

CHAPTER SIX

SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1. Introduction

This section of the paper has tried to present the journey of the investigator and phases followed while carrying out this research. In this part, it has been tried to summarize the key features of each chapter starting from introduction, conceptual framework which served as the roadmap for the study, studies done in the area from in-house to outward of Ethiopia, research design and procedures followed while conducting the research and the key findings of the research. This section has also extended its horizon to the summary, conclusions, practical inferences for improvement and suggestions for further researches based on the potential areas observed in the study aligned to the Ethiopian context.

6.2. Summary

The main drive of this research was to examine status of school climate, school community trust and their impact on the academic achievements of primary school students in Ethiopia. Henceforth, the investigator started his journey with brief highlights of the Ethiopian Education system. In this part, it has spotlighted the primary education system of Ethiopia considering its structure as Preschool Education and Primary Education (having two cycles of first cycle from grade one to grade four and second cycle from grade five to eight). In Ethiopia, a regional exam is given on the finishing point of primary education (grade eight) to certify completion of primary education. Likewise, completion of grade four is considered as a pre-requisite for a sustainable level of literacy. These grades are critical in the primary education structure, which attracted the researcher to examine how much students' results have been influenced by the key variables under investigation. The introductory part of the paper has also worked on defining key terms of this research which included school climate, trust, academic achievement and associated variables like gender, experience and location.

Chapter one has also given the birds-eye view of the specific research area/ zones and districts including the map of their location in the country; the rationale for this research, objectives, research questions, hypotheses and significance.

The rationale of this research was absence of a study on the status of school climate, school community trust and their impact on the academic achievement of primary school students in the Ethiopian context. This urged the researcher to interrogate a question on the ascribed school climate and trust of the school community (teachers, principals, students, and parents) where this work can help in examining the current status and can also serve as a stepping-stone for further researches since the area is untapped and shanty of evidences in this regard.

The study has articulated the objectives of the research as studying the existing climate of schools, school community members' level of trust in relation to gender, location and experience and finally examined the status and impact of school climate and level of trust on the academic achievement of primary school students. The chapter adjourned with a brief outline of the structure of the report and list of delimitations of the study.

The second chapter of this dissertation has entertained the conceptual framework which was exhaustive in terms of addressing the variables of the study, viz. school climate, trust and academic achievement. More specifically, it has addressed the dimensions of school climate which were the pillars for assessing the level of school climate in this research. Likewise, chapter two has explored the dimensions of trust as the frame of reference in assessing the level of trust across associated variables and school community members (principals, teachers, students and parents).

The third chapter was about a review of related literature. In this part, the investigator has tried to review few of the studies done across the globe to have the view of glocalization. Hence, the investigator started from Ethiopia though the area is shanty in this regard as the themes are not well addressed so far in the local context. It extended to review few of the African studies on school climate and trust and the world in general. Based on these studies, a trend analysis on the thematic areas has been synthesized.

The fourth chapter of this dissertation is about the research design, which focused on procedures followed in the study as the broader package of the roadmap for the researcher. Furthermore, it has included the research paradigm which followed a multiple or pragmatic approach. The investigator followed the positivist approach of making the researcher a simple objective viewer of the social reality with a research type of survey basing itself on primary and secondary data. In this research, the population was defined as the number of students, principals, parents, cluster supervisors and teachers in the targeted schools where 16 full cycle primary schools were identified from four districts

using both probability and non- probability samplings pertinent to each target respondent. At the end, valid data had been collected from 331 teachers, 327 students, 159 parents, 32 principals, 9 cluster supervisors and mark sheet of 1732 students (847 from grade four and 885 from grade eight). Data had been collected using instruments of school climate index (for principals and teachers), trust scales (for principals, teachers, students and parents), interview guideline (for cluster supervisors) and students' report cards.

The instruments had passed rigorous phases of try out/piloting in India, translation (to Amharic, Ethiopian national language), experts review and piloting in Ethiopia which made them ready for the intended purpose with acceptable reliability and validity justifications. Data collection was done by the researcher himself considering the issue of ethical principles, specifically the sensitivity of the variables raised in the study (school climate, trust and students' marks).

The data had been finally analysed using pertinent statistical techniques like frequency count, percentage, mean, standard deviation, correlation coefficient(r), t-Test/, Analysis of Variance, regression and content analysis. All the statistics were computed with the support of SPSS version 21 (Statistical Package for Social Science). Finally, the report was compiled in a narrative form, tables and figures. Chapter four concluded its expedition with a list of limitations of this research.

The fifth chapter was totally devoted to the findings of the research. Thus, the findings have been summarized in a thematic way as follow.

A. School Climate

i. Overall Climate

The overall principals' perception of their school climate was at a high level where 77.7% ($M=4.02$, $SD=.55$) of them affirmed the healthiness of their school climate. Among the dimensions of school climate, principals gave high value to their collegial leadership which was a kind of self- assessment followed by community engagement, academic press and teacher's professionalism accordingly.

The teacher's perception of their school climate was at the lower margin of high level where the overall agreement on the healthiness of the school climate was supported by 60.5% of the teachers ($M=3.56$, $SD=.61$). The teachers' professionalism got high value compared to other dimensions which was again a kind of self-assessment for teachers. However, the academic press was relatively the least dimension to be exercised in their school environment. The community engagements were low in both cases which

were countersigned from supervisors that community engagement is fully dependent on the leadership of the schools.

ii. School Climate Perception Across Zones

The comparisons of principals' and teachers' perceptions of their school climate across zones had also been computed. Accordingly, the difference in perceptions of their school climate across zones for principals was not statistically significant but the difference was statistically significant for teachers across zones where Gurage Zone teachers have relatively perceived their school climate healthier compared to South Gonder Zone.

iii. School Climate Perception Across Districts

The assessment of school climate perception across districts was computed for the four target districts again. Based on the results of the study which was geared to address 'is there any significant difference in the perception of school climate across districts', no statistically significant difference has been observed among principals. The teachers' perception of their school climate gave Abeshege district the healthiest of all the districts, followed by Walkete of the same Zone (Gurage Zone) and finally Libo Kemkem and Fogera districts of South Gonder Zone respectively.

iv. School Climate Perception Across Location

Location of schools was perceived in this study of being in the rural or urban settings. Thus, the perception of teachers and principals towards the climate of their school was computed. The t-test result for both principals and teachers gave a confirmation that there is no statistically significant difference on the perception of school climate among teachers and principals based on their location of schools, being in rural or urban setting. Thus, the researcher failed to reject the null hypothesis.

v. School Climate Perceptions Across Gender

In terms of the gender of principals and teachers, principals have shown a significant difference in their school climate perception across gender where females perceived their climate as healthier. However, the difference between male and female teachers' perception of their schools' climate was not statistically significant. Thus, the question of ' Is there any difference in the perception of school climate in relation to

gender of principals and teachers?' got an answer where it is 'No' for principals and teachers.

The perception of teachers based on the gender of their principals was addressed in this paper. However, no statistically significant evidence has been documented for the existences of differences.

vi. School Climate Perception Across Experience and Age

The principals' and teachers' perceptions of their school climate across their experiences indicated no regularity'. Nevertheless, a generally lower perception was observed among teachers with the category of above 30 years of experience and 21 -25 years of experience. Overall, there was no statistically significant difference across experience in the perception of school climate for principals and teachers where the study failed to reject the null hypothesis.

In relation to their age, there were no still patterns for both principals and teachers as well. A general observation from the data was that the younger the principal, the healthier their perception to their school climate. So, statistically significant difference across age of principals was observed, $F(4, 27) = 6.261, p < .05$ where those with age range of 26- 30 years have high mean value on the healthiness of their school climate. As a result, it rejected the null hypothesis; but, no statistically significant difference has been observed on the teachers' perception of their school climate across age which failed to reject the null hypothesis, $F(5, 323) = 1.84, p = .104$.

B. School Community Trust

i. Overall Trust

The overall school community members' trust addressed the trust of each member towards the community. Hence, 57% of the principals ($M=3.49, SD=.50$) have trust in their school community, which is at a moderate level where their highest trust was observed in their trust towards teachers with a pooled agreement of 58% (moderate level). Likewise, teachers have an overall school community trust of a moderate level where 54% ($M=3.41, SD=.58$) had given their witness. Again, 66 % of the teachers have shown their agreement on the presence of trust in colleagues and the least was their trust in students and parents which got the agreement of only 46 % (low) and 48.50% (low) respectively. Contrary to this, students have high trust in their teachers than anyone else

where their level of pooled agreement was 76%. Parents' also have high trust in schools, which was again countersigned by the 71% of the parents.

ii. Trust Across Dimensions

The five dimensions of trust (benevolence, reliability, honesty, competence and openness) were computed for principals and teachers. Therefore, the principals rated high for 'honesty' of their school community with the support of 68% ($M=3.73$, $SD=.63$) and 'competence of school community was relatively denounced dimension having the support of only 36.5% in its existence ($M=3.06$, $SD=.55$). Likewise, teachers have shown their perception for each dimension of trust where the competence of school community was supported by 64% of the teachers ($M=3.65$, $SD=.75$) and openness of the school community was a relatively a concern where only 47% expressed its existence in their schools ($M=3.17$, $SD=.63$).

iii. School Community Trust at Zonal Level

The school community trust was assessed across zones of the study areas. The Gurage Zone school community was more trustworthy than south Gonder Zone for principals ($M=3.52$, $SD=.58$) teachers ($M=3.43$, $SD=.50$) and parents ($M=3.88$, $SD=.98$) than South Gonder Zone with values of (principals ($M=3.47$, $SD=.41$), teachers ($M=3.39$, $SD=.63$) and parents ($M=3.72$, $SD=1.02$)). But students' trust was higher in south Gonder Zone ($M=4.02$, $SD=.66$) than Gurage Zone ($M=3.99$, $SD=.66$). The statistical significance of the difference was confirmed in a t-test. So, the principals', teachers', students' and parents' trusts in their school community have shown statistically insignificant differences across Zones: principals, $t(30) = -.28$, $p = .781$; teachers, $t(329) = -.64$, $p = .521$, students, $t(325) = .40$, $p = .689$, and parents, $t(157) = -1.02$, $p = .310$.

iv. School Community Trust at District Level

The school community trust was calculated at the district level. Consequently, principals in Libo Kemkem district of South Gonder Zone have shown the highest agreement (68%) and principals in Fogera of the same Zone have witnessed the least agreement (47%). Those districts of the Gurage Zone were in the middle having the agreement of 61% for Abeshege district and 55.5% for Walkete district. A similar pattern of results was observed in teachers' trust where Libo Kemkem (with an agreement of 57%) and Fogera having an agreement of (50%); Abeshege (with an agreement of 55%) and Walkete (with an agreement of 53%) were at the midway. The

reverse was true in students, where 78.4% of the students in Fogera district trust their teachers and the least (relatively) in this regard was Walkete with an agreement of 75%. The trust of parents in teachers was high is Walkete where 83% of the parents showed their agreement and the least was observed in Abeshege with an agreement of 61%, Libo Kemkem (68%) and Fogera (71%) being at the midway.

The statistical significance of school community trust across districts depicted, no statistically significant differences on the trust of principals, $F(3, 28) = 2.00, p = .138$; teachers, $F(3, 327) = .96, p = .410$; students, $F(3, 323) = .28, p = .842$, and parents, $F(3, 155) = 2.67, p = .050$.

v. School Community Trust Based on Location

The school community trust across locations of schools being in rural or urban was crosschecked. The trust of principals', students and parents were not statistically significant to show differences across location; $t(30) = -1.67, p = .105$ for principals; $t(325) = -.63, p = .528$ for students; and $t(157) = 1.74, p = .084$ for parents. Thus, it failed to reject the null hypotheses. Nevertheless, the teachers' trust in their school community within rural –urban schools were statistically significant; $t(329) = 1.98, p < .05$ where teachers in rural schools have more trust in their school community than teachers working in urban schools. This led to the rejection of the null hypothesis.

vi. School Community Trust Across Gender

The school community trust across gender indicated that male principals and teachers have a little bit lower level of trust than the female principals and teachers. However, there was no statistically significant difference across gender of principals and teachers in their level of school community trust; $U = 52.500, n_1 = 27, n_2 = 5, p = .448$, and $t(328) = -1.51, p = .132$ for teachers. These failed to reject the null hypotheses. The students' trust in teachers showed a statistically significant difference; $t(324) = -2.81, p < .05$ due to female students have high trust in teachers compared to male students. Thus, the null hypothesis was rejected. On the contrary, the parents did not show a statistically significant difference in their trust; $t(150) = .40, p = .691$ across gender, which again failed to reject the null hypothesis.

vii. School Community Trust Across Age

The principals', teachers', students' and parents' levels of trusts were assessed across their ages. However, none of them were statistically significant to show

differences across age where principals, $F(4, 27) = 2.39, p = .076$; teachers, $F(5, 323) = 1.51, p = .186$; students, $F(3, 322) = 1.03, p = .378$, and parents, $F(5, 152) = .41, p = .840$).

viii. Students' Level of Trust Across Grades

The students' trust in teachers across grades was analysed to test any differences. In general grade four students have a higher level of trust ($M=4.11, SD=.60$) than grade eight students ($M=3.83, SD=.66$). This difference was statistically significant; $t(325) = 4.61, p < .05$) due to grade four students have higher trust in their teachers compared to grade eight students.

ix. Trust Across Experience

The trust of principals across their experience portrayed that principals with fewer years of experience have somewhat more trust in a school community. Teachers have also shown a variation in their trust across experience which did not show any patterns. However, the differences were not statistically significant, $F(3, 27) = .73, P = .541$) for principals and, $F(6, 321) = 1.59, p = .151$) for teachers. In both cases, the study failed to reject the null hypotheses.

C. Students' Academic Achievement (SAA)

i. Students' Academic Achievement Across Zone

The academic achievement of grade four and grade eight students showed a mean value of 68% and 51% respectively. In this perspective, the South Gonder Zone students performed relatively higher with an overall mean of 63% compared to Gurage Zone students; 56%. The Zones have shown a statistically significant difference in grade four, $t(841) = -6.10, p < .05$, 95% CI [-6.10, -3.13] and for grade eight, $t(873) = -14.95, p < .05$, 95% CI [-10.18, -7.82]

ii. Students' Academic Achievement Across Districts

The students' academic achievements across districts have portrayed that Libo Kemkem and Fogera districts of the South Gonder Zone have relatively higher performance in both grade four and eight results than the Walkete and Abeshege districts of Gurage Zone. The differences were statistically significant for grade four, eight and mean, $F(3, 843) = 17.34, p < .05$, $F(3, 881) = 74.17, p < .05$) and, $F(3, 1728) = 43.92, p < .05$) respectively. This happened because of SAA in Walkete and Abeshege districts was significantly lower than Fogera and Libo Kemkem. Fortunately, the districts in one

Zone fall in one category indicating their homogeneity at Zone level which supports the result of the study that there is no statistically significant difference between districts in the same zone.

iii. Students' Academic Achievement Across Locations

The academic achievement of students across location has also shown difference where urban school students (69%) performed more than rural school students (67%) for grade four and grade eight students of urban school scored 53 % which is more than students in rural schools (50%). The urban and rural school students have shown a statistically significant difference of SAA in grade four across location, $t(749.576) = -3.32, p < .05, 95\% \text{ CI } [-4.15, -1.07]$. This was also true in grade eight SAA, $t(828) = -4.67, p < .05, 95\% \text{ CI } [-4.45, -1.79]$. Overall, SAA at primary school level has shown a statistically significant difference based on location, $t(1730) = -4.02, p < .05, 95\% \text{ CI } [-3.90, -1.34]$.

iv. Students' Academic Achievement Across Gender

The academic achievement of students has also shown no statistically significant differences across gender for grade four where both performed relatively well (with mean of 68.12% for females and 67.55% for males) which was statistically insignificant to be reported, $t(845) = -.74, p = .459, 95\% \text{ CI } [-2.10, .95]$. But males' achievement in grade eight was 52.04% and females scored 50.74% where the difference was statistically insignificant, $t(883) = 1.92, p = .055, 95\% \text{ CI } [-.03, 2.62]$. The scenario was true for the overall SAA, $t(1730) = .32, p = .747, 95\% \text{ CI } [-1.07, 1.49]$.

D. School Climate, Trust and Achievement

The study has tried to see any association between school climate, trust and students' academic achievement.

i. Correlations among Climate and Trust

The principals' perception of their school climate and school community trust has shown a positive moderate correlation ($r = .634, r^2 = .40, p < .01$). In this case, school climate and their trust have 40% of their variance in common whereas their variance of 60% is not explained by their correlation. This led to the rejection of the null hypothesis for both trust and school climate variables. Similarly, teachers' perception of their school climate and their trust in their school community has shown a strong positive correlation

($r = .743$, $r^2 = .55$, $p < .01$) where they have 55% of their variance in common and their variance of 45% was not explained by their correlation. Here again, the null hypothesis got rejected for both trust and school climate variables.

ii. The Inter-Relationship of Climate Dimensions

The inter-relationship (bivariate) matrix or correlations of school climate dimensions for principals were positive where the overall school climate perception of principals with teachers' professionalism ($r = .913$, $p < .01$), academic press, ($r = .900$, $p < .01$), community engagement ($r = .847$, $p < .01$) and collegial leadership ($r = .779$, $p < .01$). Among the dimensions, high degree of positive correlation has been observed between teachers' professionalism with academic press ($r = .807$, $p < .01$) and moderate positive association was observed between collegial leadership and community engagement ($r = .485$, $p < .01$). The remaining associations are laying over between these two extremes.

The inter-relationship matrix of climate dimensions for teachers were also strong and positive where the overall school climate with community engagement ($r = .887$, $p < .01$); teachers' professionalism ($r = .879$, $p < .01$); collegial leadership ($r = .821$, $p < .01$); and academic press ($r = .800$, $p < .01$). Similarly, medium positive correlations have been observed among dimensions themselves like teachers' professionalism, with community engagement ($r = .691$, $p < .01$); teachers' professionalism with academic press ($r = .663$, $p < .01$); collegial leadership with community engagement ($r = .650$, $p < .01$); and academic press with community engagement ($r = .633$, $p < .01$). The correlations between collegial leadership with teachers' professionalism ($r = .586$, $p < .01$) and collegial leadership with the academic press ($r = .532$, $p < .01$) were still positive at a moderate level.

iii. The Inter-relationship of School Community Trust

The correlations of principals' trust in the school community members have shown strong positive correlations being total principals' trust with principals' trust in teachers ($r = .855$, $p < .01$); principals' trust in students ($r = .811$, $p < .01$) and principals' trust in parents ($r = .729$, $p < .01$). A positive medium level of inter-relationship was observed among the school community members in principals' trust in teachers with principals' trust in students ($r = .506$, $p < .01$) and principals' trust in students with principals' trust in parents ($r = .514$, $p < .01$).

Similarly, the inter-correlations of teachers' trust in school community members have shown positive correlations especially with teachers' trust in principals ($r=.778, p < .01$); teachers' trust in colleagues ($r=.826, p < .01$), teachers' trust in students ($r=.717, p < .01$) and teachers' trust in parents ($r=.778, p < .01$).

iv. Regression Among School Climate and Students' Academic Achievement

Students' academic achievement was regressed with the teachers' and principals' perception of their school climate. Based on this result, none of them were significant in predicting students' academic achievement. Hence, the study failed to reject the null hypothesis.

v. Regression Among School Community Trust and Students' Academic Achievement

The academic achievement of students was regressed with school community trust. Based on this, it was only principals' and students' trust in their school community which were found statistically significant in predicting grade four students' academic achievement. The principals trust as a predictor explained 25.3% of the variance ($R^2=.253, t=2.177, p < .05$) 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.

6.3. Conclusions

There are ample number of researches on school climate, trust and academic achievement; even most of the literature and conceptual frameworks of this paper are built on these findings. However, majority of the studies are done in developed countries where their contextual application to developing counties like Ethiopia is questionable. Thus, the researcher has a strong belief that this study will open an insight to do further studies in the area which was done totally in a different context of theoretical background and cultural settings. It is because of this practical observation that the researcher strongly asserted, 'the study is ever first in its kind in the target area in investigating climate, trust and their impact on the academic achievement of primary school students which faced challenges in comparing the findings with similar studies'.

The results of this study are not confined to the target schools but can have a wider scope for educationalists who are working hard to maintain healthy school climate and trustworthy relationships for the provision of quality education. In this study, the shadiest areas that are affecting the healthiness of the school climate and trust of school community have been exhausted. It is unto the school principals, teachers, supervisors, PSTA, students and other experts to investigate the causes and look for solutions for the factors that are dwindling the school ecology. The most important way can be via identifying needs, assessing gaps and facilitating access to suitable proficient learning prospects to make them competent enough, being open and transparent in their leadership as well.

The study has found a moderately healthy and trustworthy school environment; however, the academic performance of students is not as positive as expected which made this study timely as well in reminding concerned bodies to take actions. Moreover, it has pinpointed gaps in the competency of teachers, concerns on the academic press, leadership roles of principals, community participation and areas that are eroding the healthiness of the school climate and trust. The school communities need to think of about it because researchers have emphasized that healthy school climate and trustworthy relationships greatly favours the promotion of positive outcomes in students' academic achievement, reduce maladaptive behaviour and fetches job satisfaction among teachers and principals (Rapti, 2012; Pont et al., 2008; Marshall, 2004; Gedefaw, 2012).

6.4. Suggestions for Improvement

In line with the findings of this research, it is imperative to forward recommendations for further improvement of school climate, school community trust and thereby the academic achievement of students.

1. The principal is a decisive person for the school in terms of establishing healthy environment, trustworthy relationships and contributing indirectly to the consistency in the school achievement in encouraging teachers to discharge their responsibilities and making them accountable to their deeds. It has been evidenced that because of the leadership gaps, principals are either autocrat or lassie-fair in their leadership. Principals who have the leadership skills, wisdom and cooperation among school community members were reported having a healthier climate and trust. A good leader who has the capacity is abided by

principles and regulations, fairly build on mutual understandings with students and teachers that lead to good progress on students' achievement. Moreover, teachers in urban schools have a relatively low perception about the healthiness of their school climate compared to rural schools. Thus, the study strongly recommended the assignment of competent principals who can improve the principal-school community relationships, lead the school community, who have concerns for their school community and love for their job. This shall be done based on competition and merit with rigorous assessments. However, educators should not worry about the gender of principals in assigning them since both of them are perceived almost equally by their school community.

2. Teachers' professionalism and their competency were the concerns for both the principals and supervisors. The gaps were reported everywhere in the research area. The quest on the teachers' area of specialization and their competency especially in Mathematics, Physics and English subjects were high priorities for schools. There are also teachers who don't have subject and pedagogical know-how who are entertaining continuous complains even from the students' side as well. These are affecting the school climate and relationship of the school community. The average achievement of grade eight students in some schools is below the expected average, which can be one of the indicators for these. In lower grades, students are getting marks where they don't deserve which is still a challenge for the quality of education we aspire.

Thus, it has been well noted that;

- Teachers should be well assessed, and their capacity shall be built at individual level with rigorous continuous strategies;
- Applied graduate teachers shall get more additional training on pedagogy or postgraduate diploma program/PGDP;
- Universities are also reminded to revisit their curriculum as well; and
- There is also a point to rethink on the strategic direction of lower grades, especially on the promotion concern.

3. The study has also indicated some gaps in the academic press of teachers where teachers are not feeling academic freedom which demands the leadership to rethink of it. This has also been attributed to the lack of competence in the

principals and the teachers as well. Those who lack their subject competence, the students themselves are harassing /humiliating and teachers are busy in rigorous supervisions of these teachers. These again need capacity building and awareness which goes with the recommendation in the previous paragraphs.

4. The community engagement was reported in the study being weak. This has emanated from the leadership of the schools. In schools where there is good leadership, the participation of the community was reported being good. Thus, it is strongly reminded to facilitate capacity building for principals on local resource mobilization and transformative leadership, resource management and sense of ownership. It is also important to recommend that schools shall come to the community in order to address problems related to education deficiencies, sharing concerns openly and looking for common solutions.
5. Teachers should be courageous enough to enhance their skills, knowledge and share their gaps boldly so that remedial measures can be facilitated collaboratively by the leadership. Reminds to think on their areas of academic competence which is the key eroding factor for healthy school climate and trustworthy relationships.
6. The trust of principals and teachers in students and parents was low; even there is no openness and free discussion between principals /teachers and students. This needs further mitigation strategies to recover the eroded trust.
7. There is a strategic direction that all students should be capacitated until December of the academic year. This is stressing teachers to give marks that induced mismatch between students' mark and actual behaviour of the students as students are having marks that they do not deserve. Thus, the strategic direction shall be revisited to minimize effects on compromising the quality of the education system.

6.5. Suggestions for Further Studies

The study was done on school climate, school community trust and the academic achievement of students at a primary school level, which is definitely a stepping-stone for further researches. The results of some of the factors are significant and some are not

significant. A single piece of data and a specific area of research can't suffice to make a diagnosis rather we need to have more research-based evidences either to validate or challenge this research. This is not to deemphasize the findings of this research, however, to augment the need for additional evidences to make informed decisions.

Thus, it is essential to remind likely areas that need further studies. These may include:

1. In this study, the academic achievements of students and their level of trust were not congruent. A further study is recommended on the internal and external causes of these occurrences.
2. It is also suggested to carry out studies in line with instructional leadership, organizational citizenship, organizational development, school climate and students' academic achievement.
3. Researchers can also work on teachers' effectiveness and trust and their effect on students 'achievement.
4. It is also possible to carry out researches on the academic competence, curriculum, and teachers' training program as these were pinpointed as gaps in the current system.
5. This study itself can be scaled up to secondary schools, higher education and other organizations intermingling with efficiency and effectiveness.
6. There is also a potential area of examining trust, school climate and violence in schools.
7. Researchers can also work on trust, climate and job satisfaction.