3.75$, $SD=1.02$).

Table 5.10. Principals’ and Teachers’ Perception about Academic Press

#	Statements / Indicators		Pooled Level of Agreement				
			Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
5	The school sets high standards for academic performance.	Principals	0	6(18.7)	26(81.3)	4.25	.76
		Teachers	232(70.1)	60(18.1)	39(11.8)	2.12	1.12
6	Students respect others who get good grades.	Principals	3(9.4)	8(25.0)	21(65.6)	3.69	.93
		Teachers	69(20.8)	61(18.4)	201(60.7)	3.49	1.17
14	Academic achievement is recognized and acknowledged by the school.	Principals	0	6(18.7)	26 (81.3)	4.31	.78
		Teachers	29(8.8)	65(19.6)	237(71.6)	3.90	.98
15	Students try hard to improve on previous work.	Principals	6(18.7)	9(28.1)	17(53.1)	3.38	.94
		Teachers	111(33.5)	78(23.6)	142(42.9)	3.08	1.19
21	The learning environment is orderly and serious.	Principals	1(3.1)	2(6.3)	29(90.6)	4.28	.73
		Teachers	32(9.7)	54(16.3)	245(74.0)	3.91	1.03
22	Students seek extra work, so they can get good grades.	Principals	4(12.5)	6(18.7)	22(68.8)	3.75	1.02
		Teachers	87(26.3)	80(24.2)	164(49.5)	3.24	1.20
	Total	Principals	14(7.3)	37(19.3)	141(73.5)	3.94	.58
		Teachers	560(28.2)	398(20.0)	1028(51.8)	3.29	.60
Overall			574 (26.4)	435 (20.0)	1169 (53.7)		

Furthermore, ‘Students respect others who get good grades’, caught the agreement of 65.6% of the principals, disagreement of 9.4% and poll of undecided with 25.0% ($M= 3.69$; $SD= .93$). The last statement obtaining relatively high disagreement of principals was ‘Students try hard to improve on previous work’ where only 53.1% supported it, 18.7% of

the principals opposed it (the highest from this dimension) and 28.1% of the principals couldn't decide.

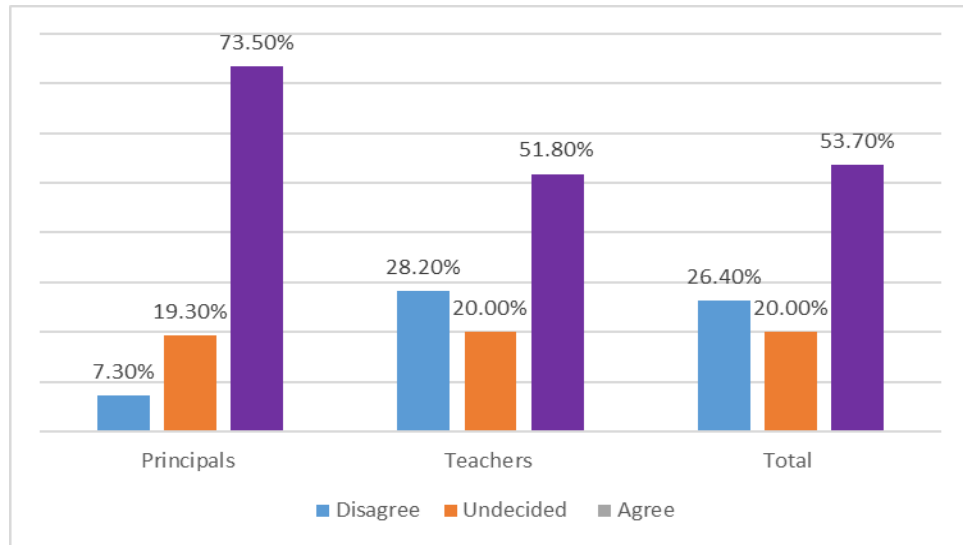


Figure 5.6. Principals' and Teachers' Perception about Academic Press

Table 5.10 and Figure 5.6 depicted the agreement and disagreement level of teachers towards the academic press in their schools as well. Accordingly, it was only 51.8% of the teachers who confirmed the existence of academic press with ($M=3.29$, $SD=.60$) and 28.2% have claimed its absence through their disagreement.

The pooled level of agreement confirmed that 70.1% of the teachers disagreed on the item, 'The school sets high standards for academic performance' with ($M=2.12$, $SD=1.12$). This was followed by the appeal of 'Students try hard to improve on previous work' where 33.5% claimed its absence ($M=3.08$, $SD=1.19$) followed by 'Students seek extra work, so they can get good grades' where only 49.5% of the teachers agreed on it ($M=3.24$, $SD=1.20$). The most favoured indicators were 'The learning environment is orderly and serious' with an agreement level of 74.0% ($M=3.91$, $SD=1.03$) and 'Academic achievement is recognized and acknowledged by the school' with an agreement of 71.6% ($M=3.90$, $SD=.98$). The middle swaying indicator was 'Students respect others who get good grades', supported by 60.7% ($M=3.49$, $SD=1.17$).

An interview with a supervisor in Gurage Zone, on the motivation, interest and freewill of teachers reported that teachers' creativity and motivation are observed in rural schools as teachers are free to experience their talents, trainings, interests, etc. Supervisors in South Gonder Zone forwarded their concerns on issue of academic press as the State is giving direction that all students should score 50% and above which is challenging the

profession in the Ethiopian context. This is because children are coming without preschool, from a family of farmers who can't support them academically, slow learners, frequent absentees, etc. How can all students score above 50%? Teachers just not to confront these challenges, they are giving marks which is not rational and logical, nevertheless, we are not successful.

The supervisors have also confirmed that there is a strategic direction that all students should be capacitated till December (within 3 months' time from the inception of the academic year) and teachers are rewarded based on this report. But how could it be in the Ethiopian context especially in rural milieu where schools are registering and enrolling new students till October. This is inducing again another challenge on the professional integrity and academic press of teachers. They also affirmed that those students who were cheered on June (end of the academic year) are not coming on next year and parents are not sending them. There is no match between students' mark and actual behaviour of the students as students are having marks that they do not deserve which is affecting the academic press.

According to the view of the supervisors, for those teachers who are competent enough, there is full of academic press at school level, but those who lack subject competency, the students themselves are harassing /humiliating them and the school leadership is daily monitoring them. Thus, lack of academic press is related to lack of competency. Similar feedback from South Gonder Zone has accentuated that:

Teachers themselves are considering their duty as if the principals and supervisors are imposing them and they feel as if they lack academic press, feeling of being loaded and lack of commitment is reflected with in them that again put pressure on the school principals and supervisors to control them.

Nevertheless, everyone likes a working environment or learning environment which is liberal where freedom is given to generate creativity, appreciated and acknowledged for achievements, well done assignments, given responsibilities, according to their worth and enjoy their work (Gupta & Ansari, 2016). Otherwise, it will affect teachers' zeal of the teaching profession itself.

D. Community Engagement

The community engagement as one of the dimensions of school climate was measured in seven indicators or statements generating a total of 224 responses for principals (32

multiplied by seven statements) and 2317 responses from teachers (331 multiplied by seven statements).

Table 5.11. Principals' and Teachers' Perception about Community Engagement

#	Statements		Pooled Level of Agreement				
			Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Our school makes an effort to inform the community about our goals and achievements.	Principals	1(3.1)	5(15.6)	26 (81.3)	4.16	.81
		Teachers	51(15.4)	70(21.1)	210(63.4)	3.68	1.13
2	Our school is able to marshal community support when needed.	Principals	3(9.4)	3(9.4)	26 (81.3)	4.09	.93
		Teachers	72(21.8)	68(20.5)	191(57.7)	3.45	1.14
9	Parents and other community members are included on planning committees.	Principals	2(6.3)	3(9.4)	27(84.4)	4.16	.95
		Teachers	38(11.5)	70(21.1)	223(67.4)	3.76	1.00
10	Community members are responsive to requests for participation	Principals	4(12.5)	4(12.5)	24(75.0)	3.84	1.02
		Teachers	82(24.8)	77(23.3)	172(52.0)	3.34	1.18
26	Community members attend meetings to stay informed about our school.	Principals	3 (9.4)	6(18.9)	23(71.9)	3.91	.93
		Teachers	94(28.4)	89(26.9)	148(44.7)	3.23	1.18
27	Organized community groups (e.g., PSTA/SMC) meet regularly to discuss school issues.	Principals	5(15.6)	8(25.0)	19(59.4)	3.81	1.12
		Teachers	76(23.0)	60(24.5)	174(52.6)	3.47	1.16
28	School people are responsive to the needs and concerns expressed by community members.	Principals	5(15.6)	3(9.4)	24(75.0)	3.91	1.03
		Teachers	66(20.0)	88(26.6)	177(53.5)	3.47	1.13
	Total	Principals	23(10.3)	32(14.3)	169(75.4)	3.98	.69
		Teachers	479 (20.7)	537(23.2)	1301(56.2)	3.56	.79
	Overall		502(19.8)	569(22.4)	1470(57.9)		

Looking at Table 5.11 and Figure 5.7; 10.3% of the principals denied the existence of community engagement in their pooled disagreement and 75.4% of them acknowledged its existence.

Among the community engagement indicators, it was, ‘Parents and other community members are included on planning committees’ which got the highest pooled approval of principals with a support of 84.4% ($M= 4.16$; $SD= .95$). Following this, statements of ‘Our school makes an effort to inform the community about our goals and achievements’ and ‘Our school is able to marshal community support when needed’ were supported by 81.3% each with ($M= 4.16$, $SD=.81$, & $M= 4.16$, $SD=.95$) respectively.

Compared to other items, ‘Organized community groups (e.g., Parents, Students and Teachers Association (PSTA) and ‘School Management Committee(SMC) meet regularly to discuss school issues’ was denounced by principals with a disagreement of 15.6% and undecided 25.0%. The remaining statements are swaying between these extremes with a value of 75.0% agreement for ‘Community members are responsive to requests for participation’ ($M= 3.84$, $SD=1.02$) and ‘School people are responsive to the needs and concerns expressed by community members’ ($M=3.91$, $SD=1.03$) and 71.9% for ‘Community members attend meetings to stay informed about our school’ ($M=3.91$, .93).

As revealed in Table 5.11 and Figure 5.7, it was only 56.2% of the teachers who agreed on the community engagement in their school where as 20.7% of them denied the engagement of the community and 23.2% have not decided.

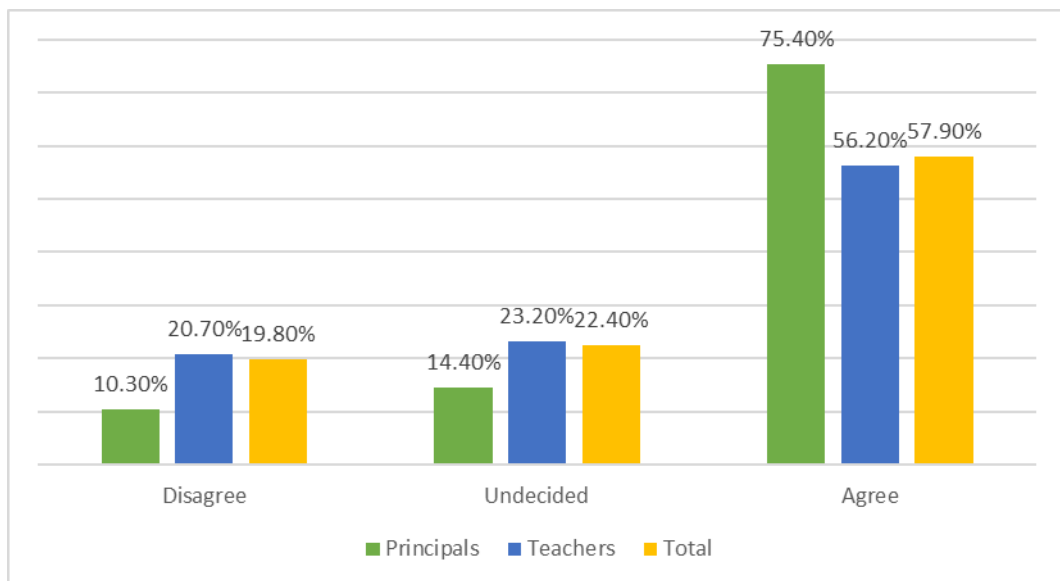


Figure 5.7. Principals' and Teachers' Perception about Community Engagement

Among the indicators, ‘Community members attend meetings to stay informed about our school’ ($M=3.23$, $SD=1.18$) and ‘School people are responsive to the needs and concerns expressed by community members’ ($M=3.47$, $SD=1.13$) were the indicators which faced high opposition compared to the other indicators entertaining 28.4% and 20.0% disagreements respectively. Contrary to these, ‘Parents and other community members are included on planning committees’ ($M=3.76$, $SD=1.00$) got the agreement of 67.4% of the teachers which was followed by ‘Our school makes an effort to inform the community about our goals and achievements’ ($M=3.68$, $SD=1.13$) with the acceptance of 63.4% of the teachers. The remaining indicators are laying over between these extremes.

It has been asserted from the interviews of the South Gonder Zone cluster supervisors that community engagement is fully dependent on the leadership of the schools. Overall, the community engagement is reported of being weak. The supervisors acknowledged that the community members know it very well and they are aware about it but in practical terms, their engagement is very weak and even they do not do follow-ups of their children’s progress and they come to school with a wrong assumption that once a student is enrolled, she/he is learning. A supervisor in South Gonder Zone aggrandized the previous views as parents’ participation is weak, they don’t give time and value to the education of their children, don’t attend meetings, don’t give timely feedback & don’t generate ideas for school improvement, but parents exaggerate any fault committed by teachers and they talk about it throughout the year. The supervisor from South Gonder Zone and Gurage Zone compromised the gaps and reflected that there are good indicators and positive progresses on the community engagement where they are mobilizing local resources, attending school meetings and parents’ days, which showed a promising progress on the link between school and community in establishing healthy relationships.

5.4.2. School Climate Perception Across Zone

The comparison of principals’ and teachers’ perceptions of their school climate across Zones have been presented in Table 5.12. Table 5.12 indicates the mean value of principals’ perception of their school climate across Zones which seem at the same level having South Gonder Zone ($M= 4.03$, $SD=. 55$) and Gurage Zone ($M=4.01$, $SD=. 57$). On the other hand, teachers’ perception in South Gonder Zone ($M=3.51$, $SD=. 65$) is a little bit lower than Gurage Zone which is ($M= 3.64$, $SD=. 53$). To analyse the statistical significance of these differences, t-test was carried out for both.

Table 5.12.School Climate Perception across Zones

SC	Zones	n	M	SD	t-test for Equality of Means			
					t	df	P	95% CI
Principals	South Gonder	16	4.03	.55	.102	30	.920	[-.38,.42]
	Gurage	16	4.01	.57				
	Total	32	4.02	.55				
Teachers	South Gonder	189	3.51	.65	-2.065	329	.040	[-.27, -.01]
	Gurage Zone	142	3.64	.53				
	Total	331	3.56	.61				

Looking at Table 5.12, the t-test output for principals showed that, the difference in perception of their school climate across zones was not statistically significant, at the specified .05 level, $t(30) = .10$, $p = .920$, 95% CI [-.38, .42]. These intervals include the zero value that is an indicator for the non-existence of statistically significant differences across Zones. On the other hand, the t-test output for teachers showed a statistically significant difference between teachers' perception of school climate across Zones at the specified .05 level, $t(329) = -2.07$, $p < .05$, 95% CI [-.27, -.00]. These intervals do not include the zero value that is an indicator for the existence of statistically significant difference across Zones. This difference has been observed because the Gurage Zone teachers have a relatively higher positive attitude to the healthiness of their school climate compared to teachers in South Gonder Zone.

5.4.3. School Climate Perception Across Districts

This section clears the doubt and question of “Is there any significant difference in the perception of school climate across districts? For this; mean, standard deviation and ANOVA have been computed.

Gathered from Table 5.13, the principals' perception to their school climate got a total positive moderate level of acceptance from respondents with ($M=4.02$, $SD=.55$). Among the districts, Libo Kemkem has the highest agreement of principals ($M=4.21$, $SD=.45$) on the healthiness of the school climate and the relatively high disagreement was in Fogera district of the same Zone ($M=3.86$, $SD=.61$). The districts of Gurage Zone (Walkete (3), ($M=3.99$, $SD=.60$) and Abeshege (4) ($M=4.05$, $SD=.57$) are laying over between these two extremes.

Looking at Table 5.13, it is possible to deduce that the teachers' perception of their school climate across districts varied from the highest of Abeshege district ($M=3.70$, $SD=.53$), Walkete ($M=3.60$, $SD=.54$), Libo Kemkem ($M=3.59$, $SD=.62$) to Fogera ($M=3.44$, $SD=.67$).

Table 5.13.School Climate Perception across Districts

SC	Districts	n	M	SD	ANOVA Test	
					F	p
Principals	Libo Kemkem	8	4.21	.45	.547	.654
	Fogera	8	3.86	.61		
	Walkete	10	3.99	.60		
	Abeshege	6	4.05	.57		
	Total	32	4.02	.55		
Teachers	Libo Kemkem	84	3.59	.62	2.634	.050
	Fogera	105	3.44	.67		
	Walkete	73	3.60	.54		
	Abeshege	69	3.70	.53		
	Total	331	3.56	.61		

The researcher carried out one-way ANOVA for checking the statistical significance of the differences in school climate perceptions across the districts for both principals and teachers.

Inferred from Table 5.13, principals have shown statistically insignificant difference in the perception of school climate across districts ($F=.547$, $p=.654$), however statistically significant difference has been observed on the perception of teachers across districts ($F=2.634$, $p=.050$). For this, Tukey-HSD (high significant difference of multiple comparisons) was carried out to identify the district where statistically significant difference has been observed.

As it is depicted in Table 5.14, teachers' perception in Fogera district was significantly lower than the perception of teachers in Abeshege which caused statistically significant difference for the one-way ANOVA output. It is also possible to generalize from the 95% CI [-.49, -.01] where the two bounds in the Abeshege and Fogera do not include the zero

value which are indicators for the existence of statistically significant differences between the two districts.

Table 5.14.HSD for Differences across Districts

	(I) District	(J) District	<i>MD</i>	<i>p</i>	<i>95% CI</i>	
School		Fogera	.14354	.365	[-.08, .37]	
Climate	Libo	Walkete	-.01037	1.000	[-.26, .24]	
		Kemkem	Abeshege	-.11010	.675	[-.36, .14]
			Libo Kemkem	-.14354	.365	[-.37, .08]
	Fogera	Walkete	-.15390	.338	[-.39, .08]	
		Abeshege	-.25364*	.035*	[-.49, -.01]	
		Libo Kemkem	.01037	1.000	[-.24, .26]	
	Walkete	Fogera	.15390	.338	[-.08, .39]	
		Abeshege	-.09973	.758	[-.36, .16]	
		Libo Kemkem	.11010	.675	[-.14, .36]	
	Abeshege	Fogera	.25364*	.035*	[.01, .49]	
		Walkete	.09973	.758	[-.16, .36]	

* $P < 0.05$

The result suggests that Libo Kemkem and Walkete did not significantly differ in their perceptions from the two districts much being at the middle of the two districts.

5.4.4. School Climate Perception Across Location

This section has assessed the principals' and teachers' perception of their school climate across location of schools being in rural or urban.

Table 5.15.School Climate Perception across Locations

SC	Location	<i>n</i>	<i>M</i>	<i>SD</i>	t-test for Equality of Means			
					<i>t</i>	<i>df</i>	<i>P</i>	<i>95% CI</i>
Principals	Rural	14	3.96	.70	-.532	30	.599	[-.51,.30]
	Urban	18	4.07	.42				
Teachers	Rural	142	3.63	.58	1.734	329.084	[-.02,.25]	
	Urban	189	3.51	.62				

Table 5.15 shows the principals' perception of their school climate in rural schools ($M=3.96$, $SD=.70$) and urban schools ($M=4.07$, $SD=.42$). Furthermore, it shows the teachers' perception of their school climate across location with rural schools ($M=3.63$, $SD=.58$) and urban schools ($M=3.51$, $SD=.62$).

A t-test was done to see the statistical significance of the differences. The t-test result of Table 5.15 has shown no statistically significant difference in the perception of school climate across location (rural –urban) of principals, $t(30) = -.53$, $p=.60$, 95% $CI [-.51, .30]$. These intervals include the zero value that is an indicator for the non-existence of statistically significant difference between rural and urban school principals' perception of their school climate.

Furthermore, the difference between teachers' perception of their school climate across location was not statistically significant, $t(329) = 1.73$, $p = .08$, 95% $CI [-.02, .25]$. These intervals include the zero value which is again an indicator for the non-existence of statistically significant difference between rural and urban school teachers in their perception of school climate.

Thus, it has addressed the question 'is there any significant difference on the perception of school climate in relation to location? It has been conferred that there is statistically insignificant difference on the perception of school climate among principals and teachers based on their location of schools, being in rural or urban setting.

5.4.5. School Climate Perceptions Across Gender

i. Principals' Perception of School Climate Based on Their Gender

With regard to the comparison of male- female principals' and teachers' perception of their school climate, it has been illustrated in Table 5.16 and Table 5.17.

Table 5.16 indicates the mean value of male and female principals' perception of their school climate across gender. Hence, the mean rank of male principals is 15.24($N=27$) and that of females is 23.30($N=5$), where a difference is observed among them.

Table 5.16. Principals' Perception of School Climate across Gender

Gender	<i>n</i>	Mean Rank	Sum of Ranks	U test	<i>p</i>
Male	27	15.24	411.50	33.500	.077
Female	5	23.30	116.50		
Total	32				

In order to confirm the statistical significance of the difference, non-parametric test of Mann-Whitney U test was recommended since the distribution of male-female respondents was not balanced and the sample size was small especially females (Brace et al., 2012).

Based on the results of Mann-Whitney U test, there was no statistically significant difference between male and female principals in their perception of school climate ($U=33.500, n_1=5, n_2=27, p=.077$).

ii. Teachers' Perception of School Climate Based on Their Gender

The teachers' perception of school climate across their gender was calculated as depicted in Table 5.17. Hence, the mean value of male teachers ($M=3.52, SD=.58$) and that of females ($M=3.63, SD=.63$) where difference is observed. In order to confirm the statistical significance of the difference, t -test was done.

Table 5.17. Teachers' Perception of School Climate across Gender

Gender	N	M	SD	t-test for Equality of Means			
				t	df	P	95% CI
Male	176	3.52	.58	-1.615	328	.107	[-.24, .02]
Female	154	3.63	.63				
Total	330	3.57	.61				

The difference between male and female teachers' perception of their schools' climate was not statistically significant, $t(328) = -1.62, p=.107, 95\% CI [-.24, .02]$. These intervals include the zero value which is an indicator for the non-existence of statistically significant difference between males and females.

Thus, the question of 'Is there any difference on the perception of school climate in relation to gender of teachers and principals got an answer where, there are no statistically significant differences for principals and teachers.

iii. Teachers' Perception of School Climate Based on the Gender of Their Principal

This has addressed the point of teachers' perception of their school climate in line with the gender of their principals. As depicted in Table 1.18, those teachers who are under the leadership of female principals have a little bit higher positive attitude to the climate of the

schools ($M=3.69$, $SD=.60$) than teachers with a male principalship ($M=3.53$, $SD=.61$). The significance of this statistical difference was computed in t-test.

Table 5.18. Teachers' Perception of School Climate across the Gender of their Principals

Gender	<i>n</i>	<i>M</i>	<i>SD</i>	t-test for Equality of Means			
				<i>t</i>	<i>df</i>	<i>P</i>	95% <i>CI</i>
Male	268	3.53	.61	-1.858	329	.064	[-.32, .01]
Female	63	3.69	.60				
Total	331						

Inferred from Table 5.18, the teachers' perception of school climate based on the gender of principals was not statistically significant, $t(329) = -1.86$, $p = .064$, 95% *CI* [-.32, .01]. These intervals include the zero value which is an indicator for the non-existence of statistically significant differences between males and females.

5.4.6. School Climate Perception Across Experience

This part entertained the principals' and teachers' perception of their school climate across their experience.

Table 5.19. School Climate Perception across Experience

SC	Experience in years	<i>n</i>	<i>M</i>	<i>SD</i>	ANOVA Test	
					<i>F</i>	<i>P</i>
Principals	< 5	7	4.26	.40	1.254	.310
	5-10	14	4.00	.48		
	11-15	7	3.98	.72		
	> 30	3	3.54	.70		
	Total	31	4.01	.55		
Teachers	< 5	35	3.70	.54	1.280	.266
	5-10	104	3.51	.53		
	11-15	98	3.58	.71		
	16-20	27	3.55	.56		
	21-25	21	3.76	.52		
	26-30	10	3.51	.63		
	>30	33	3.39	.62		
	Total	328	3.56	.60		

Principals = F(3, 27), Teachers = F(6, 321)

Portrayed in Table 5.19, the principals' perception of their school climate goes from the more experienced of above 30 years of experience ($M=3.54$, $SD=.70$) to the very young or newly joined or below 5 years experienced principals ($M=4.26$, $SD=.40$). The remaining, principals with 5 -10 years of experience ($M=4.00$, $SD=.48$) and 11 to 15 years experienced ($M=3.98$, $SD=.72$) are swaying between the two ends. In these strata, there were no principals with experience of 16 to 30 years. The data implied that the younger the principal, the healthier their perception to their school climate.

Noticed in Table 5.19, the teachers' perception of their school climate was dispersed from the lowest of above 30 years of experience ($M=3.39$, $SD=.62$) to 21 -25 years of experienced teachers ($M=3.76$, $SD=.52$). The 2nd highest positive climate perception was observed from teachers of below 5 years of experience ($M=3.70$, $SD=.54$) and the 3rd was 11 -15 years experienced teachers ($M=3.58$, $SD=.71$). The remaining categories of teachers are laying over between these extremes. Is the difference statistically significant? This led to the analysis of one-way ANOVA. Based on Table 5.19 of the one-way ANOVA output, statistically insignificant difference has been observed across experience of principals, $F(3, 27) = 1.25$, $p=.310$, and teachers, $F(6, 321) = 1.28$, $p=.266$.

Hence, in addressing the proposed research question about the possibility of significant difference on school climate perception in line with experience, it is empirical to forward that there is no statistically significant difference on the perception of school climate based on experience among principals and teachers.

5.4.7. School Climate Perception Across Age

This part has tried to compare the principals' and teachers' perception of their school climate across their ages. Looking at Table 5.20, the principals' perception of their school climate goes from the lowest of 21-25 years of age ($M=3.62$) to the 26 -30 years old principals ($M=4.42$; $SD=.27$).

The remaining, principals with 31 -35 years old ($M=3.68$, $SD=.48$), 36- 40 years old ($M=3.71$, $SD=.65$) and above 40 years of age ($M=3.65$, $SD=.46$) are swaying at the middle way.

Furthermore, it has depicted the teachers' perception of their school climate across their ages, which is dispersed from the lowest of above 40 years of age ($M=3.38$, $SD=.66$) to the highest of 21 -25 years of age ($M=3.69$, $SD=.50$). Those laying between were like

teachers with the age group of 20 & below 20 ($M=3.55$, $SD=. 61$), 26 -30 years of age ($M=3.53$, $SD=. 62$), 31-35 years of age ($M=3.64$, $SD=. 60$) and the 36-40 years old teachers ($M=3.60$, $SD=. 56$) being the 3rd highest among the teachers' category.

Table 5.20.School Climate Perception across Age

SC	Age in years	n	M	SD	ANOVA Test	
					F	P
Principals	21-25	1	3.62	.	6.261	.001
	26-30	15	4.42	.27		
	31-35	3	3.68	.48		
	36-40	6	3.71	.65		
	> 40	7	3.65	.46		
	Total	32	4.02	.55		
Teachers	≤20	3	3.55	.61	1.843	.104
	21-25	60	3.69	.50		
	26-30	129	3.53	.62		
	31-35	51	3.64	.60		
	36-40	30	3.60	.56		
	> 40	56	3.38	.66		
	Total	329	3.56	.60		

Principals = F (4, 27), Teachers= F (5, 323)

In comparing the school climate perception of principals and teachers across age, one-way ANOVA was done to confirm the statistical significance of the difference. The output showed statistically significant difference across age of principals, $F (4, 27) =6.26$, $p<. 05$. However, the Post hoc tests reported, “Post hoc tests are not performed for total school climate because at least one group has fewer than two cases”. Thus, it has been observed from the mean that teachers with the age range of 26- 30 years have a high mean value ($M=4.42$, $SD=. 27$) on the healthiness of their school climate, with a mean difference of .80 from 21-25 years old ($M=3.62$). Nevertheless, no statistically significant difference has been observed on the teachers' perception of school climate across age, $F (5, 323) =1.84$, $p=.104$.

The findings of this research in relation to age of principals contradicts with the study of Korir & Kipkemboi (2014) in public primary schools in Kenya.

5.4.8. School Climate Perception at School Level

The analysis and comparison of school climate and trust were presumed to be done at school level considering school as unit of analysis. Thus, the school climate perception of the principals and teachers is presented in this section.

Table 5.21. School Climate Perception across Schools

Zone	Schools	Teachers			Principals		
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
South Gonder Zone	Abebayen	17	3.61	.61	2	4.02	.33
	Addis Zemen	24	3.59	.65	2	4.32	.45
	Yefage	19	3.84	.58	2	4.57	.25
	Bura Ledeta	24	3.36	.58	2	3.93	.71
	Woreta	41	3.35	.70	2	3.55	.58
	Dudemegn	26	3.40	.57	2	3.86	.10
	Work Meda	14	3.27	.54	2	4.52	.13
	Nora Mender	24	3.74	.75	2	3.50	.96
Gurage Zone	Selamber	19	3.66	.54	3	4.42	.37
	Ras Z Selassie	19	3.50	.70	3	3.98	.29
	Holle Millennium	14	3.62	.37	1	3.21	.
	Fikado	16	3.76	.41	1	4.64	.
	Darge 1	23	3.40	.47	3	4.32	.37
	Tedle Fete	20	3.84	.57	1	3.61	.
	Lay Fenta	19	3.49	.44	3	3.36	.53
	Kullit 2	12	4.12	.35	1	4.54	.
Total		331	3.56	.61	32	4.02	.55

Teachers; F (15, 315) =2.677, p<.05; principals; F (15, 16) =1.813, p=.124)

Based on Table 5.21, it was Kullit 2 primary school (District, Gurage Zone) which has the highest mean of school climate for teachers ($M=4.12$, $SD=.35$) and followed by Tedle Fete of the same district ($M= 3.84$, $SD= .57$) and Yefage primary school of South Gonder ($M= 3.84$, $SD=.58$).

The next highest ranking was Fikado from Gurage Zone ($M=3.76$, $SD=.41$) which was followed by Nora Mender from South Gonder Zone ($M=3.74$, $SD=.75$). Among these

sample schools again, the 6th and 7th were Selamber and Holle Millennium of the same Gurage Zone with ($M=3.66, SD=.54$) and ($M=3.62, SD=.37$) correspondingly.

Schools with the least mean value were from South Gonder, Fogera district (Work Meda; $M=3.27, SD=.54$; & Woreta; $M=3.35, SD=.70$) respectively. The remaining schools are laying over between these two extremes having a moderate level of healthy school climate. Among schools, statistically significant difference has been observed on the teachers' perception of school climate across schools, $F(15, 315) = 2.68, p < .05$.

Table 5.21 has also demonstrated the principals' perception of their school climate across schools. Accordingly, principal in Fikado primary schools of Gurage Zone has perceived his school climate healthier than the other schools ($M=4.64$) which was followed by Yefage (in South Gonder Zone) having ($M=4.57, SD=.25$). Among the schools, principals in Holle Millennium ($M=3.21$) and Lay Fenta ($M=3.36$), both from Gurage Zone have the least positive perception about their school climate. The rest principals lay over between the two extremes having a moderate level of positive attitude to their school climate. Nevertheless, the difference was not statistically significant, $F(15, 16) = 1.81, p = .124$.

5.5. School Community Trust

5.5.1. Overall Trust

Trust was the second independent variable of this study that addressed school community trust, i.e. trust with in school community. Further, trust has been viewed more in depth in line with its dimensions as benevolence, honesty, openness, reliability and competence. Finally, the study has tried to see if there are any statistically significant differences on the level of trust across gender, location, age, and experience of these respondents. Before proceeding to further analysis of the data, the internal consistency of items in school community trust were measured by Cronbach's Alpha which showed that .870 for principals, .873 for teachers, .802 for students .948 for parents which both indicated still high reliability with in the subsets (Agryrous, 2011). Based on these, school community members' levels of trusts have been calculated.

Based on Table 5.22, the overall trust of principals in school community is ($M=3.49, SD=.50$) with a pooled agreement level of 57.3 % (moderate level) and disagreement on the

trust in their school community at 18.3%. The remaining percentage (24.4%) is implied at the pooled junction of undecided.

Table 5.22.School Community Trust

SC		<i>n</i>	<i>M</i>	<i>SD</i>	Pooled Level of Agreement		
					Disagree	Undecided	Agree
Principals' Trust in	Teachers	32	3.55	.60	18.8%	22.5%	58.7%
	Students	32	3.42	.61	18.8%	24.4%	56.8%
	Parents	32	3.49	.65	16.9%	24.5%	55.6%
	Overall	32	3.49	.50	18.3%	24.4%	57.3%
Teachers' Trust in	Principals	331	3.27	.69	29.4%	20.1%	50.5%
	Colleagues	331	3.74	.73	13.9%	19.9%	66.2%
	Students	331	3.24	.62	26.9%	26.7%	46.4%
	Parents	331	3.28	.87	25.1%	26.4%	48.5%
	Overall	331	3.41	.58	23.3%	22.5%	54.2%
Students' Trust in	Teachers	327	3.98	.64	14.8%	9.2%	76.0%
Parents' Trust in	Teachers	159	3.80	1.00	19.0%	10.4%	70.6%

The principals' highest trust was observed in teachers with ($M=3.55$, $SD=.60$) having a pooled agreement of 58.7%; followed by trust in students ($M=3.42$, $SD=.61$) having pooled agreement of 56.8% and trust in parents ($M=3.49$, $SD=.65$) having a pooled agreement level of 55.6%. This will affect parents' trust as well as parents who feel trusted by the school community are more prone to trust and there for participate in schools (Strier and Katz, 2016).

Stipulated in Table 5.22 and Figure 5.8 again, teachers have an overall school community trust of ($M=3.41$, $SD=.58$) at moderate level. Among the school community, it was the teachers' trust in students which got the least mean score ($M=3.24$, $SD=.62$) and followed by trust in principals ($M=3.27$, $SD=.69$).

The highest mean score was the teachers' trust in colleagues ($M=3.74$, $SD=.73$) and then parents ($M=3.28$, $SD=.87$). The mean score difference was visible which goes with the findings of Kursunoglu (2009) in Turkey where teachers have low trust in students but high trust in colleagues and principals. The findings again contradict with the findings of

this research where the teachers' trust in principals and colleagues has shown significant difference.



Figure 5.8. Pooled Level of SC Trust

In Table 5.22 and Figure 5.8, the students' and parents' trust in teachers had been reflected. Accordingly, students have high trust in teachers than anyone else ($M=3.98$, $SD=.64$) where their level of agreement supported this as 76.0% them were in favour of it, but 14.8% of them disagreed and 9.2% have not decided. Teachers do not trust students as students trust them. Likewise, the parents' trust in teachers was also high ($M=3.80$, $SD=1.00$) and this was again countersigned by the 70.6% agreement of parents. Among parents, 19.0% of them expressed their mistrust on teachers and 10.4% of them did not decide. Compared to the other school community members, students and parents have high trust in teachers than any member of the school community.

A. Principals' Trust in Teachers

The principals' trust in teachers has been measured using 9 items drawn from the principals' trust battery. These are again pooled to disagree, undecided and agree levels to know the percentage of the overall principals' agreement on the items having a total rate of 288 responses (9 items for 32 respondents).

Table 5.23. Principals' Trust in Teachers

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Teachers in this school are candid with me.	0	8(25.0)	24(75.0)	4.00	.72
4	I have faith in the integrity of my teachers.	2(6.3)	7(21.9)	23(71.9)	3.84	.92
6	I believe in my teachers.	2(6.3)	5(15.6)	25(78.1)	3.97	.82
8	I question the competence of some of my teachers.	19(59.4)	6(18.8)	7(21.9)	2.59	1.16
9	I am often suspicious of teachers' motives in this school.	17(53.1)	5(15.6)	10(31.3)	2.81	1.23
12	When teachers in this school tell you something, you can believe it.	4(12.5)	7(21.9)	21(65.6)	3.75	.95
13	Even in difficult situations, I can depend on my teachers.	3(9.4)	8(25.0)	21(65.6)	3.72	.85
17	My teachers typically look out for me.	5(15.6)	13(40.6)	14(43.8)	3.38	.98
18	I trust the teachers in this school.	2(6.3)	6(19.8)	24(75.0)	3.88	.79
	Total	54 (18.8)	65(22.5)	169 (58.7)	3.55	.60

Looking at Table 5.23 and Figure 5.9, the trust of principals in teachers has been expressed in terms of their level of agreement based on the pooled agree/disagree responses.

Fittingly, it was only 58.7% of the principals who confirmed their agreement on the trust in teachers with ($M=3.55$, $SD=.60$), 18.8% have claimed their mistrust of teachers through disagreement and 22.5% have not decided.

In line with each item, 59.4% of the principals disagreed on the ‘I question the competence of some of my teachers’ with ($M=2.59$, $SD=1.16$). This was followed by the appeal of ‘I am often suspicious of teachers’ motives in this school.’ where 53.1% of them disagreed on the statement with ($M=2.81$, $SD=1.23$).

The most favoured principals’ trust indicators were ‘I believe in my teachers’ with an agreement level of 78.1% ($M=3.97$, $SD=.82$), ‘Teachers in this school are candid with me.’ and ‘I trust the teachers in this school’ each having the support of 75.0% with ($M=4.00$, $SD=.72$; $M=3.88$, $SD=.79$) respectively.

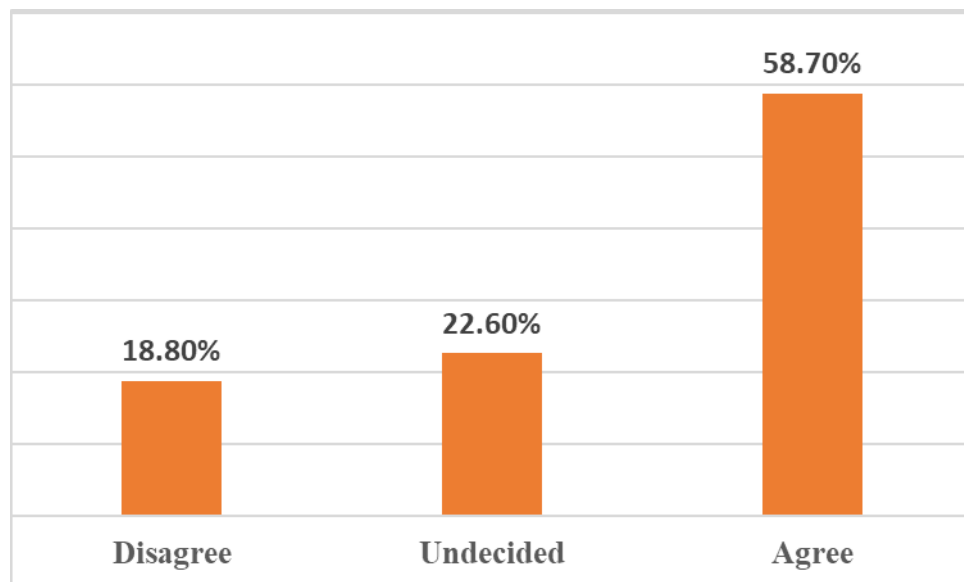


Figure 5.9 Pooled Level of Principals’ Trust in Teachers

The remaining indicators were rated as ‘I have faith in the integrity of my teachers’ supported by 71.9% ($M=3.84$, $SD=.92$), ‘When teachers in this school tell you something, you can believe it’ agreed by 65.6% ($M=3.75$, $SD=.95$), ‘Even in difficult situations, I can depend on my teachers’ with the support of 65.6% ($M=3.72$, $SD=.85$) and ‘My teachers typically look out for me’ agreed by 43.8% ($M=3.38$, $SD=.98$).

B. Principals’ Trust in Students

The principals’ trust in students was measured using 6 items drawn from the principals’ trust battery. These are again pooled to disagree, undecided and agree levels to

know the percentage of the overall principals' agreement on the items making a total rate of 192 responses (6 items for 32 respondents).

Table 5.24. Principals' Trust in Students

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
3	Students here really care about the school.	7(21.9)	10(31.3)	15(46.9)	3.22	.87
5	Students in this school can be counted on to do their work.	7(21.9)	8(25.0)	17(53.1)	3.38	.91
7	Most students in this school are honest.	6 (18.8)	5(15.6)	21(65.6)	3.50	.84
10	Most students are able to do the required work.	6 (18.8)	4(12.5)	22(68.8)	3.59	.91
11	I trust the students in this school.	6 (18.7)	8(25.0)	18(56.3)	3.41	.84
19	Students in this school are reliable.	4(12.5)	12(37.5)	16(50.0)	3.41	.88
	Total	36(18.7)	47(24.5)	109(56.8)	3.42	.61

Item wise, the pooled agree/disagree, 68.8% of the principals agreed on 'Most students are able to do the required work' with ($M=3.59$, $SD=.91$). This was followed by 'Most students in this school are honest,' where 65.6% ($M= 3.50$, $SD=. 84$) have indicated their agreement.

Looking at Table 5.24, the most denounced trust indicator was 'Students here really care about the school' where only 46.9 % ($M= 3.22$, $SD=. 87$) of the principals agreed on it and the next denounced was 'Students in this school are reliable' where only 50.0% of them agreed ($M=3.41$, $SD=.88$). The remaining items were laying over between the extremes having a value of 'I trust the students in this school' supported by 56.3% ($M=3.41$, $SD= .84$), and the item 'Students in this school can be counted on to do their work' agreed by 53.1% ($M=3.38$, $SD=. 91$) of the principals.

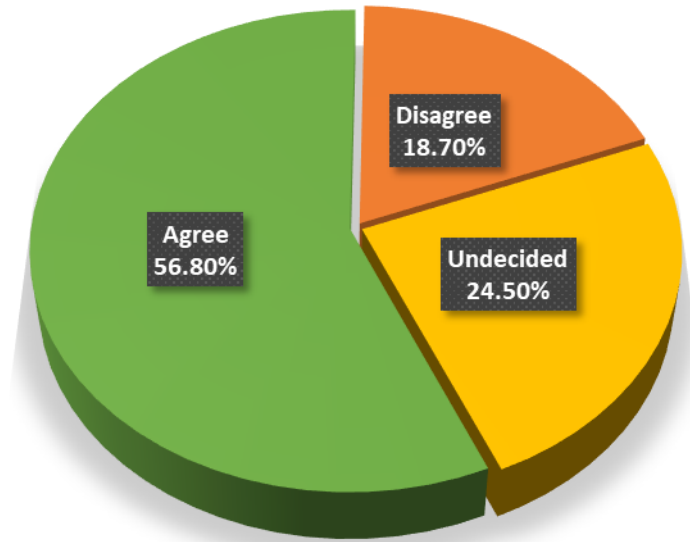


Figure 5.10. Pooled Level of Principals' Trust in Students

Inferred from Table 5.24 and Figure 5.10, the trust of principals in students based on the pooled level of agreement was analysed. Thus, 56.8% of the principals confirmed their trust in students via their agreement, 18.7% claimed their mistrust of students through disagreement and 24.5% of the principals have not decided with ($M=3.42$, $SD=.61$).

C. Principals' Trust in Parents

Five items drawn from the principals' trust battery measured the principals' trust in parents. These are again pooled to disagree, undecided and agree levels to know the percentage of the overall principals' agreement on the items making a total of 160 responses (5 items for 32 respondents).

Deduced from Table 5.25 and Figure 5.11, 55.6% of the principals confirmed their trust in parents via their agreement ($M=3.49$, $SD=.65$), 16.9% claimed their mistrust of parents through disagreement and 27.5% of the principals have not decided.

Table 5.25. Principals' Trust in Parents

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	M	SD
2	I can count on parents to support the school.	3(9.4)	8(25.0)	21(65.6)	3.72	.96
14	Parents in this school have integrity.	1(3.1)	9(28.1)	22(68.8)	3.84	.77
15	Parents in this school are reliable in their commitments.	4(12.5)	11(34.4)	17(53.1)	3.53	.88
16	Most parents openly share information with the school.	9(28.1)	6(18.8)	17(53.1)	3.34	1.10
20	Most parents here have good parenting skills.	10(31.3)	10(31.3)	12(37.5)	3.00	.95
	Total	27(16.9)	44(27.5)	89(55.6)	3.49	.65

Item wise, the pooled agree/disagree total confirmed that 68.8% of the principals agreed on ‘Parents in this school have integrity’ with ($M=3.84$, $SD=.77$). The 2nd highly applauded trust indicator in this category was ‘I can count on parents to support the school’ which was agreed by 65.6% of the principals ($M=3.72$, $SD=.96$) and followed by ‘Parents in this school are reliable in their commitments’ and ‘Most parents openly share information with the school’ each getting the support of 53.1% of the principals with ($M=3.53$, $SD=.88$, & $M=3.34$, $SD=1.10$) respectively.

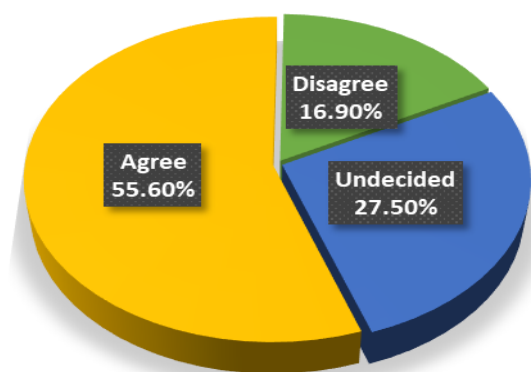


Figure 5.11. Pooled Level of Principals' Trust in Parents

In this category, the most denounced item was ‘Most parents here have good parenting skills’ which got only the agreement of 37.5% ($M=3.00$, $SD=.95$).

D. Teachers' Trust in Principals

Eight items drawn from the teachers' trust battery measured the teachers' trust in principals. The items were again pooled to disagree, undecided and agree levels to know the percentage of the overall teachers' trust in principals, making a total response of 2648 (8 items for 331 teachers).

Table 5.26. Teachers' Trust in Principals

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Teachers in this school can rely on the principal	66 (19.9)	72(21.8)	193(58.3)	3.50	1.21
2	Teachers in this school trust the principal.	66(19.9)	76(22.9)	189(57.1)	3.48	1.19
3	The principal in this school typically acts in the best interests of teachers.	79(23.9)	81(24.5)	171(51.7)	3.37	1.19
4	The principal of this school does not show concern for the teachers.	82(24.8)	53(16.0)	196(59.2)	3.67	1.33
5	The principal does not really tell teachers what is going on.	182(55.0)	54(16.3)	95(28.7)	2.51	1.38
6	The teachers in this school have faith in the integrity of the principal.	65(19.6)	75(22.7)	191(57.7)	3.50	1.20
7	The teachers in this school are suspicious of most of the principal's actions.	182(55.0)	64(19.3)	85(25.7)	2.45	1.29
8	The principal in this school is competent in doing his or her job.	57(17.2)	58(17.5)	216(65.3)	3.64	1.21
	Total	779(29.4)	533(20.1)	1336(50.5)	3.27	.69

Based on Table 5.26 and Figure 5.12, 50.5% of the teachers have shown their agreement on the presence of their trust in principals where as 29.4% of them expressed

their disagreement and 20.1% of the teachers were not able to decide with an overall ($M=3.27$, $SD=.69$).

Among the indicators of teachers' trust in principals as noted in Table 5.26, 'The principal in this school is competent in doing his or her job.' entertained the highest teachers' agreement (65.3%) ($M= 3.64$, $SD= 1.21$) considering the top and bottom boxes of the indicator. This was followed by 'The principal of this school does not show concern for the teachers' with an agreement level of 59.2% ($M=3.67$, $SD=1.33$) which is an indicator of concern for the teachers since it was inversely coded, and the third indicator was 'Teachers in this school can rely on the principal' with an agreement level of 58.3% ($M=3.50$, $SD=1.21$).

Inferred from Table 5.26, the most eroding indicator of teachers' trust in principals was 'The principal in this school typically acts in the best interests of teachers' where 51.7% of the teachers agreed on it, 23.9% disagreed and 24.5% have not decided with an overall ($M 3.37$, $SD= 1.19$).

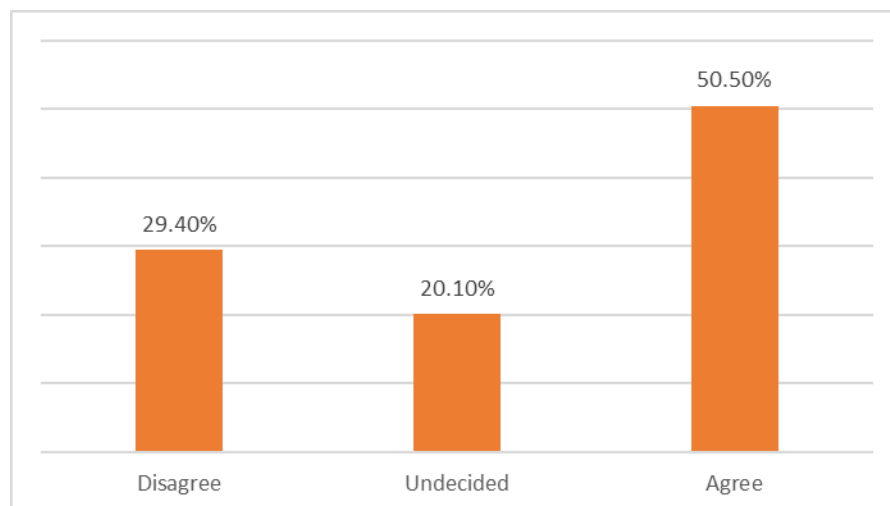


Figure 5.12. Pooled Level of Teachers' Trust in Principals

Contrary to this, teachers showed their disagreements on the indicators of 'The principal does not really tell teachers what is going on' and 'The teachers in this school are suspicious of most of the principal's actions with level of disagreement at 55.0% ($M=2.51$, $SD=1.38$) and ($M=2.45$, $SD=1.29$) respectively. The remaining indicators of teachers trust in principals, 'Teachers in this school trust the principal' and 'The teachers in this school have faith in the integrity of the principal' were laying over between the extremes having an agreement level of 57.1% ($M=3.48$, $SD=1.19$) and 57.7% ($M=3.50$, $SD= 1.20$) respectively.

In most cases, trust in principals is dwindling as many principals' placement and preparation programs follow traditional screen and graduate candidates are often ill defined, irregularly applied, and lacking in objectivity (Davis et al., 2005). This has been supported in Jorgenson and Peal (2008), principals are avoiding classrooms because they lacked ability or confidence in their knowledge of instructional methods; even some teachers didn't view their principals as qualified teachers especially administrators' unfamiliarity with English as a Second Language methodology was a recurring area of concern.

It usually holds true that people's faith in other people are more likely to have confidence in their leadership (Uslaner, 2002), which infers, teachers who have trust in their principals have confidence in the governance of their schools. However, it has been found that the association among trust in government and trust in people is largely ephemeral and trust in government is not strongly related to trust in people (Uslaner, 2002). In general, it has been concluded that principals who won the trust of their teachers' exhibit friendliness and authentic concerns for the wellbeing of their teachers mutually on school and off the job (Tschannen-Moran, 2003). Thus, safe and accepting school teams are key elements in creating trustworthy and positive school climate (MoE, 2008). As a conclusion, principals should be visible, trustworthy and should collaborate and develop relationships of interdependence and trust with their school community (Pont et al., 2008).

E. Teachers' Trust in Colleagues

Eight items drawn from the teachers' trust battery measured the teachers' trust in colleagues. The items were again pooled to disagree, undecided and agree levels to know the percentage of the overall teachers trust in colleagues, making total of 2648 responses (8 items for 331 teachers).

Inferred from Table 5.27 and Figure 5.13, 66.1% of the teachers have shown their agreement on the presence of trust in colleagues where as 13.9% of them expressed their disagreement and 20.0% of the teachers were not able to decide with an overall ($M=3.74$, $SD=.73$).

Table 5.27. Teachers' Trust in Colleagues

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
9	Even in difficult situation, teachers in this school depend on each other.	33 (10.0)	55 (16.6)	243 (73.4)	3.87	1.02
10	The teachers in this school are open with each other.	62 (18.7)	70 (21.1)	199 (60.1)	3.57	1.19
11	When teachers in this school tell you something, you can believe it.	36 (10.9)	79 (23.9)	216 (65.3)	3.73	1.02
12	Teachers in this school typically look out for each other.	54 (16.3)	72 (21.8)	205 (61.9)	3.60	1.13
13	Teachers in this school trust each other.	46 (13.9)	75 (22.7)	210 (63.4)	3.67	1.05
14	Teacher's in this school have faith in the integrity of their colleagues.	37 (11.2)	77 (23.3)	217 (65.6)	3.73	1.00
15	Teachers' in this school are suspicious of each other.	80 (24.2)	63 (19.1)	188 (56.8)	3.63	1.32
16	Teacher's in this school do their jobs well.	21 (6.3)	37 (11.2)	273 (82.5)	4.07	.91
	Total	369 (13.9)	528 (20.0)	1751 (66.1)	3.74	.73

In the teachers' trust in colleagues' battery, 'Teacher's in this school do their jobs well', got the highest support of teachers with an agreement of (82.5%) ($M= 4.07$, $SD= .91$) considering the top and bottom boxes of the indicator that was succeeded by the 2nd highest 'Even in difficult situation, teachers in this school depend on each other', having the agreement of 73.4% of the teachers ($M=3.87$, $SD=1.02$). The third highest agreement was observed in 'Teachers in this school have faith in the integrity of their colleagues' with an agreement of 65.6% of the teachers ($M=3.73$, $SD=1.00$).

Portrayed in Table 5.27, 'Teachers' in this school are suspicious of each other 'got only 24.2% of the disagreement and 19.1% undecided and 56.8% agreement ($M=3.63$, $SD=1.32$) which implies, teachers are not suspicious of each other since items were

inversely coded. The item, ‘the teachers in this school are open with each other’ got the agreement of 60.1% of the teachers ($M=3.57$, $SD=1.19$).

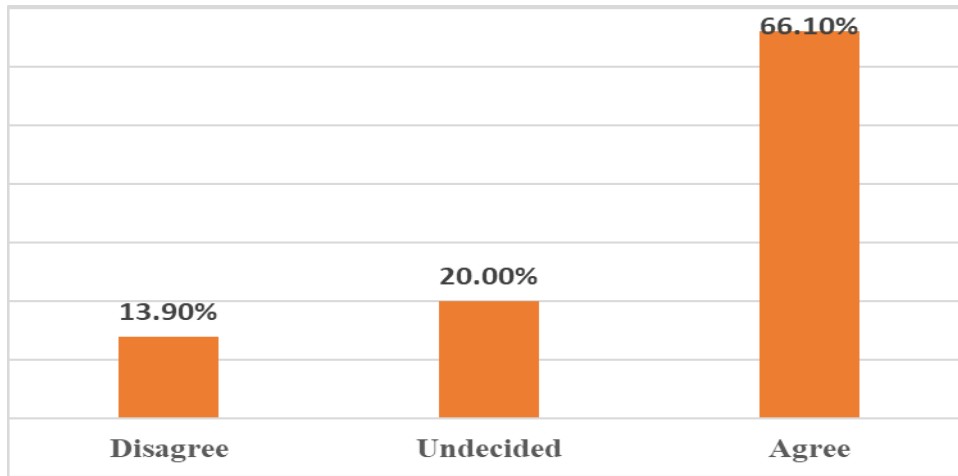


Figure 5.13. Pooled Level of Teachers’ Trust in Colleagues

The rest indicators of teachers’ trust in colleagues like , ‘Teachers in this school have faith in the integrity of their colleagues’ got the agreement of 65.6% ($M=3.73$, $SD=1.00$); ‘When teachers in this school tell you something , you can believe it’ was supported by 65.3% ($M=3.73$, $SD=1.02$); ‘ Teachers in this school trust each other ‘ was again balloted by 63.4% ($M=3.67$, $SD=1.05$) ; and ‘Teachers in this school typically look out for each other’ got the agreement of 61.9% of the teachers ($M=3.60$, $SD=1.13$) harmoniously.

The findings of this study were equated with the possible impact of trust in colleagues of Hoy et al. (2003) where they found a positive correlation and teachers with high trust of their colleagues do not hesitate to seek help because they do not fear that others will think of they are inadequate, they don’t feel threatened by being seen as dependent up on another teacher (Tschannen-Moran, 2003). A study of Gedefaw (2012), similarly reported that most of the teachers are stratified with the respect they received from their colleagues, with the relationships among the staff members and with the behaviour of their colleagues.

F. Teachers’ Trust in Students

Five items drawn from the teachers’ trust battery measured the teachers’ trust in students. The items were again pooled to disagree, undecided and agree levels to know the percentage of the overall teachers’ trust in students, making total of 1655 responses (5 items for 331 teachers).

Based on Table 5.28 and Figure 5.14, it was only 46.4% of the teachers who have shown their agreement on the presence of trust in students where as 26.9% of them expressed their disagreement and 26.7% of the teachers were not able to decide with an

overall ($M=3.24$, $SD=.62$). Among the items, ‘Teachers in this school trust their students’, got the agreement of (52.9%) of the teachers ($M= 3.44$, $SD= 1.03$) considering the top and bottom boxes of the indicator which was followed by ‘Teaches here believe that students are competent learners’, having the agreement of 50.2% of the teachers ($M=3.31$, $SD=1.12$).

Table 5.28.Principals’ Trust in Students

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
19	Teachers in this school trust their students.	56 (16.9)	100 (30.2)	175 (52.9)	3.44	1.03
23	Students in this school care about each other.	112 (33.8)	93 (28)	126 (38.1)	3.04	1.09
24	Students here are secretive.	87(26.3)	72(21.8)	172(52.0)	3.43	1.22
25	Students in this school can be counted on to do their work.	110 (33.2)	92 (27.8)	129 (39.0)	3.01	1.13
26	Teachers here believe that students are competent learners.	80 (24.2)	85 (25.7)	166 (50.2)	3.31	1.12
	Total	445 (26.9)	442 (26.7)	768 (46.4)	3.24	.62

The item, ‘students are secretive’, got the agreement of 52.0%, disagreement of 26.3% and undecided were 21.8 % ($M=3.43$, $SD=1.22$) where the item was reversely coded.

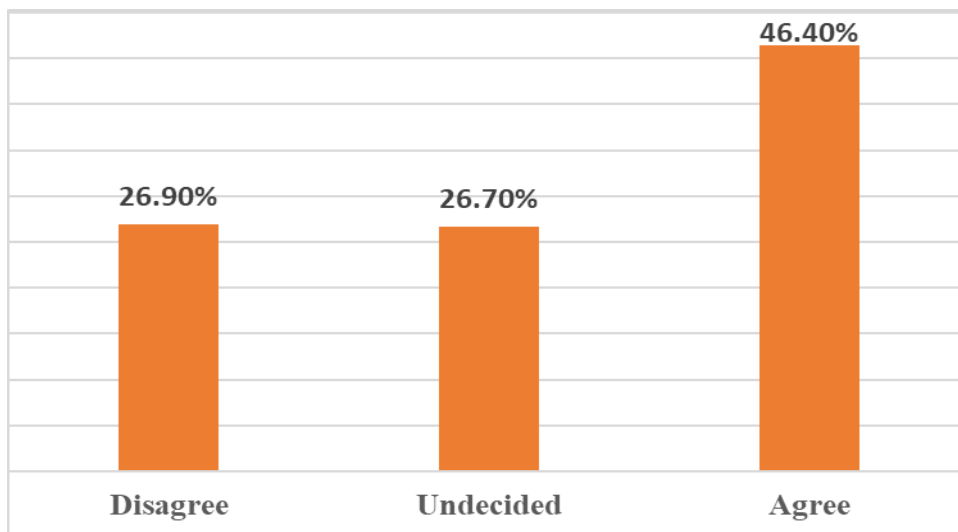


Figure 5.14.Pooled Level of Teachers’ Trust in Students

The remaining items ‘Students in this school care about each other’; with disagreement of 33.8%, agreement of 38.1% and undecided with 28.0% ($M=3.04$, $SD=1.09$) and ‘Students in this school can be counted on to do their work’ with disagreement of 33.2%, agreement of 39.0% and undecided with 27.8% ($M=3.01$, $SD=1.13$) were the least of all items in the teachers’ trust in students.

G. Teachers’ Trust in Parents

Five items drawn from the teachers’ trust scale measured the teachers’ trust in parents. The items were again pooled to disagree, undecided and agree levels to know the percentage of the overall teachers’ trust in parents, making total of 1655 responses (5 items for 331 teachers).

Deduced from Table 5.29 and Figure 5.15, 48.5% of the teachers have shown their agreement on the presence of trust in parents where as 25.1% of them expressed their disagreement and 26.4% of the teachers were not able to decide with an overall ($M=3.28$, $SD=.87$) considering the top and bottom boxes of the indicator.

Table 5.29. Teachers’ Trust in Parents

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
17	Teachers think that most of the parents do a good job.	52(15.7)	81(24.5)	198(59.8)	3.58	1.06
18	Parents in this school are reliable in their commitment.	109(32.9)	70(21.1)	152(45.9)	3.11	1.24
20	Teachers can count on parents’ support.	90(27.2)	96(29.0)	145(43.8)	3.18	1.15
21	Teachers in this school trust parents.	100(30.2)	96(29.0)	135(40.8)	3.11	1.15
22	Teachers can believe what parents tell them.	64(19.3)	94(28.4)	173(52.3)	3.44	1.05
	Total	415 (25.1)	437(26.4)	803(48.5)	3.28	.87

Based on the items, ‘Teachers think that most of the parents do a good job’ was agreed by 59.8% of the teachers, where as 15.7% disagreed and 24.5% did not decide which gave

the overall ($M=3.58$, $SD= 1.06$). This item was followed by ‘Teachers can believe what parents tell them’ with an agreement of 52.3%, 19.3% showed disagreement and 28.4% did not decide with an overall ($M=3.44$, $SD=1.05$).

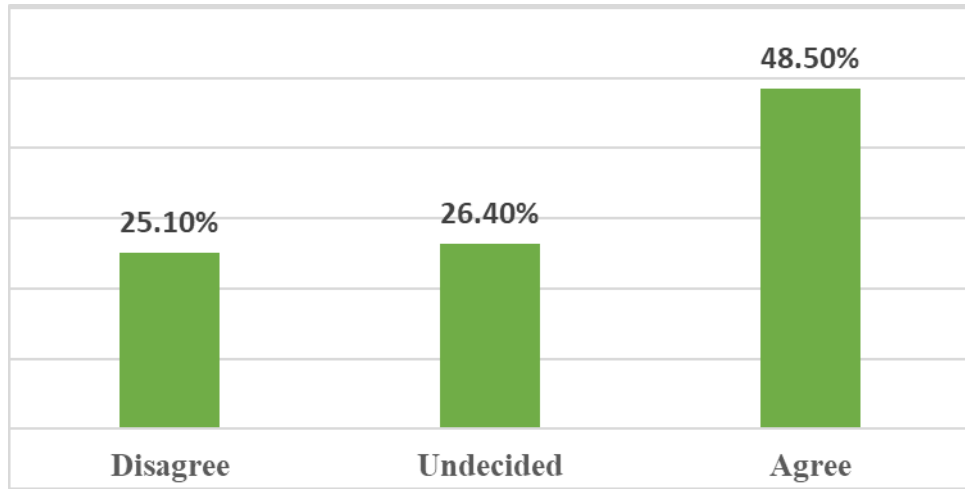


Figure 5. 15. Pooled Level of Teachers’ Trust in Parents

Based on Table 5.29, the items, ‘Teachers in this school trust parents’ was the item that adored the least level of agreement (40.8%) with disagreement of 30.2% and undecided of 29.0% having ($M=3.11$, $SD=1.15$). The remaining items were swaying between the two extremes; ‘Parents in this school are reliable in their commitments’ ‘was again commended with an agreement of 45.9%, disagreement of 32.9% and those who did not decide were 21.1% with ($M=3.11$, $SD=1.24$) and ‘Teachers can count on parental support’ got an agreement of 43.8%, disagreement of 27.2% and those undecided were 29.0% with ($M=3.18$, $SD=1.15$).

H. Students’ Trust in Teachers

The students’ level of trust in their teachers was calculated based on the feedbacks of 327 students. The responses of students with total responses of 4251(327 respondents multiplied by 13 items) was clustered in to top boxes (Strongly Agree and Agree) as ‘Agree’ and bottom boxes (Strongly Disagree and Disagree) as ‘Disagree’ boxes and Undecided being at the centre.

Based on Table 5.30 and Figure 5.17, trust of students in their teachers has got the agreement of 76.0% of the students with the disagreement of 14.8% and undecided poll having 9.2% with ($M=3.98$, $SD=. 64$). Among the items, ‘Teachers are always ready to help’ was the highly appreciated indicator where 89.3% of the students have shown their

agreement, 8.9% disagreed and 1.8% of the students have not decided to have ($M=4.37$, $SD=1.00$). This was followed by ‘Teachers at this school are good at teaching’ with an agreement of 85.6%; disagreement of 9.5% and undecided being 4.9% with ($M=4.23$, $SD=1.02$).

Table 5.30. Students’ Trust in Teachers

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Teachers are always ready to help.	29(8.9)	6(1.8)	292(89.3)	4.37	1.00
2	Teacher at this school have high expectations for all students.	47(14.4)	46(14.1)	234(71.6)	3.82	1.16
3	Teachers at this school are easy to talk to.	24(7.3)	35(10.7)	268(82.0)	4.17	1.00
4	Students are well cared for at this school.	61(18.7)	34(10.4)	232(70.9)	3.83	1.29
5	Teachers at this school always do what they are supposed to do.	52(15.9)	28(8.6)	247(75.5)	3.93	1.21
6	Teachers at this school really listen to students.	59(18.0)	31(9.5)	237(72.5)	3.86	1.26
7	Teachers at this school are always honest with me.	47(14.4)	31(9.5)	249(76.1)	3.99	1.17
8	Teachers at this school do a terrific job.	30(9.2)	30(9.2)	267(81.6)	4.11	1.08
9	Students can believe what teachers tell them.	50(15.3)	43(13.1)	234(71.6)	3.85	1.18
10	Teachers at this school do not care about students.	110(33.3)	34(10.4)	183(56.0)	3.44	1.50
11	Teachers at this school are good at teaching.	31(9.5)	16(4.9)	280(85.6)	4.23	1.02
12	Students learn a lot from teachers in this school.	34(10.4)	27(8.3)	266(81.3)	4.22	1.09
13	Students at this school can depend on teachers for help.	57(17.1)	29(8.9)	241(73.7)	3.92	1.30
	Total	631 (14.8)	390 (9.2)	3230 (76.0)	3.98	.64

Inferred from Table 5.30, the students have also shown good trust on ‘Teachers at this school are easy to talk to’ with an agreement of 82.0%; disagreement of 7.3%; undecided 10.7% with ($M=4.17$, $SD=1.00$) which was again followed by ‘Teachers at this school do a terrific job’ with an agreement of 81.6%; disagreement 9.2%; and undecided of 9.2% ($M=4.11$, $SD=1.08$).

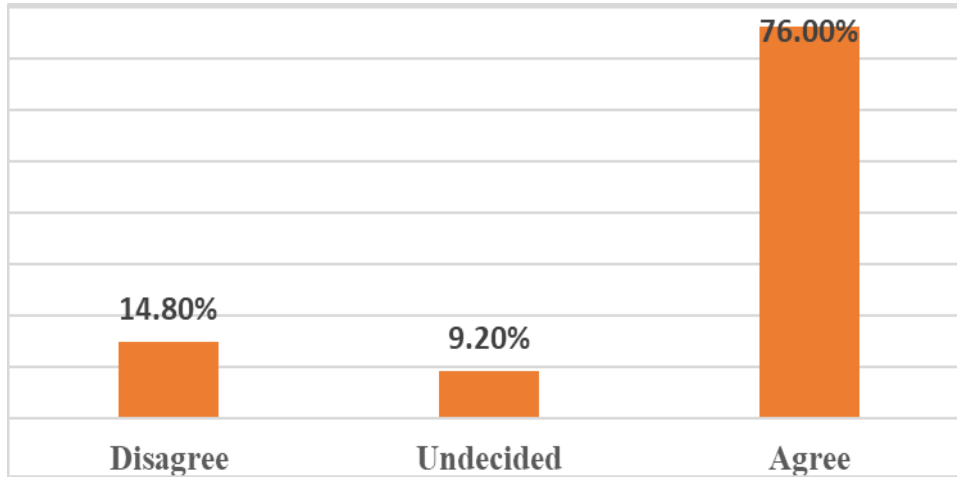


Figure 5.16. Pooled Level of Students’ Trust in Teachers

The least favoured item was ‘Students are well cared for at this school’ with an agreement of 70.9%; disagreement of 18.7%; and undecided of 10.4% ($M=3.83$, $SD=1.29$). The remaining items are swaying between the upper (highly agreed items) and the lower (highly disagreed items) like ‘Teachers at this school have high expectations for all students’ was with an agreement of 71.6% ($M=3.82$, $SD=1.16$) and ‘Students can believe what teachers tell them’ with an agreement of 71.6% ($M=3.85$, $SD=1.18$).

Students need their teachers’ trust to be fully engaged in industriously in their learning environment (Tschannen-Moran, 2014), if not, their drive is preoccupied with self- safety and they will be away from their academic business.

The presence of high level of caring, respect and trust between teachers and students in the schools is one of the components that make up healthy and supportive school climate (Haynes et al., 1997). However, this needs the genuine transformative interests of the school community, as it is not the real practice of the education system that determines the level of trust they grip. Overall, the students’ trust was high compared to others. Sometimes this may come due to the belief that the teacher is accepted as a kind of intellectual navy (Evans & Savage, 2015).

I. Parents' Trust in Schools

The trust of parents in their children's school was calculated based on the feedbacks of 159 parents. This has been presented in the following sections.

Table 5.31. Parents' Trust in Schools

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Teachers at my child's school are good at teaching.	31(19.5)	9(5.7)	119 (74.8)	3.84	1.25
2	Students can depend on teachers for help.	21(13.2)	12(7.5)	126 (79.3)	4.04	1.17
3	This school keeps me well informed.	36(22.6)	20(12.6)	103 (64.8)	3.60	1.35
4	Teachers are willing to go the extra mile to help my child.	41(25.8)	8(5.0)	110 (69.2)	3.62	1.48
5	Teachers at this school are trustworthy.	26(16.3)	17(10.7)	116 (73.9)	3.96	1.33
6	Teachers at my child's school are helpful.	30(18.9)	17(10.7)	112 (70.4)	3.86	1.31
7	I trust that the school's personnel are looking out for my child's best interests.	36(22.6)	28(17.6)	95 (59.8)	3.53	1.44
8	School personnel listen to me if I have a concern.	26(16.4)	29(18.2)	104 (65.4)	3.75	1.30
9	People at the school care about my child.	36(22.6)	18(11.3)	105 (66.1)	3.60	1.41
10	Teachers at my child's school are fair.	40(25.2)	31(19.5)	88(55.3)	3.40	1.41
11	My child has access to extra help at school if needed.	36(22.6)	9(5.7)	114 (71.7)	3.69	1.34
12	Teachers at my child's school do a terrific job.	31(19.5)	10(6.3)	118 (74.2)	3.90	1.27
13	I am kept informed of my child's progress.	27(17.0)	16(10.0)	116 (73.0)	3.86	1.29
14	I can get help for my child from the school if needed.	23(14.5)	15(9.4)	121 (76.1)	4.03	1.27
15	I can reach my child's teacher(s) easily.	14(8.8)	9(5.7)	136 (85.5)	4.30	1.09
	Total	454 (19.0)	248(10.4)	1683 (70.6)	3.80	1.00

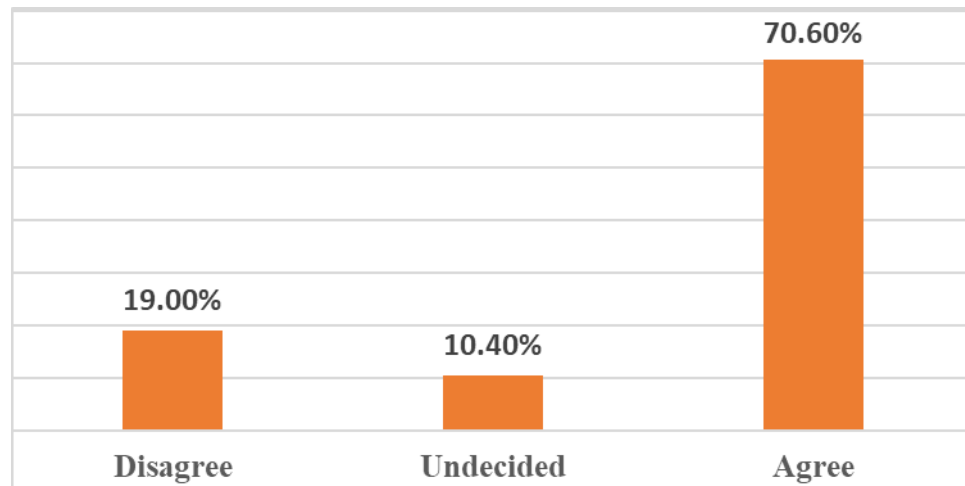


Figure 5.17. Pooled Level of Parents' Trust in Schools

Here, fifteen items drawn from parents' trust battery were administered. Based on Table 5.31 and Figure 5.17, the responses of parents with total responses of 2385 (159 respondent parents multiplied by 15 items) was clustered into top boxes (strongly agree and agree) as 'agree' and bottom boxes (strongly disagree and disagree) as 'disagree' boxes and undecided being at the centre. Based on this, 70.6% of the parents have trust in schools ($M=3.80$, $SD=1.00$). Among the respondent parents, 19.0% disagreed on the presence of trust in schools and 10.4% have not decided.

Among the statements, 'I can reach my child's teacher(s) easily', was the highly appreciated indicator where 85.5% of the parents have shown their agreement ($M= 4.30$, $SD=1.09$). This was followed by 'Students can depend on teachers for help' with an agreement of 79.3% ($M=4.04$, $SD=1.17$) and 'I can get help for my child from the school if needed' with an agreement of 76.1% ($M=4.03$, $SD=1.27$).

Among the statements, the least favoured items were 'Teachers at my child's school are fair' with an agreement level of 55.3% ($M= 3.40$, $SD= 1.41$) and 'I trust that the school's personnel are looking out for my child's best interests' with an agreement of 59.8% ($M=3.53$, $SD=1.44$). The remaining statements sway between these two extremes.

Parents are partners and key stakeholders for schools. They must have trust in teachers and other school community, which can lead for the involvement of parents into the educational process and governance (Tschannen-Moran, 2014).

5.5.2. Principals' and Teachers' Trust Across Dimensions

Trust has five basic facets or dimensions that can aggregately define the level of trust which includes benevolence, integrity, reliability, competence and openness. The total response rate for principals was 640(20 items with 32 respondents) and it was 8606 (26 items with 331) for teachers.

Table 5.32. Teachers and Principals Trust Across Dimensions

	Dimensions	n	Items	M	SD	Agree n (%)	Undecided n (%)	Disagree n (%)
Members								
Principals	Benevolence	32	6	3.44	.55	106 (55.2)	47(24.5)	39 (20.3)
	Honesty	32	4	3.73	.63	87 (68.0)	28(21.9)	13 (10.2)
	Reliability	32	5	3.55	.62	92 (57.5)	47 (29.4)	21 (13.1)
	Competence	32	3	3.06	.55	41 (36.5)	20(20.8)	35 (42.7)
	Openness	32	2	3.67	.66	41 (64.1)	14(21.9)	9 (14.1)
	Overall	32	20	3.49	.50	367 (57.3)	156 (24.4)	117 18.3)
Teachers	Benevolence	331	9	3.34	.57	1501 (50.4)	690(23.2)	788(26.5)
	Honesty	331	4	3.60	.78	797 (60.2)	325(24.5)	202(15.3)
	Reliability	331	6	3.34	.79	1028 (51.8)	467(23.5)	491(24.7)
	Competence	331	4	3.65	.75	852(64.4)	261(19.7)	211(15.9)
	Openness	331	3	3.17	.63	466 (46.9)	196(19.7)	331(33.3)
	Overall	331	26	3.41	.58	4644(54.0)	1939(22.5)	2023(23.5)

As portrayed in Table 5.32 and Figure 5.18, the dimensions of principals' trust vary greatly from the highest of honesty ($M=3.73$, $SD=.63$) to the least of competence ($M=3.06$, $SD=.55$).

The remaining three facets took the order of openness being the second highest ($M=3.67$, $SD=.66$), the third reliability ($M=3.55$, $SD=.62$) and the fourth being benevolence ($M=3.44$, $SD=.55$). Overall, 57.3% of the principals have shown their agreement on the trust in their school community; 18.3% distrust their school community and the rest 24.4% did not decide.

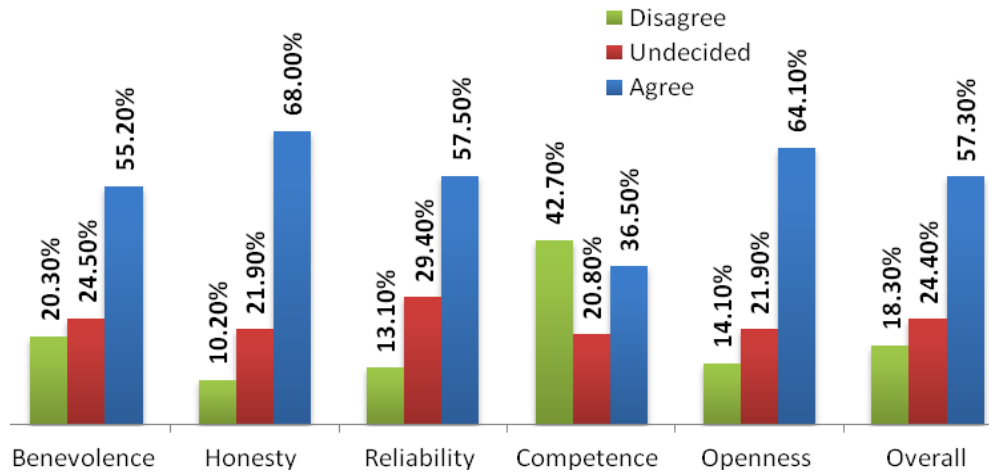


Figure 5.18. Pooled Level of Principals' Trust across Dimensions

Among the dimensions again based on the principals' perception, it was competence which entrained the highest opposition (42.2%) where principals do not have confidence on the competence of their school community and it was only 36.5% who agreed on the competence of their school community; still 20.8% of the respondents did not dare to decide on the competence of their school community.

Inferred from Table 5. 32 and Figure 5.19 again, the dimensions of teachers' trust vary from the highest of competence with 64.4% agreement ($M=3.65$, $SD=.75$) to the least of openness with an agreement of 46.9% ($M=3.17$, $SD=.63$). The remaining three dimensions took the order of honesty with an agreement of 60.2% ($M=3.60$, $SD=.78$), the reliability with an agreement of its existence 51.8% ($M=3.34$, $SD=.79$) and the benevolence with an agreement of 50.4% ($M=3.34$, $SD=.57$).

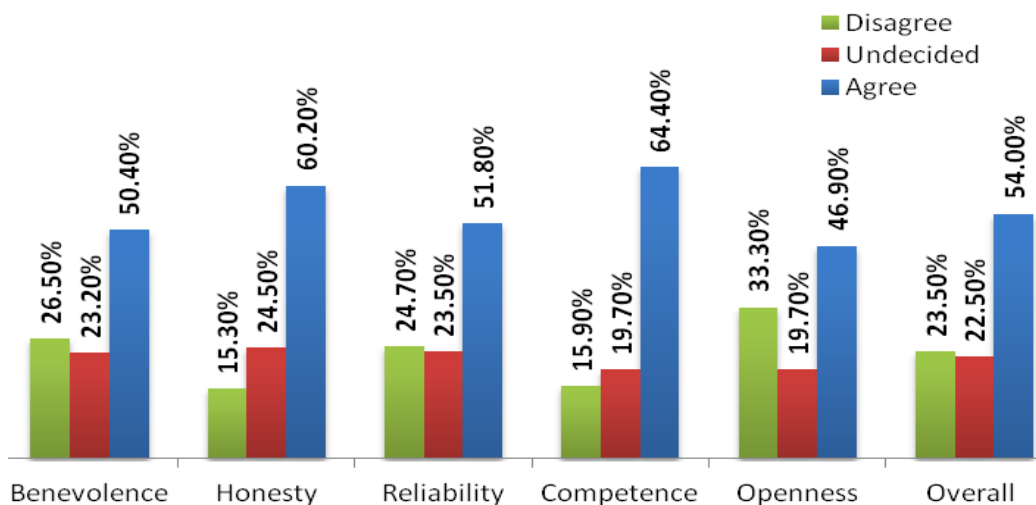


Figure 5.19. Pooled Level of Teachers' Trust across Dimensions

Among the dimensions of teachers' trust, the highest disagreement was observed in openness where 33.3% of the teachers disagreed on the openness of the school community which was followed by benevolence having a disagreement of 26.50%. The third dimension that entertained high disagreement on its presence was reliability with 24.7% disagreement, which was again followed by competence (15.9%) and finally honesty (15.30%). Based on Table 5.32 and Figure 5.19, the highest 'undecided' was observed in honesty (24.50%), reliability (23.50%), benevolence (23.2%), competence (19.70%) and openness (19.70%) consecutively. The 'mean values' of these dimensions have been displayed in a radar form as indicated in Figure 5.20.

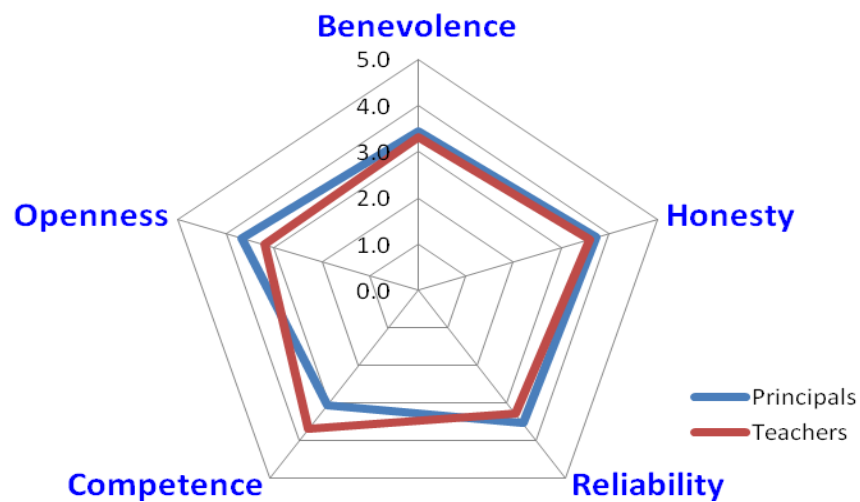


Figure 5.20. Dimensions of Principals' and Teachers' Trust

. Figure 5.20 displays the mean value of each dimension in a five-point scale; the higher the value of the mean, it extends closer to the maximum (5) and the lower the mean, it shrinks to the internal part of the radar towards zero. In this radar, the principals' trust in the school community in terms of honesty ($M=3.73$) and openness ($M=3.67$) extended to the outer side of the radar to approach to the maximum and competence ($M=3.06$) shrank to the centre as its value is less than the other dimensions. The remaining two dimensions are somewhat extending to the outer side of the spider web or radar having the value of reliability ($M=3.55$), and benevolence ($M=3.44$) accordingly.

Figure 5.20 also demonstrates the mean of each dimension of teachers' trust in school community as well. In this radar, competence ($M=3.65$) is extended to the outer side of the radar to approach to the maximum and openness ($M=3.17$) shrank to the centre, as its value

is less than the other dimensions. The remaining three dimensions are somewhat extending to the outer side of the spider web or radar.

5.5.3. Dimensions of Trust

A. Benevolence of the School Community

A.1. Principals' Perception

Six items drawn from the principals' trust battery were used to measure benevolence making a total of 192 responses (6 items for 32 principals).

Table 5. 33.Principals' Perception on the Benevolence of SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
3	Students here really care about the school.	7(21.9)	10(31.3)	15(46.9)	3.22	.87
6	I believe in my teachers.	2(6.3)	5(15.6)	25(78.1)	3.97	.82
9	I am often suspicious of teachers' motives in this school.	17(53.1)	5(15.6)	10(31.3)	2.81	1.23
11	I trust the students in this school.	6(18.8)	8(25.0)	18(56.3)	3.41	.84
17	My teachers typically look out for me.	5(15.6)	13(40.6)	14(43.8)	3.38	.98
18	I trust the teachers in this school.	2(6.3)	6(18.8)	24(75.0)	3.88	.79
	Total	39(20.3)	47(24.5)	106(55.2)	3.44	.55

Deduced from Table 5.33 and Figure 5.21, 55.2% of the principals confirmed their school community is benevolent for them ($M=3.44$, $SD=.55$), 20.3% claimed absence of benevolence in their school community through disagreement and 24.5% of the principals did not decide. Item wise, the pooled agree/disagree total confirmed that 78.1% of the principals agreed on 'I believe in my teachers' with ($M=3.97$, $SD=.82$). This was followed by 'I trust the teachers in this school' with an agreement of 75.0% and ($M=3.88$, $SD=.79$).

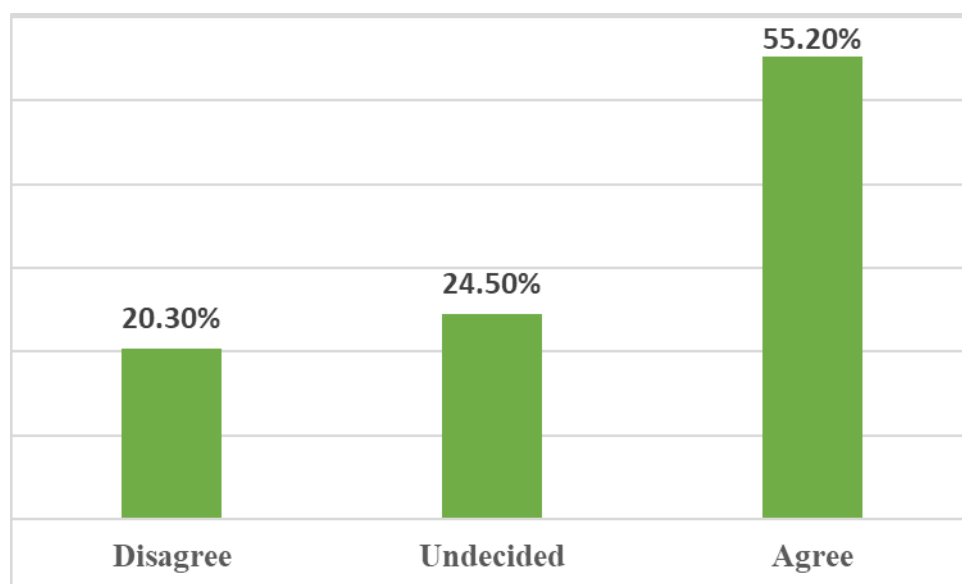


Figure 5.21. Pooled Principals' Perception of Benevolence

The third statement where high agreement was observed on 'I trust the students in this school' with the support of 56.3% with ($M=3.41$, $SD=.84$) and the most denounced benevolence indicator was 'My teachers typically look out for me' where only 43.8% of them agreed with ($M=3.38$, $SD=.98$).

The feedback from Gurage Zone supervisor strengthened these views as sometimes teachers' and principals' relationship seems open and one cares for the other but most of the time they are self-centred.

A.2. Teachers' Perception

Nine items drawn from the teachers' trust scale measured the benevolence of the school community to teachers. The responses of 2979 (from 331 teachers for 9 items) were pooled to know the percentage of the overall teachers' perception of their school community on the dimension of benevolence.

Table 5.34 and Figure 5.22, demonstrate that 50.7% of the teachers have shown their agreement on the presence of benevolence in their school community where as 26.1% of them expressed their disagreement and 23.2% of the teachers were not able to decide with ($M=3.34$, $SD=.57$).

Among the indicators of benevolence, relative high agreement was observed in 'Teachers in this school trust each other' with the support of 63.4% of the teachers, disagreement of 13.9% and undecided being 22.7% with ($M=3.67$, $SD=1.05$). The 2nd high

agreement was observed in ‘Teachers in this school typically look out for each other’ with an agreement of 61.9%, disagree (16.3%), and undecided (21.8) having ($M=3.60$, $SD=1.13$).

Table 5.34. Teachers’ Perception on the Benevolence of SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
2	Teachers in this school trust the principal	66 (19.9)	76 (23.0)	189 (57.1)	3.48	1.19
4	The principal of this school does not show concern for the teachers.	82 (24.8)	53 (16.0)	196 (59.2)	3.67	1.33
7	The teachers in this school are suspicious of most of the principal’s actions.	182 (55.0)	64 (19.3)	85 (25.7)	2.45	1.29
12	Teachers in this school typically look out for each other.	54 (16.3)	72 (21.8)	205 (61.9)	3.60	1.13
13	Teachers in this school trust each other.	46 (13.9)	75 (22.7)	210 (63.4)	3.67	1.05
15	Teachers in this school are suspicious of each other.	80 (24.2)	63 (19.0)	188 (56.8)	3.63	1.32
19	Teachers in this school trust their students.	56 (16.9)	100 (30.2)	175 (52.9)	3.44	1.03
21	Teachers in this school trust parents.	100 (30.2)	96 (29.0)	13 5(40.8)	3.11	1.15
23	Students in this school care about each other.	112 (33.8)	93 (28.1)	126 (38.1)	3.04	1.09
	Total	778 (26.1)	692 (23.2)	1509 (50.7)	3.34	.57

Strong opposition for the leadership has been observed for ‘The principal of this school does not show concern for the teachers’ which was supported by 59.2% and those

who opposed this phrase were 24.8% assuming they show concern for the teachers and 16.0% did not decide about it ($M=3.67$, $SD=1.33$).

Based on Table 5.34, the item ‘The teachers in this school are suspicious of most of the principal’s actions’ has got the disagreement of 55.0% of the teachers, agreement of 25.7% and undecided of 19.3 with ($M= 2.45$, $SD=1.29$). However, ‘Teachers in this school are suspicious of each other’ has entertained high agreement (56.8%), disagreed (24.2%) and undecided (19.0%) with ($M=3.63$, $SD=1.32$).

Positively, ‘Teachers in this school trust their students’ has got the agreement of 52.9 % of the teachers with disagreement 16.9%, and undecided 30.2% having ($M= 3.44$, $SD=1.03$). The items which entertained the least support of teachers were ‘Teachers in this school trust parents’ and ‘Students in this school care about each other’ with a disagreement of (30.2%, 33.8%), agreement (40.8%, 38.1%) and undecided (29.0%, 28.1%) respectively.

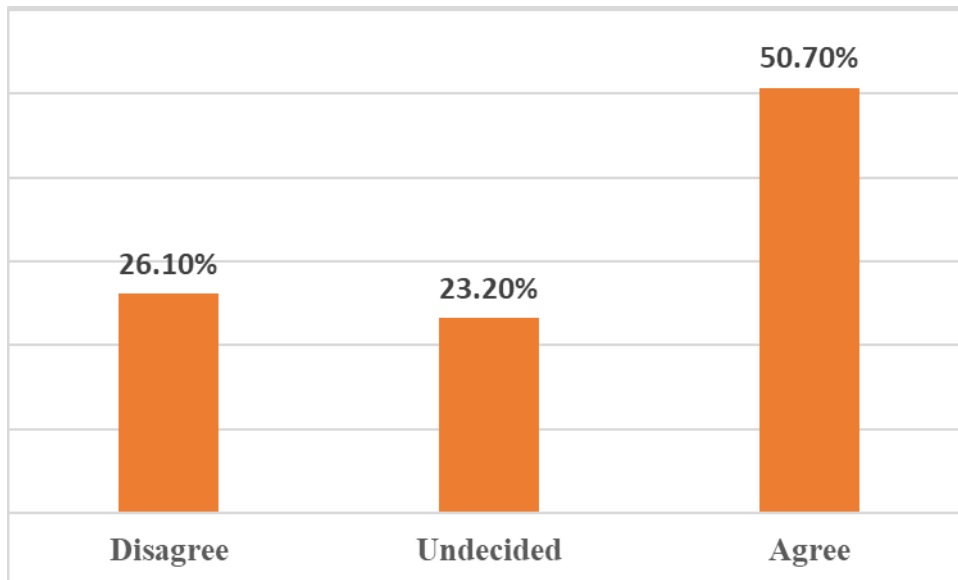


Figure 5.22. Pooled Teachers’ Perception of Benevolence

On the issue of benevolence, an interview with supervisor in Libo Kemkem district generated that “those teachers who have their own problems have problems with their colleagues, otherwise, they care for each other, they are volunteer to serve and support each other”. However, a contradictory feedback was reflected in the same district where the care of the community to teachers and the care of teachers to students is very weak, there is no care between principals and teachers, no confidence, no one cares for the other nor shields for the other and both of them are fearful.

A critical reflection has come from the supervisor in South Gonder Zone where it has raised the absence of benevolence as:

The absence of any assurance for the wellbeing of teachers, being nibbled by students, having loose administration, having students with disciplinary problems, absence of respect for teachers by their students, norms and moral values being degraded and continuous problems on ethics and code of conduct which are prominent features of absence of benevolence among school community.

B. Honesty

B.1. Principals' Perception

Four items drawn from the principals' trust battery-measured honesty. These made a total of 128 responses (4 items for 32 principals).

Table 5.35. Principals' Perception on Honesty

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
4	I have faith in the integrity of my teachers.	2(6.3)	7(21.9)	23(71.9)	3.84	.92
7	Most students in this school are honest.	6(18.8)	5(15.6)	21(65.6)	3.50	.84
12	When teachers in this school tell you something, you can believe it.	4 (12.5)	7(21.9)	21(65.6)	3.75	.95
14	Parents in this school have integrity.	1(3.1)	9(28.1)	22(68.8)	3.84	.77
	Total	13 (10.2)	28 (21.9)	87(68.0)	3.73	.63

Depicted from Table 5.35 and Figure 5.23, the principals have shown their level of agreement on the honesty of school community where 68.0% of the principals confirmed their school community is honest for them ($M=3.73$, $SD=.63$), 10.2% affirmed on the lack of honesty in their school community and 21.9% of the principals didn't decide.

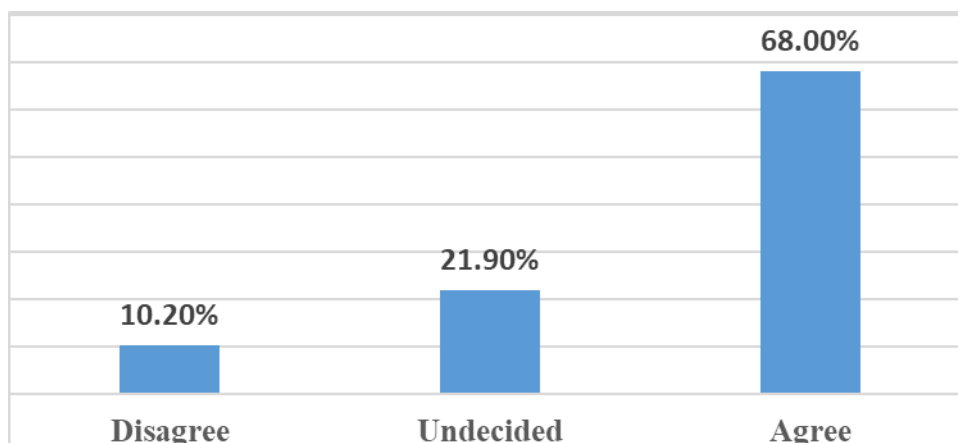


Figure 5.23. Pooled Principals' Perception on Honesty

Item wise, the pooled agree /disagree confirmed that 71.9% of the principals agreed on item, 'I have faith in the integrity of my teachers' and 68.8% agreed on 'Parents in this school have integrity' with ($M=3.84, SD=.92$; $M=3.84, SD=.77$) respectively. Similarly, the two remaining items have got equal level of agreement where 65.6% of them confirmed their existence among the school community as 'Most students in this school are honest' ($M=3.50, SD=.84$) and 'When teachers in this school tell you something, you can believe it' ($M=3.75, SD=.95$).

In the dimension of honesty, supervisors reported falsifications in reports especially on dropouts, community participation and exaggeration of reports about supplementary capacity buildings, tutorials for low achievers and slow learners which affected their trust. Especially, the points stressed were: there are gaps on reporting where trustworthiness is lacking, some reports are inflated /exaggerated especially in dropouts, capacity building of students, and no one checks reports at grassroots or ground level, simply sending with inflated figures. These have distorted their professional integrity and honesty too.

B.2 Teachers' Perception

Four items drawn from the teachers' trust scale-measured teachers' perception about the honesty of their school community. The responses of 331 teachers for 4 items (1324) were used to gauge the percentage of the overall teachers' perception of their school community on the dimension of honesty.

Table 5.36. Teachers' Perception on Honesty

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
6	The teachers in this school have faith in the integrity of the principal.	65 (19.6)	75 (22.7)	191 (57.7)	3.5	1.20
11	When teachers in this school tell you something, you can believe it.	36 (10.9)	79 (23.9)	216 (65.3)	3.73	1.02
14	Teachers in this school have faith in the integrity of their colleagues.	37 (11.2)	77 (23.3)	217 (65.6)	3.73	1.00
22	Teachers can believe what parents tell them.	64 (19.3)	94 (28.4)	173 (52.3)	3.44	1.07
	Total	202(15.3)	325(24.5)	797(60.2)	3.60	.78

Noted from Table 5.36 and Figure 5.24, 60.2% of the teachers have shown an overall agreement on the honesty of the school community where as 15.3 % disagreed on it and 24.5% did not decide, having an overall ($M= 3.60, SD=. 78$).

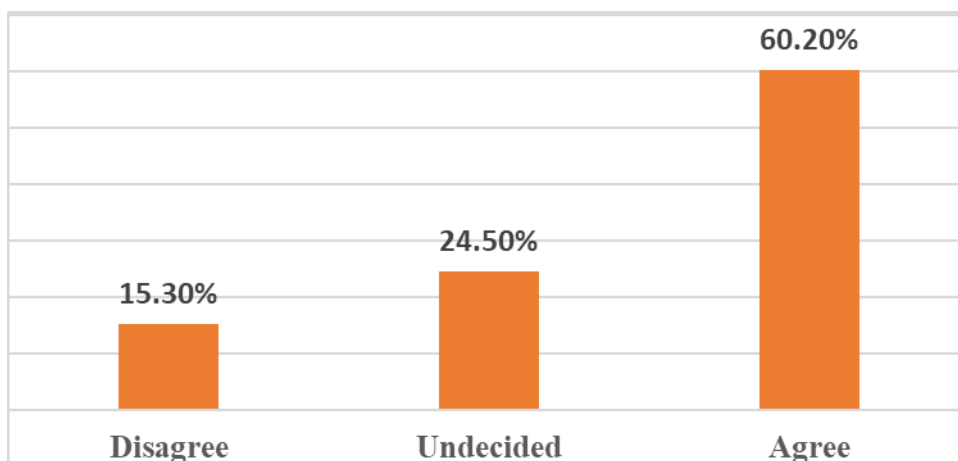


Figure 5. 24 Pooled Teachers' Perception on Honesty

Among the statements, ‘Teachers in this school have faith in the integrity of their colleagues’ was supported by 65.6%, disagreed by 11.2% and 23.3% have not decided with ($M=3.73$, $SD=1.00$). It was followed by the item ‘When teachers in this school tell you something, you can believe it’ with an agreement of 65.3%, disagreement of 10.9% and undecided being 23.9% with ($M=3.73$, $SD=1.02$). The third highest agreement was observed in the item ‘The teachers in this school have faith in the integrity of the principal’ with an agreement of 57.7%, disagreement of 19.6% and undecided being 22.7% having an overall ($M=3.50$, $SD=1.20$). Relatively, the least agreement of teachers towards the dimension of honesty in school community was observed in ‘Teachers can believe what parents tell them’, with the support of 52.3%, disagreement of 19.3 % and undecided of 28.4% ($M=3.44$, $SD=1.07$).

C. Reliability of the School Community

C.1. Principals’ Perception

Five items drawn from the principals’ trust battery measured the reliability of the school community with a total of 160 responses (5 items for 32 principals). The items were again pooled to know the overall principals’ agreement on the reliability of their school community towards them.

Table 5.37. Principals’ Perception about Reliability of the SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
2	I can count on parents to support the school.	3(9.4)	8(25.0)	21(65.6)	3.72	.96
5	Students in this school can be counted on to do their work.	7(21.9)	8(25.0)	17(53.1)	3.38	.91
13	Even in difficult situations, I can depend on my teachers.	3(9.4)	8(25.0)	21(65.6)	3.72	.85
15	Parents in this school are reliable in their commitments.	4 (12.5)	11(34.4)	17(53.1)	3.53	.88
19	Students in this school are reliable.	4 (12.5)	12(37.5)	16 (50.0)	3.41	.88
	Total	21(13.1)	47(29.4)	92(57.5)	3.55	.62

Looking at Table 5.37 and Figure 5.25, 57.5% of the principals have an agreement on the reliability of their school community, 13.1% disagreed and 29.4% have not decided on this dimension with an overall ($M=3.55$, $SD=.62$).

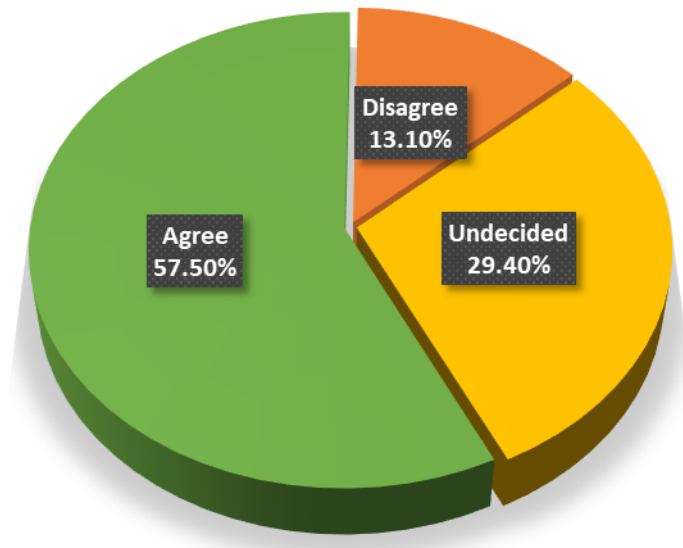


Figure 5.25. Pooled Principals' Perception of the Reliability of the SC

Among the items, the highly favoured items were 'I can count on parents to support the school' and 'Even in difficult situations, I can depend on my teachers' with an agreement level of 65.6% of each having ($M=3.72$, $SD=.96$ & $M=3.72$, $SD=.85$) respectively. Likewise, the two items 'Students in this school can be counted on to do their work' ($M=3.38$, $SD=.91$) and 'Parents in this school are reliable in their commitments' ($M=3.53$, $SD=.88$) have got equal level of agreement where 53.1% of the principals confirmed the existence of reliability in their school community. Compared to the other items, 'Students in this school are reliable' was the least favoured item getting the agreement of 50.0% of the principals with ($M=3.41$, $SD=.88$).

An interview from Gurage Zone, a supervisor reported an experience that is quite excellent in keeping the reliability of communication and reports as there is a command post that meets every 15 days for weekly review. This will not give a room for distortion and fabricated reports, if so immediate actions will be taken. This helped them in establishing the reliability of information where principals are also sharing the feedbacks to their teachers.

C.2. Teachers' Perception

Six items drawn from the teachers' trust scale-measured teachers' perception about the reliability of their school community. The responses of 331 teachers for 6 items (1986) were used to gauge the overall teachers' perception on the reliability of their school community.

Illustrated in Table 5.38 and Figure 5.26, 52.0% of the teachers have agreed on the reliability of their school community, 24.5% showed their disagreement and 23.5% have not decided on the reliability of their school community with an overall ($M=3.34$, $SD= .79$).

Table 5.38. Teachers' Perception on the Reliability of the SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Teachers in this school can rely on the principal.	66(19.9)	72(21.8)	193(58.3)	3.50	1.21
3	The principal in this school typically acts in the best interests of teachers.	79(23.9)	81(24.5)	171(51.7)	3.37	1.19
9	Even in difficult situation, teachers in this school depend on each other.	33(10.0)	55(16.6)	243(73.4)	3.87	1.02
18	Parents in this school are reliable in their commitments.	109(32.9)	70(21.1)	152(45.9)	3.11	1.25
20	Teachers can count on parental support.	90(27.2)	96(29.0)	145(43.8)	3.19	1.16
25	Students in this school can be counted on to do their work.	110(33.2)	92(27.8)	129(39.0)	2.98	1.15
	Total	487(24.5)	466(23.5)	1033(52.0)	3.34	.79

Like other dimensions of trust, items for reliability have shown variation running from the highly applauded 'Even in difficult situation, teachers in this school depend on each

other' with (agree (73.4%); disagree (10.0%); and undecided (16.6%) to 'Students in this school can be counted on to do their work' with (agree (39.0%); disagree (33.2%); and undecided (27.8%) having ($M=3.87$; $SD=1.02$;) and ($M=2.98$; $S=1.15$) correspondingly. The remaining items are swaying between these two extremes like 'Teachers in this school can rely on the principal' with an agreement of 58.3%; disagreement of 19.9%; and undecided (21.8%) having ($M=3.50$, $SD=1.21$) and 'The principal in this school typically acts in the best interests of teachers' having an agreement of 51.7%; disagreement being 23.9%, and undecided (24.5%) with ($M=3.37$, $SD=1.19$).

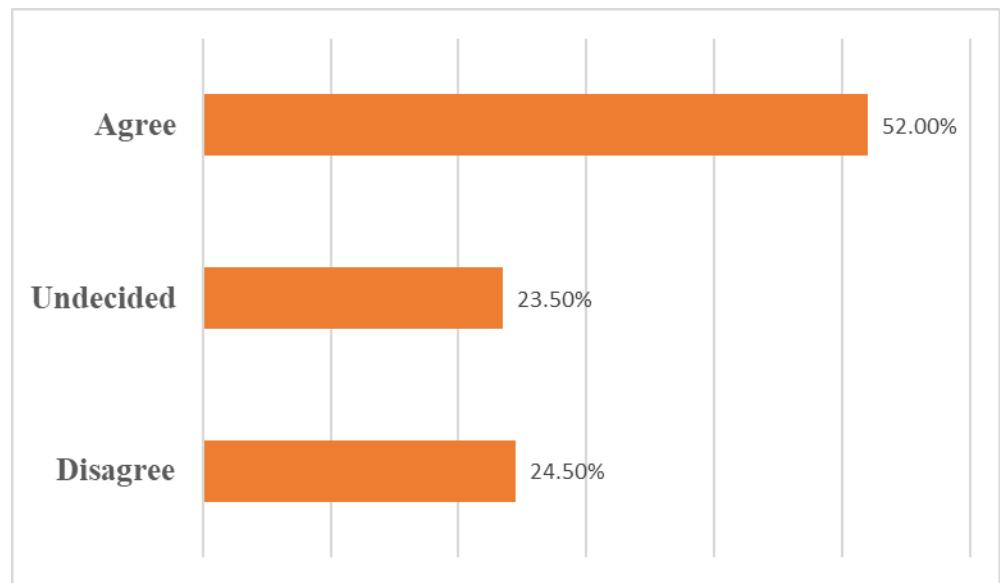


Figure 5. 26. Teachers' Perception about Reliability of the SC

The other statements for the reliability of the school community to teachers which focuses on parents are 'Parents in this school are reliable in their commitments' having an agreement of 45.6%; disagreement of 32.9%, and undecided with 21.1% having item wise ($M=3.11$, $SD=1.25$). The remaining indicator was 'Teachers can count on parental support' getting the agreement of 43.8%; disagree of 27.2% and having the highest rate of undecided of 29.0% with item wise ($M=3.19$, $SD=1.16$).

D. Competence of the School Community

D.1. Principals' Perception

Three items drawn from the principals' trust battery measured the competence of the school community. The items were again pooled making a total of 96 responses (3 items for 32 principals).

Looking at Table 5.39 and Figure 5.27, 55.2% of the principals have shown their agreement on the competence of the school community; 24.0% disagreed on the competence of the school community and 20.8% of the principals chose undecided with ($M=3.06$, $SD=.55$). Among the items, the highly favoured item was ‘Most students are able to do the required work’, with an agreement level of 68.8% having ($M=3.59$, $SD=.91$).

Table 5.39. Principals’ Perception about the Competence of the SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
8	I question the competence of some of my teachers.	7(21.9)	6(18.8)	19(59.4)	2.59	1.16
10	Most students are able to do the required work.	6(18.8)	4(12.5)	22(68.8)	3.59	.91
20	Most parents here have good parenting skills.	10(31.3)	10(31.3)	12(37.5)	3.00	.95
	Total	23 (24.0)	20(20.8)	53(55.2)	3.06	.55

Principals have also shown their appreciation on the competence of the school community by the disagreement for the item ‘I question the competence of some of my teachers’ where 59.4% of the principals showed their disagreement with ($M=2.59$, $SD=1.16$) where the item was coded inversely. The third item ‘Most parents here have good parenting skills’ entertained the agreement of 37.5%, disagreement (31.3%) and undecided (31.3%) proportionately with ($M=3.00$, $SD=.95$).

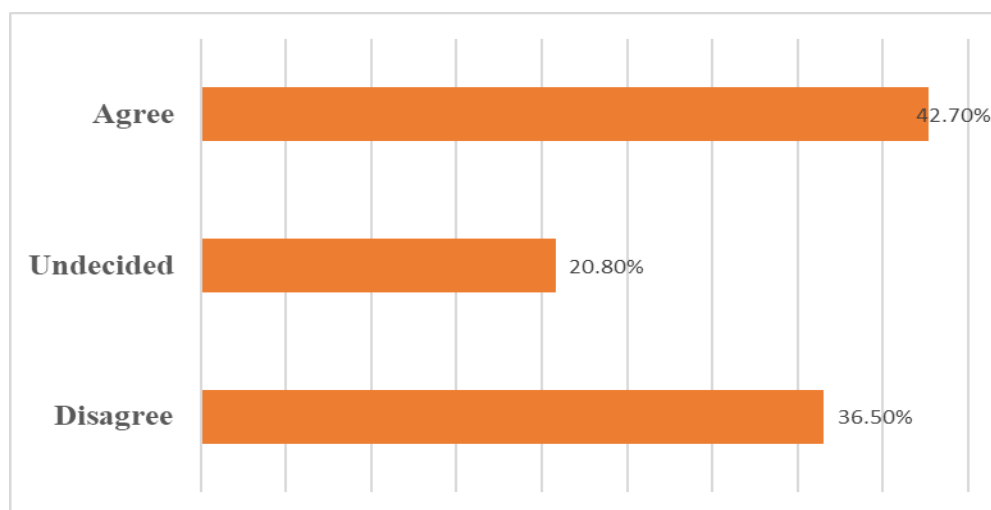


Figure 5.27. Pooled Principals’ Perception about the Competence of the SC

D.2. Teacher' Perception

Four items drawn from the teachers' trust scale-measured teachers' perception about the competence of their school community. The responses of 331 teachers for 4 items (1324) were pooled to understand the overall perception of teachers about the competence of their school community.

Table 5.40. Teachers' Perception about Competence of the SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
8	The principal in this school is competent in doing his or her job.	57(17.2)	58(17.5)	216(65.3)	3.64	1.21
16	Teacher's in this school do their jobs well.	21(6.3)	37(11.2)	273(82.5)	4.07	.91
17	Teacher's think that most of the parents do a good job.	52(15.7)	81(24.5)	198(59.8)	3.58	1.07
26	Teachers here believe that students are competent learners.	80(24.2)	85(25.7)	166 (50.2)	3.31	1.12
	Total	210(15.9)	261(19.7)	853 (64.4)	3.65	.75

The responses of teachers towards the competence of their school community have been summarized in Table 5.40 and Figure 5.28. Accordingly, 64.4% of the teachers have agreed on the competence of their school community, 15.9% noted disagreement and 19.7% have not decided on the competence of their school community with ($M=3.65$, $SD= .75$).

Among the items of competence, the highest agreement of all the items was observed in 'Teacher's in this school do their jobs well' with an agreement of 82.5%, disagreement of only 6.3% and undecided 11.2% having ($M=4.07$, $SD=. 91$). Following this, 'The principal in this school is competent in doing his or her job' has got the agreement of 65.3% of the teachers with disagreement of 17.2% and undecided of 17.5% ($M=3.64$, $SD=1.21$). The remaining two items which got less agreement were: 'Teacher's think that most of the

parents do a good job' (having an agreement of 59.8%; disagreement of 15.7%, and undecided of 24.5% with ($M=3.58$, $SD=1.07$) and 'Teachers here believe that students are competent learners' (having an agreement of 50.2%, disagreement of 24.2% and undecided of 25.7% with ($M=3.31$, $SD=1.12$).

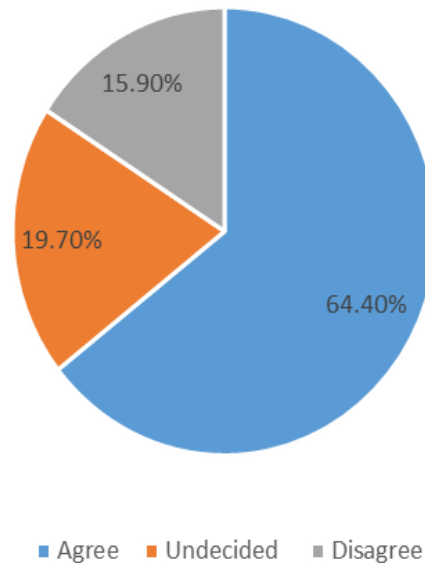


Figure 5.28. Pooled Teachers' Perception about Competence of the SC

Supervisors are more worried about the competence of the principals and teachers. They reported the issue of competence of the principals and teachers as concerns for them:

It is challenging the quality of the education as principals are not as expected; as leaders they do not have the capacity to lead, they are simply working on what they are asked on formats and templates and being disorganized. Teachers are following conventional methods of teaching; they are not academically matured; they are academically poor; which are challenging the quality of the education, even students are expressing their dissatisfaction with teachers and reporting not to have class with some teachers.

E. Openness of the School Community

E.1. Principals' Perception

Two items drawn from the principals' trust battery measured the openness of the school community making a total of 64 responses (2 items for 32 principals). The items were again pooled to understand the overall openness of the school community to principals.

Looking at Table 5.41 and Figure 5.29, the principals have shown their level of agreement on the openness of the school community where 64.1% of the principals confirmed their school community is open, 14.1% disagreed on the openness of the school community and 21.9% chose undecided on this dimension ($M=3.67$, $SD=.66$).

Table 5. 41.Principals' Perception about Openness of the SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
1	Teachers in this school are candid with me.	0	8 (25.0)	24 (75.0)	4.00	.72
16	Most parents openly share information with the school.	9 (28.1)	6 (18.8)	17 (53.1)	3.34	1.1
	Total	9 (14.1)	14(21.9)	41(64.1)	3.67	.66

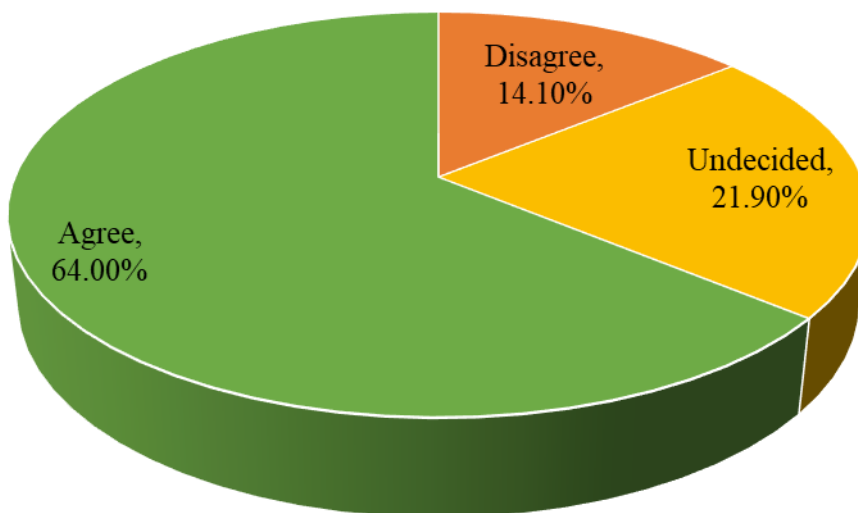


Figure 5.29.Principals' Perception on the Openness of the SC

Among the items, ‘Teachers in this school are candid with me’ got high agreement (75.0%) with ($M=4.00$, $SD=.72$) and the other ‘Most parents openly share information with the school’ got 53.1% of the agreement ($M=3.34$, $SD=1.1$).

E.2. Teachers’ Perception

Three items drawn from the teachers’ trust battery measured the openness of the school community making a total of 993 responses (3 items for 331 teachers). The items were again pooled to understand the overall openness of the school community to teachers.

Table 5.42. Teachers’ Perception about the Openness of the SC

#	Statements	Pooled Level of Agreement				
		Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)	<i>M</i>	<i>SD</i>
5	The principal does not really tell teachers what is going on.	182 (55.0)	54 (16.3)	95 (28.7)	2.51	1.38
10	The teachers in this school are open with each other.	62 (18.7)	70 (21.1)	199 (60.1)	3.57	1.19
24	Students here are secretive.	87(26.3)	72(21.8)	172(52.0)	3.43	1.22
	Total	331(33.3)	196(19.7)	466(46.9)	3.17	.63

Depicted from Table 5.42 and Figure 5.30, the teachers have shown their level of agreement on the openness of the school community where 46.9% of the teachers confirmed their school community is open, 33.3% disagreed on the openness of the school community and 19.7% chose undecided on this dimension ($M=3.17$, $SD=.63$). Among the items, ‘The teachers in this school are open with each other’ got high agreement (60.1%) with ($M=3.57$, $SD=1.19$) and the other ‘The principal does not really tell teachers what is going on.’ got 55.0% of the disagreement ($M=2.51$, $SD=1.38$) and the remaining ‘Students here are secretive’ was supported by 52.0% of the teachers with ($M=3.43$, $SD=1.22$).

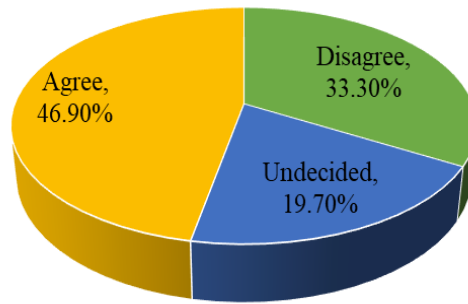


Figure 5.30. Teachers' Perception on the Openness of the SC

Based on the interview reflection of supervisors, there is openness and free discussion between teachers and principals but not with students.

5.5.4. School Community Trust at Zone Level

The trust of school community across Zone was analysed to see any significant difference in their level of trust across the areas. Based on Table 5.43, the mean of principals' trust in South Gonder is ($M=3.47$, $SD=.41$) a little bit lower than the Gurage Zone which is ($M=3.52$, $SD=.58$).

Table 5.43. SC Trust across Zones

SC	Zones	n	M	SD	t-test for Equality of Means			
					t	df	p	95% CI
Principals	South Gonder	16	3.47	.41	-.281	30	.781	[-.41363, .31363]
	Gurage	16	3.52	.58				
	Total	32	3.49	.50				
Teachers	South Gonder	189	3.39	.63	-.642	329	.521	[-.16756, .08509]
	Gurage	142	3.43	.50				
	Total	331	3.41	.58				
Students	South Gonder	168	4.02	.66	.401	325	.689	[-.11135, .17292]
	Gurage	159	3.99	.66				
	Total	327	3.98	.64				
Parents	South Gonder	83	3.72	1.02	-1.018	157	.310	[-.47602, .15222]
	Gurage	76	3.88	.98				
	Total	159	3.80	1.00				

The trust of teachers across zones as depicted in Table 5.43 is for South Gonder Zone with mean of 3.39 ($SD=.63$) and Gurage Zone is with mean of 3.43 ($SD=.50$) which seem a

little bit higher. Here, the level of students' trusts across Zones of South Gonder and Gurage is almost the same ($M=4.02$, $SD=.66$; $M=3.99$, $SD=.66$) respectively. Inferred from Table 5.43, the level of trust of parents in teachers seem a little bit higher in Gurage Zone ($M=3.88$, $SD=.98$) than South Gonder Zone ($M=3.72$, $SD=1.02$).

In order to clarify the concerns on the statistical significance of the differences in the level of trust of principals, teachers, students and parents across Zones, a t-test was carried out. As noted in Table 5.43, the output of t-test for principals' trust in school community showed the difference between principals' trust in South Gonder Zone and Gurage Zones was statistically insignificant, $t(30) = -.281$, $p = .781$, 95% CI [-.41, .31]. These intervals are inclusive of the zero value, i.e., an indicator for the non-existence of statistically significant difference between the principals' trust in the two zones.

The t-test for teachers showed that the difference was not statistically significant, $t(329) = -.64$, $p = .521$, 95% CI [-.17, .09]. These intervals include the zero value which is an indicator for the non-existence of statistically significant difference on the trust of teachers in South Gonder and Gurage Zones.

Likewise, the level of students' trusts across Zones of South Gonder and Gurage is almost the same, which implies insignificance of the difference across zones with in students, $t(325) = .40$, $p = .689$, 95% CI [-.11, .17] as these intervals are inclusive of zero value.

Similarly, the difference in parents' level of trust in teachers across zones was not statistically significant, $t(157) = -1.02$, $p = .310$, 95% CI [-.48, .15]. The intervals include the zero value which is again an indicator for the non-existence of differences across regions.

5.5.5. School Community Trust at District Level

The mean comparison of school community trust with in four districts has been presented in Table 5.44 and Figure 5.31. Here, principals in Libo Kemkem have shown the highest agreement of 67.5% ($M=3.76$; $SD=.26$) on the trust of their school community that was followed by Abeshege with an agreement of 60.8% ($M=3.52$; $SD=.62$), Walkete having an agreement of 55.5 % ($M=3.52$; $SD=.59$) and finally Fogera with an agreement of 46.9% ($M=3.18$; $SD=.32$).

The highest level of teachers' trust in their school community was observed again in Libo Kemkem district with an agreement of 57.4% ($M=3.46$, $SD=.64$) and Walkete with an agreement of 55.3% ($M=3.45$, $SD=.48$). The third district having high teachers' trust in their

school community was Abeshege district with an agreement of 55.0% ($M= 3.41$, $SD=. 53$) and the last district was Fogera with an agreement of 49.6% ($M= 3.33$, $SD=.62$). Overall, 54.0% of the teachers have trust in their school community and 23.5% of them do not have trust.

Table 5.44.SC Trust across Districts

SC	Districts	<i>n</i>	<i>M</i>	<i>SD</i>	Disagree <i>n</i> (%)	Undecided <i>n</i> (%)	Agree <i>n</i> (%)
Principals	Libo Kemkem	8	3.76	.26	12 (7.5)	40 (25.0)	108 (67.5)
	Fogera	8	3.18	.32	45 (28.1)	40 (25.0)	75 (46.9)
	Walkete	10	3.52	.59	39 (19.5)	50 (25.0)	111 (55.5)
	Abeshege	6	3.52	.62	21 (17.5)	26 (21.7)	73 (60.8)
	Total	32	3.49	.50	117 (18.3)	156 (24.4)	367 (57.3)
Teachers	Libo Kemkem	84	3.46	.64	508 (23.3)	422 (19.3)	1254 (57.4)
	Fogera	105	3.33	.62	707 (25.9)	670 (24.5)	1353 (49.6)
	Walkete	73	3.45	.48	417 (22.0)	431 (22.7)	1050 (55.3)
	Abeshege	69	3.41	.53	391 (21.8)	416 (23.2)	987 (55.0)
	Total	331	3.41	.58	2023 (23.5)	1939 (22.5)	4644 (54.0)
Students	Libo Kemkem	78	3.95	.64	159(15.7)	81(8.0)	774(76.3)
	Fogera	90	4.02	.61	160(13.6)	94(8.0)	916(78.4)
	Walkete	80	3.98	.72	115(11.1)	134(13.7)	791(75.2)
	Abeshege	79	3.94	.61	146(14.2)	108(10.5)	773(75.3)
	Total	327	3.98	.64	580(13.6)	417(9.8)	3254(76.6)
Parents	Libo Kemkem	42	3.62	.97	138(21.9)	61(9.7)	431(68.4)
	Fogera	41	3.83	1.07	119(19.3)	60(9.8)	436(70.9)
	Walkete	37	4.17	.69	51(9.4)	42(7.6)	462(83.1)
	Abeshege	39	3.61	1.14	145(24.8)	85(14.5)	355(60.7)
	Total	159	3.80	1.00	453(19.0)	248(10.4)	1684(70.6)

Among the districts, the percentage of agreement and mean value of students' trust in teachers was higher in Fogera getting 78.4% of their agreement ($M=4.02$, $SD=. 61$); followed by Libo Kemkem having an agreement of 76.3% ($M= 3.95$, $SD=. 64$), Abeshege with an agreement of 75.3% ($M=3.94$, $SD=. 61$) and Walkete with an agreement of 75.2 % ($M=3.98$, $SD =.72$) took the third and fourth rank.

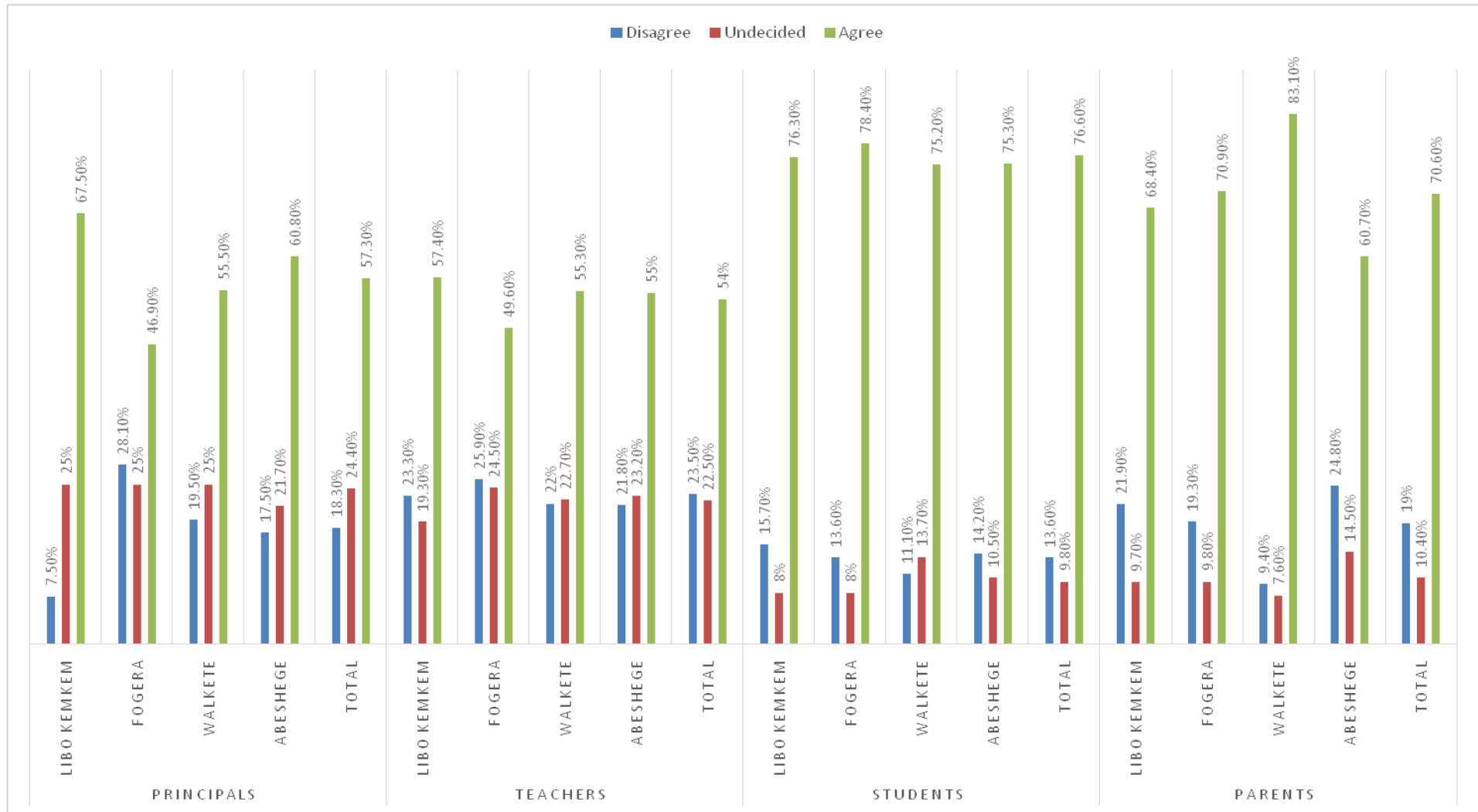


Figure 5.31. Pooled Trust across Districts

The overall students' level of trust is at high level with an agreement of 76.6% ($M=3.98$, $SD=.64$). The districts are almost in the same level of trust.

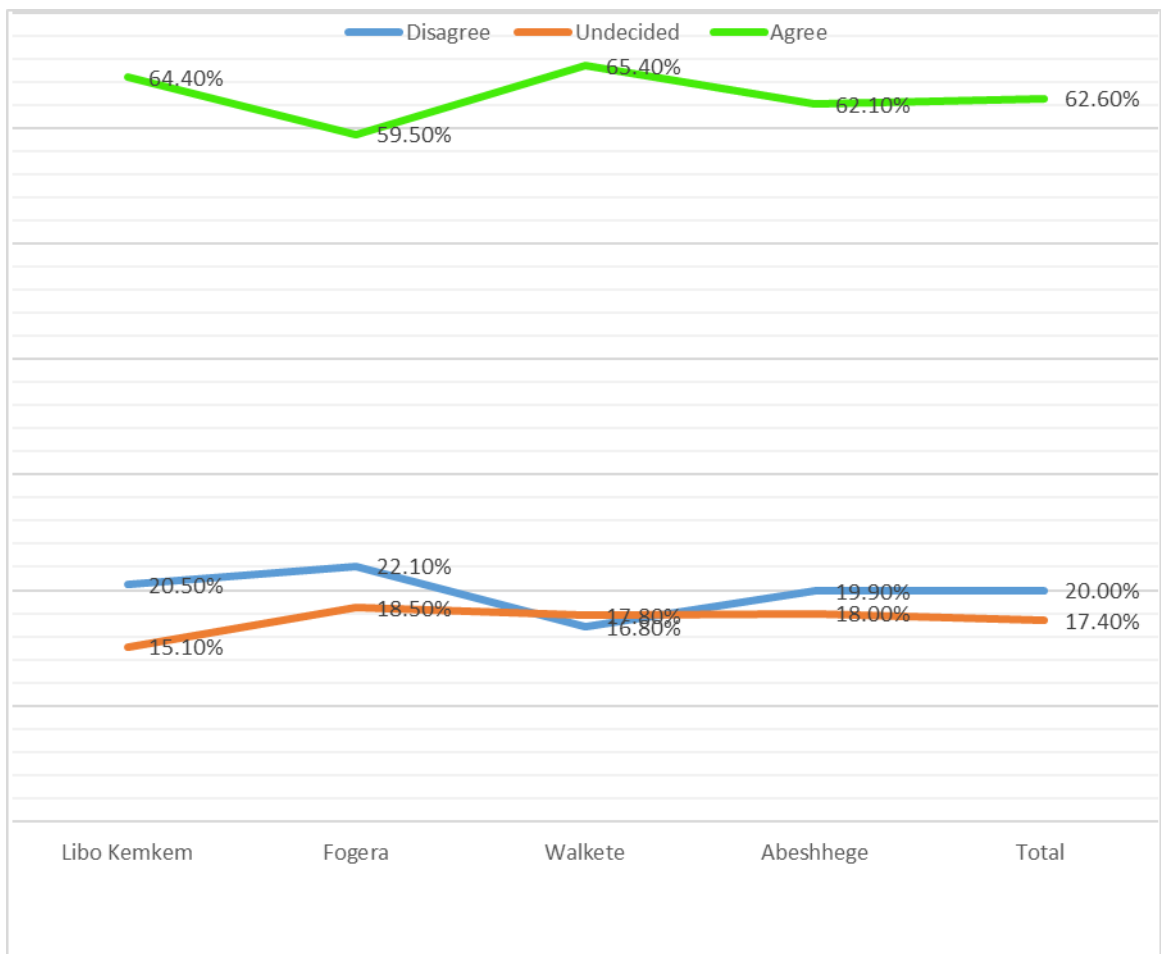


Figure 5.32. Level of SC Trust across Districts

Furthermore, the trust of parents in teachers among the districts showed the mean value of Walkete ($M=4.17$, $SD=.69$) which was the highest; followed by Fogera ($M=3.83$, $SD=1.07$), Libo Kemkem ($M=3.62$, $SD=.97$) and lastly Abeshege ($M=3.61$, $SD=1.14$). The responses of parents were again pooled as the top boxes (agree and strongly agree) and bottom boxes (strongly disagree and disagree). Based on this, 83.1% of the parents in Walkete district showed their trust in their teachers, 9.4% disagreed, and 7.6% have not decided. Fogera was the second with an agreement of 70.9%, disagreement 19.3% and undecided 9.8%. The third district was Libo Kemkem with an agreement of 68.4%; disagreement of 21.9% and undecided 9.7%. The last district in these strata was Abeshege with an agreement of 60.7%, disagreement of 24.8% and undecided being 14.5%.

Referring at Figure 5.31, overall 62.6% of the school community in the study has agreed on the presence of trust among the school community where as 20.0% of them did not agree on its existence in their school community. The highest school community trust was observed in Walkete district of the study area where 65.4% of the members have confirmed its existence and the least was in Fogera district though the difference among the districts was not that much enormous. In terms of their disagreement, the highest disagreement in the existence of school community trust is observed in Fogera district with a response rate of 22.10% and the least was in Walkete with response rate of 16.80%. Likewise, high rate of undecided is observed in Fogera district (18.50%) and again the least undecided rate is recorded in Libo Kemkem district having 15.10%.

The researcher was worried about the significance of the difference that exists among the districts. Therefore, a one- way ANOVA was carried out in order to clarify the statistical significance of the differences in the level of trust of school community (SC) across districts.

Table 5.45. SC Trust across Districts

SC	Source	Sum of Squares	df	MS	F	p
Principals	Between Groups	1.343	3	.448	1.993	.138
	Within Groups	6.286	28	.225		
	Total	7.629	31			
Teachers	Between Groups	.965	3	.322	.964	.410
	Within Groups	109.177	327	.334		
	Total	110.142	330			
Students	Between Groups	.346	3	.115	.277	.842
	Within Groups	134.504	323	.416		
	Total	134.850	326			
Parents	Between Groups	7.779	3	2.597	2.665	.050
	Within Groups	150.793	155	.973		
	Total	158.572	158			

Based on Table 5.45, statistically no significant difference has been observed on the trust of principals across districts, [$F(3, 28) = 1.993, p = .138$]. Likewise, statistically no significant difference has been observed on the teachers' trust in school community across districts, [$F(3, 327) = .964, p = .410$].

The trust of students across the four districts seems the same. However, to confirm any statistically significant difference across districts, one-way ANOVA was carried out which confirmed, no statistically significant differences on the students trust in their teachers across districts, [$F(3, 323) = .277, p = .842$]. Similarly, the trust of parents across the four districts has shown statistically significant differences at a marginal level, [$F(3, 155) = 2.665, p = .050$]. Actually, the p-value is at the marginal point (.05) where there is high possibility to be significant, but the one-way ANOVA-Post Hoc multiple comparison did not depict any evidence of its significance.

5.5.6. School Community Trust Based on Location

The trust of SC across location (rural /urban) was analysed to see any significant difference between school community levels of trust in line with the location of schools.

Table 5.46. SC Trust Based on Location of Schools

SC	Location	n	M	SD	t-test for Equality of Means			
					t	df	95% CI	
Principals	Rural	14	3.33	.49	-1.672	30	.105	[-.64, .06]
	Urban	18	3.62	.48				
	Total	32	3.49	.50				
Teachers	Rural	142	3.48	.57	1.975	329	.049	[.00, .25]
	Urban	189	3.35	.58				
	Total	331	3.41	.58				
Students	Rural	164	3.95	.66	-.632	325	.528	[-.19, 1.0]
	Urban	163	4.00	.62				
	Total	327	3.98	.64				
Parents	Rural	87	3.92	.982	1.737	157	.084	[-.04, .60]
	Urban	72	3.65	1.01				
	Total	159	3.80	1.00				

Based on Table 5.46, the mean of rural school principals was 3.33($SD = .49$) and the mean of principals working in urban was 3.62($SD = .48$) a little bit higher. In order to check the statistical significance of the difference, a t-test was again carried out. Thus, the difference between principals' trust in school community was not statistically significant

based on location, $t(30) = -1.672$, $p = .105$, 95% CI $[-.64, .06]$. We are 95% sure that the population mean falls within the range of the CI (± 1.960). These intervals include the zero value that is an indicator for the non-existence of statistically significant difference between rural and urban school principals.

Table 5.46 has also shown the trust of teachers in school community across the location of schools being in rural or urban settings. Hence, the teachers' trust in their school community of rural schools ($M = 3.48$, $SD = .57$) seems higher than urban schools ($M = 3.35$, $SD = .58$). Based on the t-test output, the difference between teachers' trust in their school community with in rural –urban schools were statistically significant, $t(329) = 1.98$, $p < .05$, 95% CI $[.00, .25]$. These intervals exclude the zero value that is an indicator for the existence of statistically significant difference between rural and urban schools. This happened due to high trust of teachers in rural schools than urban schools.

The findings of this research oppose the findings of Tasdan and Yalcin (2010) where there was not any relationship between primary school teachers' perceived trust level and teachers' place of work.

Based on Table 5.46, the level of trust of students in rural schools ($M = 3.95$, $SD = .66$) towards their school is less than the trust of students in urban schools ($M = 4.00$, $SD = .62$). The question of how the difference is statistically significant was confirmed in the t-test. It has been found that, the difference between students' trust in school across rural and urban was statistically insignificant, $t(325) = -.63$, $p = .53$, 95% CI $[-.19, .10]$. As the intervals do include the zero value, it is an indicator for the conclusion of non-existence of differences with in rural and urban school students.

The mean trust of parents in rural schools ($M = 3.92$, $SD = .98$) is higher than the trust of parents in urban schools ($M = 3.65$, $SD = 1.01$). The question of how the difference is statistically significant was checked in an independent sample t-test and it is confirmed that the mean difference of parents' trusts in schools in rural and urban is statistically insignificant, $t(157) = 1.74$, $p = .084$, 95% CI $[-.04, .60]$ which included the zero value, that is an indicator for the non-existence of difference across locations.

5.5.7. School Community Trust Across Gender

The trust of SC was analysed to see any significant differences in their level of trust across their gender. With regard to the comparison of male- female principals' level of trust, since the distribution of male –female principals was not balanced, and the sample

size is small, it is recommended to compare them in Mann-Whitney U test (Brace et al., 2012).

Table 5.47. SC Trust across Gender

SC	Gender	<i>n</i>	Mean Rank	Sum of Ranks	<i>U</i>	<i>p</i>
Principals	Male	27	15.94	430.50	52.500	.448*
	Female	5	19.50	97.50		
	Total	32				

Table 5.47 depicts the mean rank of male principals as 15.94 which seems lower than the females 'mean rank of 19.50. Based on the results of Mann-Whitney U test, there is no statistically significant difference between male and female principals in their level of school community trust ($U=52.500$, $n_1=27$, $n_2=5$, $p=.448$).

Table 5.48. SC Trust across Gender

SC	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	t-test for Equality of Means			
					<i>t</i>	<i>df</i>	<i>P</i>	95% <i>CI</i>
Teachers	Male	176	3.36	.56	-1.508	328	.132	[-.22, .03]
	Female	154	3.46	.60				
	Total	330	3.41	.58				
Students	Male	163	3.91	.66	-2.812	324	.005	[-.35, -.06]
	Female	163	4.11	.65				
	Total	326	3.98	.64				
Parents	Male	105	3.80	1.07	.398	150	.691	[-.28, .42]
	Female	47	3.73	.86				
	Total	152	3.78	1.01				

Likewise, the difference in their level of trust across gender for remaining school community was confirmed in an independent samples t- test as the distribution of sample was proportional and the sample size was adequate.

Noted in Table 5.48, the teachers' level of trust in their school community across gender has shown difference where females ($M=3.46$; $SD=.60$) have relatively higher trust than males ($M=3.36$; $SD=.56$). An independent samples t-test was done to verify the statistical significance of the mean difference. Accordingly, the difference between teachers' trust in their school community based on gender was not statistically

significant, $t(328) = -1.51, p = .132, 95\% \text{ CI} [-.22, .03]$ where the intervals include the zero value, which is an evidence for the nonexistence of statistically significant difference between female and male teachers' trust in their school community.

The results of this study indicated that there is no any statistically significant difference in the teachers' trust of their school community across their gender which goes with the findings of Kursunoglu (2009). However, the work of Houtte (2006) noted that, trust is influenced by gender where it influences male teachers' trust more than females.

Based on Table 5.48, the level of trust of male students ($M=3.91; SD=.66$) towards their teachers is less than the trust of female students ($M=4.11; SD=.65$). This has also been confirmed in an independent samples t-test. Consequently, the difference between male and female students' trust in their teachers is statistically significant, $t(324) = -2.81, p < .05, 95\% \text{ CI} [-.35, -.06]$. This difference has been observed because of females have a relatively higher trust in their teachers compared to males. This can also be inferred from the 95% CI which do not include the zero value, that is an indicator for the existence of difference and a good reason for rejecting the null hypothesis.

The mean trust of male parents in their children's schools seems a little bit higher ($M=3.80, SD=1.07$) than females ($M=3.73, SD=.86$). In order to elucidate the concerns on the statistical significance of the difference, an independent samples t-test was carried out. Thus, the difference between male and female parents' trust in school was not statistically significant, $t(150) = .40, p = .691, 95\% \text{ CI} [-.28, .42]$. The intervals include the zero value that is an indicator for the non-existences of statistically significant differences in parents' trust in schools based on their gender.

5.5.8. School Community Trust Across Age

The principals', teachers', students' and parents' levels of trusts in their school community across age have been computed. Based on Table 5.49, the highest principals' trust in their school community was observed within the age category of 26-30 years ($M=3.73, SD=.43$) which was followed by those above 40 years of age ($M=3.44, SD=.55$) and least trust was observed among principals with the age category of 21-25 years ($M=2.85$).

Similarly, the highest teachers' trust in school community was observed from teachers with in the age range of 31- 35 years old ($M=3.54, SD=.53$) followed by teachers within the age range of 21- 25 years old ($M=3.47, SD=.49$). The third category

was teachers with age range of 36 – 40 ($M=3.45$, $SD=. 61$). Among the age group, the 4th ranking category was 20 and below ($M=3.41$, $SD=. 32$). The least age categories were 26 - 30 and above 40 years of age having ($M=3.35$, $SD=. 57$) and ($M=3.28$, $SD=. 68$) respectively.

Table 5.49.SC Levels of Trusts within Their Age

SC	Age	<i>n</i>	<i>M</i>	<i>SD</i>
Principals	From 21-25 years	1	2.85	-
	From 26-30 years	15	3.73	.43
	From 31-35 years	3	3.18	.39
	From 36-40 years	6	3.23	.42
	above 40 years	7	3.44	.55
	Total	32	3.49	.50
Teachers	20 & below 20 years	3	3.41	.32
	From 21-25 years	60	3.47	.49
	From 26-30 years	129	3.35	.57
	From 31-35 years	51	3.54	.53
	From 36-40 years	30	3.45	.61
	Above 40 years	56	3.28	.68
	Total	329	3.40	.57
Students	10 & below 10 years	19	4.08	.90
	11-15 years	208	4.05	.66
	16-20 years	95	3.91	.60
	Above 20 years	4	4.06	.40
	Total	326	4.01	.66
Parents	Below 25 years	5	4.17	.77
	25-29 years	19	3.69	.90
	30-35 years	37	3.90	.98
	36-40 years	21	3.82	.78
	41-45 years	46	3.83	1.12
	Above 45 years	30	3.64	1.11
	Total	158	3.80	1.00

Portrayed in Table 5.49, the level of trust of students across age was almost similar having ($M= 4.01$, $SD=.66$). The mean of parents trust in their children’s school community is sequentially: those who are below 25 years of age ($M=4.17$, $SD=. 77$), 25 -

29 years of age ($M=3.69$, $SD=.90$), 30 - 35 years old parents ($M=3.90$, $SD=.98$), 36-40 years old parents ($M=3.82$, $SD=.78$), 41-45 years old ($M=3.83$, $SD=1.12$), and finally above 45 years old parents have the trust of ($M=3.64$, $SD=1.11$).

A one-way ANOVA was done to test the statistical significance of the difference in school community trust across age.

Table 5.50. SC Trust across Age

SC	Source	Sum of Squares	df	MS	F	p
Principals	Between Groups	1.992	4	.498	2.386	.076
	Within Groups	5.637	27	.209		
	Total	7.629	32			
Teachers	Between Groups	2.472	5	.494	1.512	.186
	Within Groups	105.629	323	.327		
	Total	108.101	328			
Students	Between Groups	1.339	3	.446	1.033	.378
	Within Groups	139.071	322	.432		
	Total	140.410	325			
Parents	Between Groups	2.106	5	.421	.412	.840
	Within Groups	155.465	152	1.023		
	Total	157.572	157			

Based on Table 5.50, no statistically significant difference has been observed on the trust of principals across age, [$F(4, 27) = 2.39$, $p = .076$]. Similarly, the difference was not statistically significant at the teachers trust in their school community across age, [$F(5, 323) = 1.51$, $p = .186$]. Likewise, no statistically significant difference has been observed on the students' level of trust in their teachers based on age, [$F(3, 322) = 1.03$, $p = .378$]. Equally, no statistically significant difference has been observed on the trust of parents based on age, [$F(5, 152) = .41$, $p = .840$].

5.5.9. Students' Level of Trust Across Grades

The students' trust in teachers across grades was analysed to test any differences.

Table 5.51. Students' Level of Trust in Teachers with in Grades

SC	Grade	n	Mean	SD	t-test for Equality of Means			
					t	df	p	95% CI
Students	Grade 4	168	4.17	.61	4.606	325	.000	[.19,.47]
	Grade 8	159	3.84	.67				
	Total	327	3.98	.64				

As depicted in Table 5.51, grade four students have higher level of trust ($M=4.17$, $SD=.61$) than grade eight students ($M=3.84$, $SD=.67$). This difference has also been visible from the independent samples t-test as indicated in Table 5.51. Accordingly, the difference between grade 4 and grade 8 students' trust in their teachers was statistically significant, $t(325) = 4.61$, $p < .05$, 95% CI [.19, .47]. This difference has been observed because of grade 4 students have higher trust in their teachers compared to grade eight students. This can also be inferred from the intervals as they do not include the zero value, which is an indicator for the existence of difference across grades. Thus, the study failed to reject the null hypothesis.

5.5.10. Principals' and Teachers' Trust Across Experience

Looking at Table 5.52 of the following paragraph, principals at the age category of below 5 years experiences have more trust in their school community ($M=3.69$, $SD=.42$) than others. The next high trust in school community was observed among principals within 5-10 years of experience ($M=3.45$, $SD=.48$). The least level of trust was observed from principals under 11-15 years of experience ($M=3.31$, $SD=.42$).

Teachers have shown their trust in their school community sequentially: 21 - 25 years of experience ($M=3.69$, $SD=.59$); below 5 years ($M=3.51$, $SD=.45$); 16 - 20 years ($M=3.41$, $SD=.60$); 11 - 15 years ($M=3.40$, $SD=.65$); 5 - 10 years ($M=3.34$, $SD=.47$); above 30 years ($M=3.32$, $SD=.69$) and finally, 26 - 30 years experienced teachers ($M=3.21$, $SD=.57$).

Table 5.52.Principals’ and Teachers’ Trust Across Experience

Experience in years	Faculty	n	M	SD
Below 5 years	Principals	7	3.69	.42
	Teachers	35	3.51	.45
From 5-10 years	Principals	14	3.45	.48
	Teachers	104	3.34	.47
From 11-15 years	Principals	7	3.31	.42
	Teachers	98	3.40	.65
From 16-20 years	Principals	-	-	-
	Teachers	27	3.41	.60
From 21-25 years	Principals	-	-	-
	Teachers	21	3.69	.59
From 26-30 years	Principals	-	-	-
	Teachers	10	3.21	.57
Above 30 years	Principals	3	3.40	.88
	Teachers	33	3.32	.69
Total	Principals	31	3.47	.49
	Teachers	328	3.40	.57

The statistical significance of the mean differences in principals’ and teachers’ trust in school community across experience were analysed using one- way ANOVA.

Table 5.53.Principals’ and Teachers’ Trust across Experience

SC	Source	Sum of Squares	df	MS	F	p
Principals	Between Groups	.536	3	.179	.733	.541
	Within Groups	6.578	27	.244		
	Total	7.114	30			
Teachers	Between Groups	3.111	6	.518	.585	.151
	Within Groups	104.987	321	.327		
	Total	108.097	327			

Based on Table 5.53, statistically no significant difference has been observed on the trust of principals across experience, [$F(3, 27) = .733, p=.541$]. Similarly, the teachers’

trust in their school community across experience was not statistically significant, [$F(6, 321) = 1.59, P = .151$] which again goes with the findings of Tasdan and Yalcin (2010).

The findings of this research are against the works of Kursunoglu (2009), where statistically significant differences on the total of teachers' trust in their school community was reported especially teachers with experience of 16 years and over were found with higher mean scores than teachers in 6 to 10 years of experience.

5.6. Students' Academic Achievement (SAA)

Students' Academic Achievement (SAA) was the third theme of the study being dependent variable (criterion variable). Here, the academic achievement of grade four and eight students of the target schools was considered. At grade four, five subjects are taught which include Amharic, English, Mathematics, General Science and Aesthetics. The schools have two-semester system (semester I and II) and the passing mark is based on the average result of the two semester results that needs to be at least 50%. The eighth-grade exam consists of eight subjects that are given at the end of the academic year at national level across the States which is called Primary School Leaving Certificate Examination (PSLCE). The number of questions in each national exam varies from subject to subject and the passing mark is determined based on the academic achievements of students which is a norm-referenced. The subjects are Amharic, English, Mathematics, Biology, physics, Chemistry, Social Science and Civics and Ethical Education. The following sections present these results.

In order to confirm the normality of the SAA, a normality test was done. A Kolmogorov-Smirnov and Shapiro-Wilk tests were used to test the normality of the SAA as the dependent variable. In both grade 4 and 8, the null hypothesis was rejected as $p < .05$.

Table 5.54. Test of Normality for SAA

Grades	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Grade 4	.058	847	.000	.984	847	.000
Grade 8	.088	885	.000	.952	885	.000

This will remind to use nonparametric procedures, but interpretation of nonparametric outputs can also be more difficult than for parametric procedures since it

is changing raw values to ranks and then analysed ranks. However, this is one of the important part of the paper where respondents were highly requesting in due process of data collection which urges the researcher to make it friendlier. Moreover, there are other assumptions beyond the normality to use parametric test for non-normal data. According to Minitab Inc. (2015), parametric tests can perform well with continuous data that are non-normal if you satisfy the sample size guidelines of more than 15 respondents in each group for t-test, and 2-9 groups each group having greater than 15 sample. In line with these assumptions and the need of the respective schools and district education offices, the researcher followed parametric procedures for the analysis of the SAA.

5.6.1. Students' Academic Achievement Across Zones

The academic achievement of students across the target Zones was computed. Based on Table 5.55, the mean of SAA in grade four of the South Gonder Zone was ($M=69.97$, $SD=11.41$) and Gurage Zone was ($M=65.36$, $SD=10.60$) with an overall ($M=67.83$, $SD=11.27$). Likewise, grade eight PSLCE result indicated that the overall achievement of students was, with ($M=51.41$, $SD=10.07$). Among the Zones, the South Gonder Zone students performed relatively higher ($M=55.75$, $SD=9.76$) compared to Gurage Zone ($M=46.74$, $SD=8.12$).

The Zones have shown a significant difference in grade four and grade eight exam results based on their mean results. In order to confirm the statistical significance of the differences across Zones, an independent samples t-test was carried out.

Looking at Table 5.55, the Levene's Test for Equality of Variances shows significance of the difference at ($F=4.92$, $P<.05$), heterogeneity of variance or heteroscedasticity which reminds to consider the second row (equal variances not assumed). Thus, the difference between the two Zones on the SAA for grade four was statistically significant, $t(841) = -6.10$, $p<.05$, 95% CI $[-6.10, -3.13]$. This difference has been observed because of South Gonder Zone students have higher mean compared to Gurage Zone students. This can also be inferred from the intervals where they do not include the zero value, i.e., an indicator for the existence of difference across Zones.

Table 5.55. SAA Across Zones

	Zones	n	M	SD	Assu mptio ns	Levene's Tests		t-test for Equality of Means			
						F	P	t	df	p	95% CI
4	Gurage	393	65.36	10.60	1*	4.917	.027	-6.067	845	.000	[-6.11, -3.12]
	South	454	69.97	11.41	2*			-6.099	840.779	.000	[-6.10, -3.13]
	Gonder										
	Total	847	67.83	11.27							
8	Gurage	426	46.74	8.12	1*	23.870	.000	-14.851	883	.000	[-10.19, -7.81]
	South	459	55.75	9.76	2*			-14.952	872.734	.000	[-10.18, -7.82]
	Gonder										
	Total	885	51.41	10.07							
Total	Gurage	819	55.62	13.35	1*	1.500	.221	-11.458	1730	.000	[-8.43, -5.96]
	South	913	62.82	12.77	2*			-11.430	1690.544	.000	[-8.43, -5.96]
	Gonder										

1= Equal variances assumed, 2*= Equal variances not assumed*

AA for grade eight was statistically significant, $t(873) = -14.95$, $p < .05$, 95% CI [-10.18, -7.82]. This difference has been observed because of South Gonder Zone students have higher mean compared to Gurage Zone students. This can again be inferred from the intervals as they do not include the zero value which is again an indicator for the existence of differences across the grade. Overall, SAA at primary school level showed assumption of equal variances ($F=1.50$, $p=.221$) where the first row was considered. Accordingly, SAA has shown a statistically significant difference across Zones, $t(1730) = -11.46$, $p < .05$, 95% CI [-8.43, -5.92].

5.6.2. Students' Academic Achievement Across Districts

Students' academic achievement across districts has been portrayed in Table 5.56. Accordingly, Libo Kemkem district has a relatively higher mean mark for grade four ($M=71.69$, $SD=12.41$) followed by Fogera district of the same South Gonder Zone ($M=68.78$, $SD=10.52$). The districts of Gurage Zone; Walkete ($M=67.10$, $SD=10.96$) and Abeshege ($M=64.12$, $SD=10.180$) took the third and fourth ranks based on the average academic results of grade four students consequently.

Table 5.56. SAA Across Districts

Grade	District	n	M	SD
4	Walkete	163	67.10	10.96
	Abeshege	230	64.12	10.18
	Libo Kemkem	186	71.69	12.41
	Fogera	268	68.78	10.52
	Total	847	67.83	11.27
8	Walkete	209	46.24	6.27
	Abeshege	217	47.19	9.60
	Libo Kemkem	229	56.15	11.23
	Fogera	230	55.35	8.05
	Total	885	51.41	10.07
Total	Walkete	372	55.40	13.46
	Abeshege	447	55.81	13.27
	Libo Kemkem	415	63.11	14.08
	Fogera	498	62.58	11.59
	Total	1732	59.42	13.53

In grade eight, Libo Kemkem district has a relatively higher average mark with ($M=56.15$, $SD=11.23$) followed by Fogera district of the same Zone ($M= 55.35$, $SD=8.05$). The districts of Gurage Zone; Abeshege ($M=47.19$, $SD=9.60$) and Walkete ($M=46.24$, $SD=6.27$) took the third and fourth rank based on the average academic results of grade eight students accordingly.

Table 5.57.SAA Across Districts

Grade	Source	Sum of Squares	df	MS	F	p
4	Between Groups	6259.410	3	2086.470	17.377	.000
	Within Groups	101218.822	843	120.070		
	Total	107478.232	846			
8	Between Groups	18069.490	3	6023.163	74.174	.000
	Within Groups	71539.564	881	81.203		
	Total	89609.054	884			
Total	Between Groups	22456.793	3	7485.598	43.917	.000
	Within Groups	294535.653	1728	170.449		
	Total	316992.445	1731			

Based on Table 5.57, the difference in grade four, eight and total of SAA across districts was statistically significant, [$F(3, 843) = 17.38, p < .05$], [$F(3, 881) = 74.174, p < .05$], and, [$F(3, 1728) = 43.92, p < .05$] respectively. For this, Tukey-HSD (multiple comparisons) was carried out to identify the districts where statistically significant differences have been observed.

Table 5.58.SAA Differences across Districts

(I) District	(J) District	MD (I-J)	<i>p</i>	95% CI
	Abeshege	-.41	.971	[-2.76, 1.95]
Walkete	Libo Kemkem	-7.71*	.000	[-10.11, -5.31]
	Fogera	-7.18*	.000	[-9.48, -4.88]
	Walkete	.41	.971	[-1.95, 2.76]
Abeshege	Libo Kemkem	-7.30*	.000	[-9.59, -5.01]
	Fogera	-6.77*	.000	[-8.96, -4.58]
	Walkete	7.71*	.000	[5.31, 10.11]
Libo Kemkem	Abeshege	7.30*	.000	[5.01, 9.59]
	Fogera	.53	.927	[-1.70, 2.77]
	Walkete	7.18*	.000	[4.88, 9.48]
Fogera	Abeshege	6.77*	.000	[4.58, 8.96]
	Libo Kemkem	-.53	.927	[-2.77, 1.70]

*. $P < 0.05$ level.

As depicted in Table 5.58, SAA in Walkete and Abeshege districts was significantly lower than Fogera and Libo Kemkem with mean difference of Fogera with Abeshege, $MD = 6.77, p < .05, 95\% CI [4.58, 8.96]$ and Fogera with Walkete, $MD = 7.18, p < .05, 95\% CI [4.88, 9.48]$. Similarly, Libo Kemkem with Abeshege showed, $MD = 7.30, p < .05, 95\% CI [5.01, 9.59]$, and Libo Kemkem with Walkete, $MD = 7.71, p < .05, 95\% CI [5.31, 10.11]$, which caused statistically significant differences for the one-way ANOVA output. It is also possible to generalize from the 95% CI where both of them do not include the zero value which are indicators for the existence of statistically significant differences between the districts.

The differences observed in Table 5.58 were also tested in homogenous subsets of Tukey HSD as indicated in Table 5.59.

Table 5.59 Homogeneous Subsets of Tukey HSD

District	<i>n</i>	Subset for alpha = 0.05	
		1	2
Walkete	372	55.4025	
Abeshege	447	55.8089	
Fogera	498		62.5782
Libo Kemkem	415		63.1119
<i>p</i>		.969	.933

As depicted in Table 5.59 of the homogeneous subsets of Tukey HSD, there is evidence that the mean of Gurage Zone districts is statistically different from the mean of South Gonder Zone districts, however, fortunately the districts in one Zone fall in one category indicating their homogeneity at Zone level, which again supports the findings of Table 5.58, that there are no statistically significant differences between districts in the same Zone.

5.6.3. Students' Academic Achievement Across Locations

The students' academic achievements across locations of rural and urban for each grade had been analysed in the following paragraphs. Depicted from Table 5.60, grade four SAA varied based on location as students in urban schools ($M=69.31$, $SD=11.73$) performed better than students in rural schools ($M=66.70$, $S=10.78$). Likewise, this was true for grade eight as well where, the achievement of grade eight students of the urban school students was ($M=53.13$, $SD= 10.37$) and students in rural schools was ($M=49.92$, $SD=9.87$).

In order to confirm the statistical significance of the differences across location, an independent samples t-test was carried out. As indicated in Table 5.60, equal variance was not assumed which remind us to consider the second row. Thus, the output implied, statistically significant difference of SAA in grade four across location, $t(750) = -3.32$, $p < .05$. This difference has been observed because of students' in urban schools have achieved better mean compared to rural schools. This can also be inferred from the 95% CI [-4.15, -1.07] as the intervals do not include the zero value.

Table 5.60. SAA across Location

Grade	Location	n	M	SD	Assumptions	Levene's Test		t-test for Equality of Means			
						F	p.	t	df	p	95% CI
4	Rural	481	66.70	10.78	1*	4.14	.042	-3.36	845	.001	[-4.13, -1.08]
	Urban	366	69.31	11.73	2*			-3.32	750	.001	[-4.15, -1.07]
8	Rural	487	50.01	9.61	1*	4.13	.042	-4.64	883	.000	[-4.44, -1.78]
	Urban	398	53.13	10.36	2*			-4.67	828	.000	[-4.45, -1.79]
Total	Rural	968	58.26	13.31	1*	1.22	.269	-4.02	1730	.000	[-3.90, -1.34]
	Urban	764	60.88	13.68	2*			-4.01	1617	.000	[-3.90, -1.34]

1= Equal variances assumed, 2*= Equal variances not assumed*

The same is true for grade eight as depicted in Table 5.60, $t(828) = -4.67$, $p < .05$, 95% CI [-4.45, -1.79]. SAA at primary school level showed assumption of equal variances where the first row was considered. Accordingly, SAA has shown a statistically significant difference based on location as urban students performed a little bit higher than rural students, $t(1730) = -4.02$, $p < .05$, 95% CI [-3.90, -1.34].

5.6.4. Students' Academic Achievement Across Gender

Looking at Table 5.61, female students ($M=68.12$, $SD=11.28$) have relatively equal achievements in grade four with males ($M=67.55$, $SD=11.272$). In grade eight, the males performed better with mean of 52.03% ($SD=10.42$) than females ($M=50.64$, $SD=9.96$). Inferred from the same table, SAA in grade four has shown no statistically significant difference across gender, $t(845) = -.74$, $p = .459$, and 95% CI [-2.10, .95].

Table 5.61.SAA across Gender

Grade	Gender	n	M	SD	Assumptions	Levene's Test		t-test for Equality of Means			
						F	P.	t	df	p	95% CI
4	Male	427	67.55	11.27	1*	.03	.860	-.74	845	.459	[-2.10, .95]
	Female	420	68.12	11.28	2*			-.74	845	.459	[-2.10, .95]
8	Male	458	52.04	10.41	1*	5.60	.018	1.91	883	.056	[-.03, 2.62]
	Female	427	50.74	9.66	2*			1.92	883	.055	[-.03, 2.62]
Total	Male	885	59.52	13.32	1*	1.45	.229	.32	1730	.747	[-1.07, 1.49]
	Female	847	59.31	13.76	2*			.32	1920	.748	[-1.07, 1.49]

The same was true for grade eight students where statistically insignificant difference has been observed on the achievement of male and female students, $t(883) = 1.92, p = .056, 95\% \text{ CI} [-.03, 2.62]$ which included the zero value. The same was true for the overall SAA at primary school level, $t(1730) = .32, p = .747, 95\% \text{ CI} [-1.07, 1.49]$. Nevertheless, the performance of schools in general was not encouraging and it is an alarm for experts to think of. This goes with the views and concerns of the supervisors which was ‘Where are we going? What is going to happen in the future?’ In this regard, scholars like Quintero (May 21, 2015) boldly campaigned in her blogpost:

“The bottom line when it comes to school performance is student test scores, whereas any other outcomes, such as cooperation between staff or a supportive learning environment, are ultimately soft and, at best, of secondary importance”.

5.7. School Climate, Trust and Achievement

This part of the data analysis deals about the relationship and impact of the different independent variables (school climate and trust) on the dependent variable (academic achievement of students) through correlation and regression analysis. In this case, regression examines the relationship between independent variables and dependent variable (Argyrous, 2011). More specifically, this section of the paper addresses the third objective and hypotheses formulated at the inception of the research which are:

Objective 3: To examine the impact of school climate and school community trust on the academic achievement of primary school students.

Hypotheses

- 3.1. **H₀₁:** There is no significant relationship between school climate and trust.
- 3.2. **H₀₂:** There is no significant relationship between school climate and academic achievement of primary school students.
- 3.3. **H₀₃:** There is no significant relationship between school community trust and academic achievement of primary school students

5.1.1. Correlations Among Climate and Trust

H₀₁: There is no significant relationship between school climate and trust.

In order to test this hypothesis, the bivariate correlations of all the variables were computed on the perception of principals and teachers about their school climate and trust in their school community. The majority of bivariate relationships or correlations

between multiple-items Likert scales (for personality, intelligence, attitudes, perception, wellbeing and so forth) are analysed using Pearson's correlation coefficient (r) which is a measure of effect size (Brace et al., 2012). Thus, it has been used for confirming the interrelationships (linear relationships) of school climate, trust and their dimensions.

a. Principals' Perception of School Climate and School Community Trust

The inter-relationship matrices of climate, trust and their dimension for principals have been computed. Portrayed in Table 5.62, the correlation between principals' perception of school climate and trust in school community was ($r = .63$, $r^2 = .40$, $p < .01$) where it was statistically significant at 1% level. According to Brace et al. (2012), the correlation rating of $r = 0$ to $.2$ is categorized as weak, $r = 0.3$ to $.6$ is moderate and $r = 0.7$ to 1.0 is strong relationship. Thus, Table 5.62 implies moderate correlation between principals' perception of school climate and their level of trust. Hence, it can be concluded that as the healthiness of the school climate increases, so do their level of trust and vice versa. This was supported on the reports of Forsyth et al. (2011), openness in the relationship between teachers and the principals and among teachers themselves are closely related to the degree of trust in schools. This has been abridged as "open school climates and an atmosphere of trust go together" (Forsyth et al., 2011, p. 9).

Based on Table 5.62, the principals' overall perception of their school climate and their trust has 40% of their variance in common ($r = .63$, $r^2 = .40$, $p < .01$) whereas the remaining 60% variance is not explained by their correlation. Thus, the null hypothesis is rejected for trust and school climate variables of principals.

Principals' behaviours become positive and friendly with high respect and expectations from teachers and this leads to perform beyond formally prescribed job descriptions. This will be the prominent feature of the school in the area of academic citizenship (Tschannen-Moran, 2003). Thus, healthy schools have good relationships with the community. In brief, the interpersonal dynamics of the school become totally positive.

Based on Table 5.62, there is a high degree of positive correlation between overall school climate with teachers' professionalism ($r = .91$, $p < .01$), academic press ($r = .90$, $p < .01$), community engagement ($r = .85$, $p < .01$) and collegial leadership ($r = .78$, $p < .01$).

Table 5.62. The Correlations between Principals' Perception of School Climate and Trust

Principals' Perception about (N=32)	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Climate	-												
2. Collegial Leadership	.779**	-											
3. Teachers Professionalism	.913**	.551**	-										
4. Academic Press	.900**	.712**	.807**	-									
5. Community Engagement	.847**	.485**	.740**	.632**	-								
6. Trust	.634**	.402*	.624**	.624**	.531**	-							
7. Trust in Teachers	.419*	.160	.469**	.510**	.308	.855**	-						
8. Trust in Students	.701**	.575**	.607**	.676**	.571**	.811**	.506**	-					
9. Trust in Parents	.456**	.315	.445*	.301	.468**	.729**	.391*	.514**	-				
10. Benevolence	.515**	.351*	.507**	.634**	.317	.894**	.888**	.713**	.461**	-			
11. Honesty	.435*	.300	.408*	.414*	.375*	.835**	.758**	.584**	.638**	.656**	-		
12. Reliability	.646**	.357*	.674**	.531**	.620**	.885**	.668**	.786**	.714**	.684**	.706**	-	
13. Competence	.406*	.284	.331	.377*	.407*	.652**	.524**	.551**	.504**	.622**	.306	.446*	-
14. Openness	.617**	.372*	.637**	.588**	.511**	.783**	.522**	.650**	.794**	.573**	.666**	.676**	.466**

** $p < .01$, * $p < .05$

Among the dimensions, high degree of positive correlation has been observed between teachers' professionalism with academic press ($r = .81, p < .01$) and moderate positive association between collegial leadership and community engagement ($r = .49, p < .01$). The remaining associations are laying over between these two extremes with a value of collegial leadership with teachers' professionalism ($r = .55, p < .01$), collegial leadership with academic press ($r = .71, p < .01$), teachers' professionalism with community engagement ($r = .74, p < .01$) and academic press with community engagement ($r = .63, p < .01$).

Similarly, the interrelationship of school community trust based on the perception of principals has shown strong positive correlations which have been observed between total principals' trust with PTT ($r = .86, p < .01$); PTS ($r = .81, p < .01$) and PTP ($r = .73, p < .01$).

In this case, a medium positive correlation has been observed among the school community in principal's trust in teachers with principals' trust in students' ($r = .51, p < .01$) and principal's trust in students with parents ($r = .51, p < .01$). A positive weak correlation has been observed principal's trust in teachers with parents ($r = .39, p < .05$).

The inter-correlation of principals' trust across dimensions has been checked. Accordingly, the interrelationship of dimensions of trust based on the perception of principals where strong positive correlations have been observed between overall principals' trust with benevolence ($r = .89, p < .01$); honesty ($r = .84, p < .01$), reliability ($r = .89, p < .01$), and openness ($r = .78, p < .01$). A positive medium correlation was observed between overall principals' trust with competence ($r = .65, p < .01$).

Among the dimensions themselves, high positive correlation has been observed between honesty and reliability ($r = .71, p < .01$). The remaining correlations fall under the medium level having significant correlations from ($r = .45, p < .05$) for reliability with competence to ($r = .68, p < .01$) for benevolence with reliability. However, the correlation between honesty and competence was insignificant ($r = .31, n.s.$).

b. Teachers' Perception of School Climate and School Community Trust

The interrelationships of school climate, trust and dimensions based on the responses of teachers have been calculated using the Pearson's correlation coefficient (r).

Table 5. 63. The Correlations between Teachers' Perception of School Climate and Trust

Teachers perception about (N=331)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Climate	-													
2. Trust	.743**	-												
3. Collegial Leadership	.821**	.630**	-											
4. Teachers Professionalism	.879**	.664**	.586**	-										
5. Academic Press	.800**	.590**	.532**	.663**	-									
6. Community Engagement	.887**	.633**	.650**	.691**	.633**	-								
7. Trust in Principals	.619**	.778**	.707**	.474**	.387**	.510**	-							
8. Trust in Colleagues	.588**	.826**	.454**	.616**	.437**	.465**	.521**	-						
9. Trust in Students	.577**	.764**	.386**	.502**	.600**	.508**	.417**	.493**	-					
10. Trust in Parents	.891**	.699**	.749**	.823**	.787**	.684**	.579**	.583**	.555**	-				
11. Benevolence	.626**	.911**	.511**	.580**	.532**	.504**	.670**	.799**	.719**	.622**	-			
12. Honesty	.656**	.888**	.570**	.582**	.496**	.565**	.698**	.814**	.576**	.614**	.757**	-		
13. Reliability	.733**	.916**	.630**	.609**	.587**	.662**	.737**	.651**	.726**	.658**	.781**	.754**	-	
14. Competence	.709**	.857**	.610**	.647**	.560**	.583**	.683**	.642**	.692**	.669**	.690**	.730**	.782**	-
15. Openness	.165**	.359**	.131*	.187**	.071	.145**	.288**	.410**	.258**	.146**	.230**	.305**	.172**	.186**

** $P < .01$, * $P < 0.05$,

As depicted in Table 5.63, teachers' perception of their school climate and their trust in their school community has a strong positive correlation where 55% of their variance in common ($r=.74$, $r^2 = .55$, $p < .01$) where it was significant at 1% level. This implies that as the healthiness of the school climate increases, the teachers' level of trust increases and the vice versa. Even the correlations between their dimensions were positive and significant at 1%.

Moreover, the perception of teachers on the dimensions of school climate and dimensions of trust have shown a positive correlation with each other and goes from weak positive correlation between collegial leadership with openness ($r=.13$, $p < .05$) to strong positive correlation of community engagement with reliability ($r=.66$, $p < .01$). The correlation between academic press with openness was not significant ($r=.07$, $p = .20$). The correlations between the rest dimensions of teachers' trust in school community and teachers' perception of school climate dimensions lay over between these two extremes. This implies that as dimension of school climate increases so do the dimension of trust. These led to rejection of the null hypothesis, 'There is no significant relationship between school climate and trust'.

Table 5.63 noted strong positive correlations between overall school climate with community engagement ($r=.89$, $p < .01$); teacher's professionalism ($r=.88$, $p < .01$); collegial leadership ($r=.82$, $p < .01$); and academic press ($r=.800$, $p < .01$). Similarly, medium positive correlations have been observed among dimensions themselves like teachers' professionalism with community engagement ($r=.69$, $p < .01$); teachers' professionalism with academic press ($r=.66$, $p < .01$); collegial leadership with community engagement ($r=.65$, $p < .01$); and academic press with community engagement ($r=.63$, $p < .01$). The correlations between collegial leadership with teachers' professionalism ($r=.59$, $p < .01$) and collegial leadership with academic press ($r=.53$, $p < .01$) were still positive at moderate level.

Inferred from Table 5.63, total teachers' trust has shown positive correlation with their trust in school community members; with teachers' trust in principal ($r=.778$, $p < .01$); teachers' trust in colleagues ($r=.83$, $p < .01$), TTS ($r=.72$, $p < .01$) and teachers' trust in parents ($r=.78$, $p < .01$). A positive correlation has also been observed in teachers' trust in principal with TTC ($r=.52$, $p < .01$), teachers' trust in principal with teachers' trust in students ($r=.38$, $p < .01$) and teachers' trust in principal with teachers' trust in parents ($r=.41$, $p < .01$), teachers' trust in colleagues with teachers' trust in students ($r=.45$, $p < .01$) and teachers' trust in colleagues with teachers' trust in parents

($r = .48, p < .01$). A medium positive correlation has also been observed among teachers' trust in students with teachers' trust in parents ($r = .65, p < .01$).

Moreover, as depicted in Table 5.63, the perception of teachers on the dimensions of school climate and dimensions of trust have shown a positive correlation with each other and goes from weak positive correlation between collegial leadership with openness ($r = .13, p < .05$) to strong positive correlation of community engagement with reliability ($r = .66, p < .01$). The correlation between academic press with openness was not significant ($r = .07, p = .20$). The correlations between the rest dimensions of teachers' trust in school community and teachers' perception of school climate dimensions lay over between these two extremes. This implies that as dimension of school climate increases so do the dimension of trust. All these findings led to the rejection of the null hypothesis, **'There is no significant relationship between school climate and trust'**.

Hoy et al. (2003) reported that academic press was positively related to both collegial leadership ($r = .32, p < .05$) and teachers' professionalism behaviour ($r = .49, p < .05$), but academic press was not related to community engagement ($r = -.05, n.s.$) that is opposite to the findings of this paper. Furthermore, they reported that collegial leadership was positively associated with teachers' professionalism ($r = .27, p < .05$) and collegial leadership was negatively correlated with community engagement ($r = -.45, p < .05$). The findings of this paper showed strong positive correlation between the overall school climate and among dimensions themselves.

The results of this research have aligned with the findings of Hoy and Tschannen-Moran (2003) that faculty (principals and teachers) trust in colleagues was related to all dimensions of climate; collegial leadership, professional teacher behaviour, and achievement press where all were positively correlated to faculty trust in colleagues ($r = .27, p < .05$; $r = .44, p < .01$; $r = .26, p < .05$) respectively. However, community engagement was positively associated with school community members' trust in this study unlike the findings of Hoy (2003) where it was negatively associated with faculty trust in colleagues ($r = -.24, p < .05$).

Table 5.63 portrays the interrelationship of dimensions of trust based on the perception of teachers where strong positive correlations have been observed between overall teachers trust with reliability ($r = .92, p < .01$); benevolence ($r = .91, p < .01$), honesty ($r = .89, p < .01$), and competence ($r = .86, p < .01$).

A positive weak correlation has been observed between overall trust and openness ($r = .36, p < .01$). Among the dimensions themselves, medium positive correlation has

been observed between reliability and competence ($r=.78, p <.01$); between benevolence and reliability ($r=.78, p <.01$); between benevolence and honesty ($r=.76, p <.01$); between honesty and reliability ($r=.75, p <.01$); and between honesty and competence ($r=.73, p <.01$). A medium positive correlation was also observed between benevolence and competence ($r=.69, p <.01$). All dimensions have shown weak positive correlation with openness where with honesty ($r=.31, p <.01$), benevolence ($r=.23, p <.01$); competence ($r=.19, p <.01$) and finally with reliability ($r=.17, p <.01$).

The dimensions of school climate and trust were also positively correlated, however, the correlation between competence dimension of trust with collegial leadership ($r=.28, n.s.$), teachers' professionalism ($r=.33, n.s.$) and honesty ($r=.31, n.s.$) were not statistically significant. The same is true for collegial leadership with honesty ($r=.30, n.s.$).

In line with the findings of this research, the null hypothesis '**There is no significant relationship between school climate and trust**' got rejected.

5.1.2. School Climate, Trust and Students' Academic Achievement

In line with the concepts of school climate, trust and students' academic achievement, a hypothesis was formulated as:

H_{o2}: There is no significant relationship between school climate and academic achievements of primary school students.

H_{o3}: There is no significant relationship between school community trust and academic achievements of primary school students.

a. Standardized Score/ Z- Score

Before proceeding to further statistics, the scores were changed to standard scores (Z score) which enables researchers to compare scores from different scales involving transformation of raw scores into scores with relative meanings (Creswell, 2015). The Z score is a popular form of the standard score that enabled the researcher to compare scores from Likert scale of climate and trust with SAA which are in percentage. The scores were transformed to a score with relative meaning of having mean of 0 and standard deviation of 1.

b. Outputs of Regression

In the output of regression,

- **R** is a measure of the correlation between the **observed values** of the criterion variable and its **predicted value** (Brace et al., 2012). In our case, this would be the correlation between the school climate score (perceived by principals and teachers) and the academic achievement of students (recorded in their report cards).
- **The R square (R^2)** value indicates the proportion of the variance in the criterion variable that is accounted for by the model (Brace et al., 2012). In this case, it was the proportion of the variance in the SAA accounted for by the predictor variable of school climate.
- **The adjusted R square (Adj. R^2)** gives the most useful measure of the success of the model. In our case, adjusted R square (Adj. R^2) which can imply how much the principals' and teachers' perception of school climate has accounted for the variance in the SAA.
- The first variable (**constant**) represents the constant, also referred as the Y intercept, the height of the regression line when it crosses the Y-axis. In other words, this is the predicted value of SAA when all other variables are 0.
- **Beta** – these are the standardized coefficients, that we would obtain if we standardize all of the variables in the regression, including the dependent and all of the independent variables, and ran the regression. Here, the larger **betas** are associated with the larger **t-values** and lower **p-values**.

Based on these technical and conceptual understandings, the output of SAA regression with independent variables is demonstrated in the following sections.

1. School Climate and SAA

The hypothesis in relation to school climate and SAA was tested as follows.

Ho2: There is no significant relationship between school climate and academic achievements of primary school students.

Table 5.64. The Correlations between School Climate and SAA

	Grade 4	Grade 8	Mean
Prin_Climate	.097	.177	.218
Teach_Climate	-.074	-.162	-.115
Mean_Climate	.138	.182	.232

**p <.01

The bivariate relationship of principals and teachers' perception in their school climate didn't show significant correlation with SAA at ($p < .01$). Since climate did not show any significant correlation with SAA, it was a futile exercise to go for the predicting power of climate (principals' and teachers' perception of their school climate), thus the study failed to reject the null hypothesis automatically.

Therefore, being healthy or unhealthy of the school climate for principals and teachers did not affect the performance of the students directly that failed to reject the null hypothesis.

In line with the expectation of the researcher, he found no direct impact or effect of the principals' and teachers' perception of their school climate on the academic achievements of students.

The findings of this research go with the findings of Yazachew (2013) where principal leadership had no statistically significant relationship with average result of grade 8 students. However, the findings of this research contradict with the works of Yibeltal et al. (2014) where they found that school leadership has shown significant correlation with grade 8-student results in Lay Gayint, Amhara Regional State of Ethiopia. The findings of Rice (1968) are also congruent with this study where no significant relationship exist between climate sub-test and student achievement.

As a remark, researchers reported that the principals' direct effect on students' academic performance is not significant. Thus, "their impact on students' achievement is largely indirect" (Tschannen-Moran & Gareis, 2015, p.256). However, principals who follow transformational leadership witnessed better teachers' efficacy, commitment, partnerships and thereby higher students' achievement indirectly (Gupta & Ansari, 2016; Ross & Gray, 2006).

2. School Community Trust and SAA

In order to test the hypothesis, H_{03} : There is no significant relationship between school community trust and academic achievements of primary school students, the school community trust was computed at school level, school as a unit of analysis since the number of school community members in each category and the items were different.

As depicted from Table 5.65, all the independent and dependent variables were aggregated with their mean having school as a unit. Based on this, it was principals trust with grade four students' achievement ($r=.50, p <.05$), students' overall trust for grade eight SAA ($r=.60, p <.05$) and students' overall trust with mean mark ($r=.58, p <.05$) which showed significant correlation. Overall, very weak correlations have been observed. Thus, the null hypotheses were rejected only for these two independent variables.

Table 5.65. The Correlations between School Community Trust and SAA

	Grade 4	Grade 8	Mean
Prin_Trust	.503*	.183	.362
Teach_Trust	.051	.080	.068
Parents_Trust	-.122	-.456	-.427
Students Trust-Grade 4	.299	-	.335
Students Trust-Grade 8	-	.236	.002
Students' Trust-Mean	.325	.599*	.584*
Overall Trust	.402	-.005	.146

* $p <.05, p^{**} <.01$

The finding is not as expected by the researcher and it is loom for many interpretations. This contradicts with the work of Mkumbo (2013) where teachers and students were happy on the climate of the school and the same was true in the pass rate for schools having a notion of positive perception about the school climate and positive school performance. It was concluded that the performance of the schools was negatively affected and not impressive as expected which calls another research to examine more compressive proximal factors of school climate contributing for students' learning. There is an alignment with the works of Forsyth et al. (2011) where insignificant differences were observed on the academic achievement. In general, the finding is inconclusive as the literature indicates that healthy climate is important for student success which calls further scholarly works in the area.

School community trust was regressed in a step- wise for students' marks of grade 4, 8, and their mean, however, it was only principals trust in their school community and mean of students trust which were found significant in predicting SAA whereas the rest were excluded.

Table 5.66.SAA Regressed upon the School Community Trust

		Unstandardized	Standardized		
		Coefficients	Coefficients		
		B	Beta	t	p
SAA	Constant	50.823		6.416	.000
Grade 4	Principals' Trust	5.012	.503	2.177	.047

SAA grade 4 (R=.503, R²=.253, Adj. R²= .199, F (1, 14) =4.738, p <.05

Thus, the regression was significant ($p < .05$) at the level of significance of 5%. The result of the regression is indicated in Table 5.66, where the principals trust as a predictor explained 25.3% of the variance ($R^2 = .253$, $t=2.18$, $p < .05$) implies 25.3% of the variation in grade four SAA is expressed by the variation in the stated independent variable. A change of .503 units on grade four SAA is observed for every unit of change in principals' perception of their school community trust. The remaining $1-R^2$ (.497) or about 49.7% is unexplained part of the variation in the dependent variable (achievement of grade four students). Thus, the regression equation for grade four SAA can be

$$Y = a + b_1 * X_1 + b_2 * X_2 + \dots + b_n * X_n$$

$$Y = 50.823 + .503(X)$$

Nevertheless, the students trust though it was significant, it was found having a constant value of negative which was meaningless in predicting the SAA as the lowest mark a student can get is only 0. Thus, the researcher disregarded the regression.

The teachers' trust in school community at respondents' level was again computed to see its alternative effect on SAA. This has been done by removing outliers. In order to check the effects of the teachers' trust in SCM on the SAA, a regression was carried out.

Table 5.67.SAA Regressed upon the Aggregate Teachers' Trust in SCM

	Unstandardized		Standardized		
	R	B	β	t	p
Constant		55.576		13.681	.000
Teachers' Trust	.126*	2.716	.126	2.310	.022

R=. 126; R^2 =. 016; Adj. R^2 =. 013; F (1,329) =5.335; *. P <. 05

Based on Table 5.67, teachers trust in school community has shown significant weak positive correlation with the mean students' academic achievement ($r=.13$, $P<.05$). Thus, the null hypothesis was rejected.

It has been reported that the regression was significant, $R^2 = .02$, $P < .05$, $F(1, 329) = 5.34$. The R^2 was found to be .02, which shows that only 2 percent of the variance in the students' academic achievement was accounted for by their teachers' school community trust, or teachers trust in school community caused only 2 percent variance on SAA. Thus, the model is not a strong explanatory to report.

In line with the expectation of the researcher, he found no direct effect of the principals' and teachers' perception of school climate, and parents trust on SAA. This goes with the work of (Forsyth et al., 2011). The findings of this research contradict with the findings of Yazachew (2013) where principal leadership had no statistically significant relationship with average result of students, but it coincides with the works of Yibeltal et al. (2014) where they found that school leadership has shown significant correlation with students' results.

As a general remark, researchers have affirmed that the direct effect of principals on SAA is insignificant, near to zero and making principals accountable for the high or low achievement of students is a bit apologetic; which was found against to this research. Most study results have proposed that principals' impact on students' achievement is largely indirect (Tschannen-Moran & Gareis, 2015). But, principals who tracked transformational leadership experienced higher teachers' efficacy, commitment, partnerships, since it stimulates and inspires teachers thereby contribute to higher students' achievement indirectly (Gupta & Ansari, 2016; Ross & Gray, 2006). The findings can still go with the strategic direction of first cycle primary education where free promotion is implemented and this is highly stirred by the principals. This aligns with the concerns of supervisors which were narrated in the previous sections.

Overall, parents' trust in schools was not significant and this goes with the study of Strier and Katz (2016) where generalized trust of parents' in school has no direct connection with the level of involvement or participation. However, from the literature, it has been confirmed that parental trust and their positive involvement in education have positive implications for students' social and academic functioning, healthy school climate and other educational indicators (Powell et al., 2010) as parental school involvement positively predicted children's social skills, mathematics skills and children's early reading.

Students' trust in teachers, teachers' trust in students and their academic achievement were expected to be correlated. However, the academic achievement and the students' trust didn't confirm these expectations which can be:

1. Students did not perform well as per their level of trust in their teachers. This can be inferred from their academic achievement and their trust in teachers in the previous sections. These imply, their level of trust in their teachers is very high compared to their academic achievement, especially in lower grades/grade four. This may be due to the strategic direction of the Education system which prevails them a minimum passing mark (50%) in each subject for those who attended classes. But this doesn't work in grade eight. Grade eight, as it is a State level exam and pass marks are always norm-reference.
2. There is still another way of interpretative loom, students need some eustress from the teachers' side so that they will work hard and the trust of students in their teachers is supposed making them reluctant as the marks are disgusting.

The study is ever first in its kind in the target area in investigating school climate, school community trust and their impact on the academic achievement of primary school students which faced challenges in comparing the findings with similar studies. However, it was done with some other countries. Accordingly, the findings are aligned with the work of Basch (2012) where she reported, no significant correlation between trust (as measured by the students' trust scale) and achievement. The overall findings are an alarm for further scholarly researches and future insights for practice and policy development as the area is shanty of such reports in the Ethiopian context.