

**ADDIS ABABA UNIVERSITY**



**SCHOOL CLIMATE AND TEACHERS' JOB PERFORMANCE  
IN ADDIS ABABA CITY ADMINISTRATION: THE CASE OF  
NIFAS SILK LAFTO SUB CITY SECONDARY SCHOOLS.**

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**ADDIS ABABA ETHIOPIA**

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## Declaration

Tezera Demssie Mekuria the under signed, declare that this thesis entitled " School Climate and Teachers' job Performance in Addis Ababa City Administration: In case of Nifas Silk Lafto Sub City Secondary Schools" is my original work. I have undertaken the research work independently with the guidance and support of the research supervisor. This study has not been submitted for any degree or diploma program in this or any other institutions and that all sources of materials used for the thesis has been duly acknowledged.

_____	_____	_____
Name of Student	Signature	Date

This is to certify that the thesis entitled School Climate and Teachers ' job Performance in Addis Ababa City Administration: In case of Nifas Silk Lafto Sub City Secondary Schools submitted in partial fulfillment of the requirements for the degree of Masters of School leadership program of the Postgraduate Studies ,Addis Ababa University and is a record of original research proposal carried out by Tezera Demssie Mekuria ID. No GSK/4033/11, under my supervision, and no part of the thesis proposal has been submitted for any other degree or diploma. The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, I recommend it to be accepted as fulfilling the thesis proposal requirements.

<b><u>Dr. Fikadu Mulugeta</u></b>	_____	_____
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## Board of Examiners

Chairperson \_\_\_\_\_ Sign. \_\_\_\_\_ Date \_\_\_\_\_

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## ABSTRACT

*The main purpose of this study is examine "School Climate and Teachers 'job Performance in Addis Ababa City Administration: The case of Nifas Silk Lafto Sub City Secondary Schools. The research design employed in the study was descriptive survey. The research method was both quantitative and qualitative approaches. The sampling techniques employed were purposive, availability and simple random sampling. The sample size was 205 teachers, 16 principals, 4 supervisors with the total of 225 participants out of 536 study populations. The data gathering tools were questionnaire, interview and document analysis. The participants of interview were principals, and supervisors. Questionnaires were administered to 205 teachers, all of them properly filled and returned. Then, the information gathered through close-ended questionnaire was analyzed using percentage and mean score while the information gathered through interview and open-ended questions were narrated qualitatively. Results of document analysis were also described. The results of the study indicated School Climate and Teachers 'job Performance , achievement and also the extent to which different stakeholders such as principals, teachers, school communities and the like played role to overcome the problem of school climate. The school principals, supervisors were providing low level of activities on school climate. The major challenges identified were, lack of training, lack of plan on classroom management, lack of commitment, lack of parents' participation, disciplinary problems, lack of inadequate classroom, school facilities, educational inputs and lack of experience sharing and on job training insufficient allocation of budget. To overcome the challenges encountered, recommendations have been forwarded to school Principals, Supervisors, Sub-City education office and stakeholders. These are include preparing plan on classroom management, orienting teachers in advance with the overall implementation of classroom management, parents should advice their children and follow them at school, motivating all stakeholders to willingly take more responsibilities in the implementation process, and allocation of sufficient resources by education office to effectively achieve the intended goals.*

**Key words: Effects of School climate, Job performance, Teachers**

# CHAPTER ONE

## INTRODUCTION

This section deals with background of the study, statements of the problem, basic questions, general objectives and specific objectives, significance of the study, delimitation of the study area, operational definition of key terms and organization of the study.

### 1.1 Background of the Study

Education is the process of bringing about the potentialities of an individual and developing the natural abilities and interest of the citizens. This is to mean that education is not only a lamp which enlightens the internal capacities of a child but also fulfills the needs of the society by raising the productivity of the population which in turn leads to better standard of living (Jalaja , 2007) School climate is based on the patterns of people's experiences of school life; it reflects the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices and organizational structures that comprise school life. The increased attention to school climate reflects both the concern for improving schools and the need for preparing students to address the myriad of challenges they will face in the 21st century (Hoy and Clover, 1986).

Gottfredson and Hollifield (1988) stated that school climate is the single most important factor in whether a school succeeds with its students. Therefore, the need to establish a positive school climate is quite obvious. Research on school effectiveness supports the importance of a positive school environment often referred to as the climate of a school, where effective teaching and learning occur. Responsibility for establishing a positive school climate begins with the secondary school principal who provides leadership in developing and maintaining a climate conducive to learning (Dietrich & Bailey, 1996).

School climate is a major factor in the lives of educators who teach, learn, and grow professionally in schools. It can be a positive factor in the lives of educators or a significant roadblock to learning. Dedicated administrators who are working toward improved school climate are making conscious efforts to enhance and enrich the culture and conditions in the schools so that teachers can teach better and students can learn more (Hansen & Childs, 1998).

School climate can be defined as the underground stream of norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems and confront challenges. This set of informal expectations and values shape how people think, feel and act in schools .A healthy school climate can be described as one with a strong academic emphasis and a principal who has influence with superiors and is willing to use it on behalf of teachers, conductively to promote development of teachers' beliefs that they can influence students learning (Peterson and Deal, 1998).

The draft National School Climate Council (2007) stresses that a sustainable, positive school climate is one that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Such a climate includes are norms, values and feeling socially, emotionally and physically safe; engagement and respect; Students teamwork and shared school vision; educators who model and nurture an attitude that emphasizes the benefits and satisfaction that can be gained from learning; and members of the school community who contribute to the operations of the school and the care of its physical environment. In conductive school climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that pupils succeed (high commitment). They care, respect and help one another as colleagues. Hence, school climate is one of the most important factors in increasing teachers' performance and students' academic achievements. From researcher's experience, most secondary schools are not working in conductive school climate. Thus, this study tries to study the effects of school climate on teacher's job performance in Addis Ababa City Nifas -Silk Lafto sub city selected secondary schools.

## **1.2 Statement of the Problem**

School climate reflects the physical and psychological aspects of the school that are more susceptible to change and provide the preconditions necessary for teaching and learning to take place. Hoy *et al.* (1991) argue that the climate is directly associated with the interrelationship of the buildings, head teacher and the teachers in that school, as it is based on their perception of behavior common to the organization. Therefore if the climate of particular school is not conducive, the teaching and learning processes cannot be achieved at the predetermined level.

Freiberg (1998) showed that a healthy school climate contributes to effective teaching and learning and conversely, an unhealthy environment may be a significant barrier to learning. School climate is evident in the feelings and attitude expressed by students, teachers, other staff and sometimes parents about the school. It is the way students, teachers and staff feel about being at school each day. School climate is significant element in discussions of potential solutions to problems such as bullying, inter-students conflicts, suicides, character education, moral education, improving school reforms and academic performance.

Peterson and Skiba (2001) defines school climate as the overall feeling a teacher has about the school. The literature makes the point that school climate is a reflection of the school environment, which is the collection of factors that include student-teacher respect , quality of the building and materials, the feelings of safety, caring, and encouragement, and discipline. A positive school climate will impact the teachers in a positive way whereas a negative one will impact the teachers negatively.

Finally, school climate is value, attitude of stake holders, style of leadership and job satisfaction. Positive school climate play significant value for teacher's effectiveness and closed school climate (schools with uncommitted leaders are, unproductive to create safe, healthy schools) has negative impact on teachers effectiveness Furthermore, as far as the researchers' long experience and observation towards, the school climate is a irrelevant factor for teachers' performance. Some school climate factors are lack of effective leadership style, less relationship among leaders and teachers and lack of favorable school facilities.

It is now widely that the achievement of students in secondary schools is declining. As far as the researcher knowledge and experience is concerned, there is no research conducted on school climate and teachers' job performance at Addis Ababa City Administration Nifas-Silk-Lafto sub-City selected secondary schools.

Thus, the student researcher is initiated to the problems mentioned above, by investigating the effects of school climate on teachers' performance and also to suggest possible solutions for improvement of teachers' performance at Addis Ababa City Administration Nifas-Silk-Lafto sub-City selected secondary school.

### **1.3 Research Questions**

In line with the above statement of the problem, this study will expect to address the following basic research questions.

1. What is the level of school climate in Nifas- Silk-Lafto sub city selected secondary schools?
2. What is the level of teachers' job performance in Nifas- Silk-Lafto sub-city selected secondary schools?
3. What are the major school climates factors affecting teachers' performance in Nifas- Silk-Lafto sub-city selected secondary schools?
4. What should be done to improve teachers' performance in relation to school climate in Nifas- Silk-Laftosub –city selected secondary schools?

### **1.4. Objectives of the study**

#### **1.4.1. General Objective**

The main Objective of this study is to assess and investigate the effects of school climate on teachers' performance in Addis Ababa City Administration Nifas-Silik-Lafto Sub-city selected secondary schools.

#### **1.4.2. Specific Objectives**

1. To find out the level of schools climate in Nifas- Silk-Lafto sub-city selected secondary schools.
2. To study the level of teachers' job performance in Nifas- Silk-Lafto sub-city selected secondary schools.
3. To find out the major school climates and teachers' job performance in Nifas- Silk-Lafto sub-city selected secondary schools.
4. To suggest possible remedies to improve teachers' performance in relation to school climate in Nifas- Silk-Lafto sub-city selected secondary schools.

## **1.5. Significance of the Study**

This study would have the following implications and benefits for the study group in particular and the community at large.

- It may benefit teachers, educational administrators, societies, secondary schools at large and also in improving students' academic result.
- It may have significant contribution in teaching and learning process in creating conducive environment
- It may help to initiate other researchers to conduct further study around the topic that remain untouched or inadequately treated
- It is suggested that head teachers should create a favorable climate to enhance better job performance among teachers.

## **1.6. Delimitation of the Study**

The study mainly focused stud on school climate and teachers job performance in Addis Ababa City Administration Nifas silik-Lafto Sbu-city in selected government schools. To make this research manageable, the study is geographically delimited to four secondary schools which are found in three woreda of Nifas silik-Lafto Sub-City. The secondary schools selected are Ginbot Haya, Lebu, Frehiwot, and Fitawurari Lack-adigey. The researcher selected sample from their respective teachers', supervisors, school leaders' and experts of selected woreda. There are many limitations which will face the researcher faced during the study.

## **1.7 Limitation of the Study**

The following are some of the major problems that the researcher wants to mention as limitation to the study.

- Lack of adequate time to accomplish the study in a smooth manner.
- The researcher faced lack of adequate literature related to the topic under study which could have supported the researcher to enrich the study.
- Difficulty in finding adequacy of current and relevant literature on the topic conducted in Ethiopia.

- Reluctance of respondents, in filling the questionnaires and return on time were some of the problems I have encountered while conducting this study.

## **1.8. Operational Definition**

**School Climate:** refers to value, attitude of stake holders, style of leadership and job satisfaction.

**Secondary school:** refers to school system established to offer secondary school education for grade 9-12.

**Teacher performance:** refers to the duties performed by a teacher at a particular period in the school system in achieving organizational goals

**School Performance:** refers to an achievement of objectives set by government schools in secondary schools as measured by students' academic achievement, completion rate and drop out.

## **1.9 Organization of the Study**

- This study is organized in to five chapters. The first chapter includes background of the study, Statement of the Problem, research question, objectives of the study, significance of the study, and delimitation of the study, Limitation of the study and definition of the key terms and organization of the study. The second chapter deals with review of related literature. The third cheaper is about presentation of research design and methodology. The fourth chapter was about the interpretation of the findings and result. Finally, summary, conclusion and recommendation drown based on the findings. Lake of adequate time to accomplish the study in a smooth manner.
- The researcher faced lack of adequate literature related to the topic under study which could have supported the researcher to enrich the study.
- Difficulty in finding adequacy of current and relevant literature on the topic

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The main objective of the study is to study the effects of school climate on teachers' performance in public secondary schools of Addis Ababa City Administration Nifas-Silk- Lafto Sub-City. Thus, this chapter deals with reviewing the literature of different scholars related to topic so as to achieve the objective of the study.

#### **2.1. Concept of School Climate**

Hoy and Sabo (1998) suggested that a positive school climate is related to the effectiveness of whole school. This is to say that there is a connection between positive school climate and school effectiveness. The implication of this is that leadership styles dictate organizational climate. However, most authors on school climate are of the opinion that the perceptions of students and the school community are important components of creating a good climate where teachers can teach and pupils can learn and parents can be involved in the education of their children's climate is the total environmental quality within an organization. School climate can be expressed by such adjectives as open, bustling, warm, easy going, informal, cold, impersonal, hostile, rigid and closed.

Freiberg and Stein (1999) stated school climate as the core of the school the value of a school that brings about a wholesome learning place, where pupils' and parents' dreams and ambitions are tended, and teachers motivated to function at their best, where everybody is respected and feel attached to the school. Peterson and Skiba (2001) defines school climate as the overall feeling a teacher has about the school. The literature makes the point that school climate is a reflection of the school environment, which is the collection of factors that include students-teacher respect, quality of the building and materials, the feelings of safety, caring, and encouragement and discipline.

A positive school climate will impact the teachers in a positive way whereas a negative one will impact the teachers negatively. Hoy and Miskel (2001) defined school climate as, a blend of beliefs, values and attitudes of pupils and staff members, principals and parents, level of independence. From the above definitions school climate may be perceived as a term used to portray the atmosphere of the school which is mainly influenced by the principal and dictates how pupils and teachers perceive their school and affects their values and attitudes toward school and job respectively.

Hoffman (2009) identifies fifteen key components of a healthy, supportive school climate. Several items overlap with Anderson's variables that affect school environment includes achievement motivation, collaborative decision making, equity and fairness, general school climate, order and discipline, parent involvement, school-community relations, staff dedication to student learning, staff expectations, leadership, school building, sharing of resources, caring and sensitivity, student interpersonal relations, and student teacher relations.

In summary, school climate is value, attitude of stake holders, style of leadership and job satisfaction. Positive school climate play significant value for schools effectiveness and closed school climate (schools with uncommitted leader's leads, unproductive, not safe, unhealthy schools) has negative impact on school effectiveness.

## **2.2. Types of School Climate**

The main focus of this sub topic is clarifying different type of school climate and to see difference among them to make school is healthy. Hoy and Miskel (2001) mentioned that each school has its own unique climate. This is because schools operate in different ways.

The type of climate that prevails in a school is the blend of the behavior of the principal, teachers, pupils and parents in that school. Therefore, climate differs from school to school. Freiberg (1999) suggests that climate is an ever-changing factor in schools. This is because the principal may choose on specific occasions to adapt different leadership style, which may have a huge impact on the climate that will lead to a change. Again, a new principal may bring some unfamiliar ideas that may change the existing climate. New teachers in a school may equally have a noticeable effect on the prevailing climate of a school. Another possibility is that new

pupils may bring to a school a different atmosphere. Finally, the involvement of parents of new pupils may influence the prevailing climate of a school.

### **2.2.1. Open climate**

An open climate is used to describe the openness and authenticity of interaction that exists among the principals, teachers, pupils and parents. Hoy and Sabo (1998) state that an open climate reflects the principal and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal, according to these researchers, shows genuine concern for teachers; he/she motivates and encourages staff members (high supportiveness). He/she gives the staff freedom to carry out their duties in the best way they know (low defectiveness). He/she does not allow routine duties to disrupt teachers' instructional responsibilities.

Also, in a school characterized with open climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that pupils succeed (high commitment). They care, respect and help one another as colleagues and even at personal level (high collegial relations).

As a team they work for the success of pupils both the principals and teachers are accessible and approachable they maintain close relationships with pupils and parents (Halpin, 1966). Hoy and Tarter's (1997) findings reveal that high supportive principal behavior, low directive principal behavior, high engaged teacher behavior, and very low frustrated teacher behavior are attributes of an open healthy organizational climate.

### **2.2.2. Closed Climate**

Hoy and Tarter's (1997) state establish the above characteristics of a closed/unhealthy organizational climate as enumerated by Halpin. In this kind of atmosphere, it would be illogical to either expect the pupils to achieve high academic standard or have positive attitude toward the school and each other simply because there is no example to be emulated. Hoy and Sabo (1998) asserted that closed climate represents the direct opposite of the open Climate. The main characteristic of this type of climate as identified by Halpin (1966), is lack of commitment and

unproductive (high disengagement). There is no commitment, especially on the part of the principal and teachers.

There is no emphasis on task accomplishment rather the principal stresses routine, trivial and unnecessary paper works to which teachers' minimally respond. The principal is rigid and controlling (high defectiveness)' He/she inconsiderate, unsupportive and unresponsive (low supportiveness).

Consequently, most teachers are frustrated and ineffective. Hoy and Sabo (1998) add that there is lack of respect for the principal. Not only that, the teachers lack respects for and are suspicious of each other, the school authority and even the pupils. Teachers are intolerant and divided, thus, there is social tension in the school.

As mentioned earlier, climate types range on a continuum from open to closed climate. In view of the characteristics of each of the above organizational climates of schools as described by Halpin (1966) the first and the last types (open and closed), are the two extremes. Thus, they are opposites. Each dimension in an open climate is positive: contributing to a goal-driven learning environment, while each dimension in a closed climate is negative, contributing to a confused, unproductive atmosphere. For instance, in an open climate, the principal is flexible and gives his/her teachers freedom to function without close scrutiny, which encourages them to put into use their creative talents and put in their best; whereas, in a closed climate, the principal is rigid, controlling and closely scrutinizes his/her teachers.

In this situation, a considerable number of teachers are resentful and uncommitted: they show no interest in their job and simply put in minimum effort in performing task given, just for the purpose of earning a living. Similar contrast is seen in autonomous and paternal climate; the general impression in an autonomous climate is that it is a person oriented as opposed to the task oriented that characterizes a paternal climate. Controlled and familiar climate are similar to paternal climate. Although controlled climate is more task-oriented, yet more open than closed. The familiar is fewer tasks oriented, yet more closed than open (Halpin, 1966).

Generally, the above different scholars mentioned that, closed climate is a type of school climate that negatively affect the teachers and school performance. Opposite of the open climate and

there is a problem of leadership styles in the school. The principals have lack commitment, high disengagement only focus on routine activities and paper work. As well as teachers are not committed to, there is no strong relationship between teachers and principals. As the result teachers work with minimum effort this affect teachers' motivation and students achievement if there is closed climate in school.

### **2.2.3. Autonomous climate**

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The principal models enthusiasm and diligence. Both teachers and pupils are happy. There is no external threat or influence. Teachers have great desire to work and pupils are highly motivated to learn. There is close relationship among the principal, teachers, pupils and parents (Ribbins and Marland, 1994).

According to Halpin (1966) the autonomous climate is a type of climate that portrays an atmosphere where teachers have at their disposal a considerable degree of freedom to act in school. The leader epitomizes the model of enthusiasm or eagerness. There are no external threats or influence. Teachers have a strong desire to teach and students are motivated to learn. There is a close relationship between the managers, teachers, students and parents.

### **2.2.4. Controlled climate**

Hard work is the major characteristic of controlled climate. Even though the principal does not model commitment, hard work is over-emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Pupils are also hard working, but are given little time for participation in extracurricular activities. The principal often employs a direct approach, keeps his/her distance from teachers, pupils and parents in order to avoid familiarity. Parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Ribbins and Marland, 1994).

### **2.2.5. Familiar school climate**

Familiar school climate is described as a sort of laissez-faire atmosphere. The principal is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task. Thus, a significant number of teachers is not committed to their main task. Some of them do not take a liking to the way how a principal leads, but others do not necessarily share the same opinion with their colleagues or with the principal.

As a result, those that are not really dedicated, make up a particular group since they exhibit the same type of behavior. Most of the students do not take their learning process seriously and some others do cook up all sorts of vain and hollow excuses to be out of school or to be absent from it (unexcused absences). Most parents are not involved in their children's education, and they are clueless as to what their children are up to at school. They think that it is not necessary for them to attend meetings that are meant for parents (Silver 1983). This type of familiar climate between the principal and the teachers a scant attention is paid to the overall performance of the school (Halpin 1966).

### **2.3. Importance of School Climate**

Brooks (1999) stated that pupils are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. The climate of the school is one of the vital factors that determine pupils' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001) and Pasi (2001) argue that a supportive and responsive school climate fosters a sense of belonging, promotes resiliency and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs.

Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence pupils' perception as well as their responses to learning objectives in school environment. In essence, enhancing school climate can assist pupils who are challenged socially and emotionally.

Pasi (2001) observes that schools have become important in the lives of pupils especially those who face negative circumstances at home.

According to Thapa (2012), a positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students. Specifically, schools with positive climates tend to have less student discipline problems (Cohen and Geier, 2010) and aggressive and violent behavior (Gregory et.al, 2010), and fewer high school suspensions (Lee, 2011).

Eccles (1993) in addition to reducing students' exposure to risk factors, school climate can promote positive youth development. For example, a favorable school climate has been linked with higher student academic motivation and engagement (as well as elevated psychological well-being (Ruus, 2007, Shochet, 2006). Not surprisingly, schools promoting engaging learning environments tend to have fewer student absences (Gottfredson et al., 2005), and improvements in academic achievement across grade levels (Stewart, 2008).

## **2.4. Healthy and Un-healthy School**

### **2.4.1. A healthy school**

A healthy School is protected from unreasonable pressure from community and parental. The school board successfully resists all narrow efforts of vested interest groups to influence its policy (high institutional integrity). The headmaster/mistress of a healthy school is a dynamic leader, integrating both task-oriented and relations oriented leader behavior. Such behavior is supportive of teachers and yet provides high standards for performance (high consideration and initiating structure). Moreover, the headmaster/mistress has an ability to affect the actions of superiors, which is demonstrated by the ability to get what is needed for the effective operation of the school (high influence).

Teachers in a healthy school are committed to teaching and learning. They set high but achievable goals for students, maintain high standards of performance, and promote a serious and orderly learning environment. Furthermore, students work hard on their school work, are highly motivated and respect other students who achieve academically (high academic

influence). Classroom supplies, instructional materials, and supplementary materials are always available (high resource support). Finally, in healthy schools, teachers like each other, trust each other, are enthusiastic about their work, and identify positively with the school. They are proud of their school (high morale). Miles (1965) was the first to use the health metaphor to examine the climate of schools. The health of school is explained as the characteristics and interactions that allow the organization to survive and grow within its environment.

#### **2.4.2. The unhealthy school**

Unhealthy school is vulnerable to destructive outside forces. Teachers and administrators are bombarded by unreasonable parental demands, and the school is buffeted by the whims of the public (low institutional integrity). Hoy and Tarter (1997) describe a *sick* school climate as one that is constantly attacked from within and without. In a sick school, parents and other influential community groups interfere with the goals of the organization. The school is without an effective headmaster/mistress. The headmaster/mistress provides little direction or structure (low initiating structure), exhibits little encouragement and support for teachers (low consideration), and has little clout with superiors (low influence). Teachers neither feel good about their colleagues nor their jobs. They act in aloof, suspicious, and in defensive manner (low morale).

Instructional materials, supplies, and supplementary materials are not available when needed (low resource support). Finally, there is little press for academic excellence. Neither teachers nor students take academic life seriously; in fact, academically oriented students are ridiculed by their peers and viewed by their teachers as threats (low academic emphasis).

### **2.5. Factor affecting teachers' Job Performance in the schools**

Development of nation is primarily dependent on the education system available in the country. Education is nowhere without teacher's playing a pivotal role in ensuring achievement in an educational institution. Teacher's job performance play a crucial role in student's learning process. It is known to be related to teacher's effectiveness (Medly and Shannon, 1994). Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals,

teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning (Medly and Shannon, 1994).

One factor that might influence teacher's job performance is organizational climate. The organizational climate dimensions were measured based on principal's leadership behavior and teacher's behavior. Principals can encourage effective performance of their teachers by identifying their needs and try to meet them (Adeyemi, 2010). This encouragement is very much dependent on various aspects of the principal's leadership behavior. Teacher's behavior too plays a role in the teacher's job performance. Both principals' behavior and teachers' behavior are part of organizational climate which influence the teacher's job performance. Teachers are arguably the most important group of professionals for our nation's future. Without teacher, the education system will be crippled. The increased importance in teacher's job performance has made it extremely important to identify the factors that influence teacher's job performance. In recent years, effects of organizational climate on teacher's performance have become topic of concerns for researchers and education officers. Although numerous studies have been conducted on teacher's job performance, past research has been constrained by the shortage of studies on the influence of organizational climate on teacher's job performance. Number of reports has shown that teacher's job performance is deteriorating around the world in general, and also Malaysia in particular. This seems to be affecting the teaching and learning process as well other instructional activities at school. As a result, students are the most affected individuals. Hence, it is crucial to determine the factor that has influence in teacher's job performance.

Job performance referred to an act of accomplishing or executing a given task (Lindsay, 1995; Griffin, 1997). Teacher job performance defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Cheng, 2002). When an individual is satisfied, their job performance might increase. They tend to be more committed to their work.

Job performance is important to ensure the quality of instruction taking place at school. McGregor (1960) developed the theory of job performance in his 'X' and 'Y' theories. Theory

'X' postulates that a negative attribute brings low performance while theory 'Y' predicts that positive attributes result in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). There are a few reasons contributing to low level of teachers' job performance such as inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, principal's leadership behavior and students' poor work attitudes and teachers' Behavior (George, Louw and Badenhost, 2008).

Freiberg and Stein (1999 in Angus 2009) stated that, school climate is the heart of a school. The teaching and learning situation in a school seem to be a function of the atmosphere of the school and it is a set of unique characteristics of a school. These characteristics tend to distinguish one school from another. In some schools, the principals and teachers may find pleasure in working together. In other schools, it may be discontent among teachers. In one school, teachers may appear well organized, seem competent and exhibit confidence in whatever they do. In yet another school, there may be tension as the principals lose control.

According to Moos (1979) cited in Perkins (2006), school climate is the social atmosphere of a setting or learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administrators. These learning environments includes relationships, such as involvement, affiliation with others in the classroom, and teacher support; personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules.

According to Nadeem et al. (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010)

examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between conducive school climate and working performance of teachers, i.e., the greater the level of school climate the higher will be the teacher's job performance or if provide a high level of school climate to a teachers then their job performance will be increase.

While Alam and Farid (2011), found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

## **2.6. Creating a Positive School Climate**

Freiberg and Stein (1999) stated that school climate can be seen in every aspect of the school: from teacher's and student's attendance records, in the classroom, on the bulletin board, during break and lunch times, in the teachers' lounge, from pupils' mobility rates in hallways, and the like.

Harris and Lowery (2002) mentioned school climate is created and can be maintained unless an alteration occurs in the life of the school. While it is true that behaviors of the principal, teachers, pupils and parents affect a school climate, to some extent, the principal is essential in creating the climate: what he/she does establishes the climate of the school whether positive or negative (Hall and George, 1999) . In this regard, Ayalew (1995) recommended many measures to be taken to improve the conditions that dissatisfy teachers in order to create conducive school climate.

These measures includes the introduction a new salary scale, improvement in posting, transfer, performance evaluation and promotion procedures as well as the selection of teachers for continuous education. He also pointed out that it is necessary to take appropriate measures to implement the strategies and carry out further study on intrinsic and extrinsic factors affecting staff retention. In line with this, the transitional government of Ethiopia (1994) had made major

adjustment to education in general and problems of teaching profession because of new reform to address the needs and interests of teachers. Among the strategies the government took, new career structures for teachers were established along with in-services training which was believed to boost teachers' morale (MOE 1999). This indirectly implies that it is reasonable to recommend that keeping teachers satisfied with their work should be a priority for school system and a goal for school leadership team.

According to Ammanuel (2005), pay is one of the frequently mentioned factors contributing to job satisfaction, although complications emerge in actuality measuring its individual's role. Similarly, Sefarh (2005) described that money and praise are powerful motivators, and although most people say that money is not the most important motivator for them, salary increases or expansion of fringe benefits are nevertheless welcomed by almost everyone. Money is valued not only for what it will buy but also as a symbol of success and approval.

According to Bekele (2011) point out that payment, relationship between teachers with students with others rewards seen to be factors affecting teachers job satisfaction. Similarly, Habtamu (2003), Damtew and Altbach (2004) as cited in Bekele (2011), state that large number of Ethiopian academic staff quit their teaching profession to take other job or go abroad for training or other reasons and do not come back. Many of young Ethiopian did not consider teaching as satisfactory career and this had negative impact on teaching learning program (Leggese, 1992). To consolidate the points raised by the aforementioned authors, Akililu (1986), Bonsa (1996) and Leggese (1992) in Bekele (2011) stressed that salary was one of the main reasons of the dissatisfaction of teachers the working conditions for these teachers were far from satisfactory.

To summarize, creating positive school climate in relation of stake holders (teachers, school principals, students, parent's government bodies and nongovernmental organization) is very significant. Therefore principals of the school can play major role in making conducive school climate.

Schools are social institutions (Getzels and Guba, 1970) within school organizations there are students, teachers, administrators, and many kinds of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role

expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationships among many kinds of people in schools are varied and complex. Only if those relationships are understood and generally accepted can the school organization function effectively (Campbell, Corbally and Nystrand, 1983).

School climate has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or noninvolvement in academic and non-academic activities, which operate in school and the teacher, is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teachers' motivation (Kerlinger, 1993). According to Seyfarth (2005), people who are working with others often choose to teach because it is a job that involves constraint interaction.

The teachers' spend most of their time with young people and they have opportunity to talk with colleagues. Social influence is very important for teacher's performance.

Generally, the sum of the values, cultures, safety practices, and organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships and student-teacher relationships is the concept of school climate and play significant role in teachers' motivation. In the absence of mentioned school climate, the expected result can't be provided, the teachers in the school become demotivated. Since teachers motivated in a conducive school climate, the desired goals of the school will be attained. So school climate and teachers' motivation has a direct relationship; they are inseparable. The school leader, teachers, students and WEO expertise has a major role to maintain an excellent relation between school climate and teachers.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part of the study deals with research design, sources of data, and instrument of data collection, sample population, sampling techniques, procedures of the study, and data analysis.

#### **3.1. Description of Study Area**

This study will be conducted in Addis Ababa City Administration Nifas-Silk-Lafto Sub-City. Nifas-Silk-Lafto Sub- City is one of the 11 Sub-Cities which consists thirteen Administrative woreda, has six government secondary schools. It is located in the Southern part of the city. In between with Kolfe-Keraniyo in Western direction, Kirkos Sub-City in Northern direction, Akaki-Kality Sub-City in Eastern direction.

#### **3.2 Research Design**

This research is a descriptive survey research design which is used to collect both quantitative and qualitative data from a target population. Hence, descriptive survey design is employed to investigate and describe the existing school climate and teacher's job performance.

#### **3.3 Sources of data**

There are primary and secondary source of data in this study:

##### **Primary Sources of Data**

The primary sources of data in the study are teachers, principals and supervisors of the secondary schools. The researcher used both close ended and open ended questions to get available information.

## Secondary Sources of Data

The secondary data is a record from documents about statistics of students' achievements, statistics of teachers rewarded in secondary schools, school annual and quarter reports and type of facilities provided for teachers.

### 3.4. Population, Samples and Sampling Techniques

Nifas-Silk Lafto-Sub-City, which is found in Addis Ababa City Administration, has thirteen Woredas. There are 6 (9-12) government secondary schools under the sub-city administration and supervision of Addis Ababa city Education Bureau. Out of six (6) secondary schools, the researcher is delimited 4 secondary schools of three Woredas. Concerning the study population, there are 516 teachers, 4 principals, 4 vice principals and 4 supervisors are in the selected schools. Out of this population 206 teachers (40%) will be selected by stratified random sampling. From 4 secondary schools, 4 principals (100%), 4 vice- principals (100%) and 4 supervisors (100%) selected by availability sampling technique

**Table 3.1 .Target selected, Population, Sample selected and Sampling Techniques**

Target S/S	Total population				Sample size			
	Teachers	Principal	V/Principal	S/Visors	Teachers	Principal	V/Principal	S/Visors
Frehiwot	148	1	2	1	59	1	2	1
Ginbot Haya	135	1	2	1	54	1	2	1
Lebu	139	1	2	1	55	1	2	1
Fitawurary Lake Adgeh	94	1	2	1	37	1	2	1
Total	516	4	8	4	205	4	8	4

Source: Own survey (2022)

### **3.5. Instruments of Data Collection**

Data collection tools will be used in this study are questionnaire, interview and documents

#### **3.5.1 Questionnaire**

Questionnaire is the major instrument of data collection in this study. The first data collecting instrument will employ in this study is questionnaire. Questionnaire is put into practice, because it is suitable for collecting factual information, opinion and attitude from respondents concerning the problem and it can be easily and quickly analyzed. The student researcher will use this instrument because it helps to collect data simultaneously from the target population and it takes short period of time to collect data. The questionnaires will prepare in English language and administrated to all teacher participants with the assumption that they can understand the language. The questionnaires was contained both close and open ended items to help the flow of adequate information.

#### **3.5.2. Validity and Reliability of Questionnaires**

For a piece of research to be acceptable, the researcher has showed that the data collection instruments are reliable and the conclusions are valid. The researcher has Checked the validity and reliability of data collecting instruments before providing for the actual study subject was the core to assure the quality of the data. To ensure validity of instruments, initially the instrument were prepared by the researcher and develop under close guidance of advisors, . The English version questionnaires were checked and corrected by experienced experts and English subject specialist teachers from Addis Ababa University. Finally after checking validity of the questionnaires pilot test was conducted.

#### **3.5.3. Pilot Test**

The pilot test was conducted on Ginbot Haya secondary school for 20 teachers on May,2023. The respondents of the pilot test will not include in the main study. Based on respondent's response additional, omission and modification of items were made. A reliability test was perform to check the consistency and accuracy of the measurement scales.

## **B. Interview**

Key informant interview guide was designed and administered to key informants to get qualitative information. The key informants for in depth interviews includes 4 principals, 4 vice principals and 4 supervisors. The interview was taken by tape recorder and additionally researchers will take short note in order to get attention of speakers This is to purposely get more information about school climate and teachers' job performance and school performance and on how to improve positive school climate and teacher's performance.

## **C. Document Analysis**

The main sources of secondary data included the following: schools record offices to see achievement of students, rewards and incentives given to teachers and educational materials distributed for teachers are included in document analysis. School reports to woreda education office and statistics were included here.

### **3.6. Procedures of Data Collection**

The main data collection instruments in this study are questionnaire and interview. These instruments are preferred since they are appropriate to seek the necessary information, opinion, and attitude in structured framework from the respondents. Questionnaire and interview are helpful in getting the necessary information from the teachers, directors, and vice director and supervisors of the schools. The questionnaire contained structured multiple choice as well as open ended items.

The filled questionnaire are collected in duration of not more than a week as it not be difficult to get back as planned in a one or two days of the attendance of each respondents. The interview is designed to elicit information from the directors, vice directors and supervisor of the schools.

### **3.7. Methods of Data Analysis**

Collecting all the necessary information of the data was edited in reduced at the first, then was coded and processed separately or each item in a way appropriate to answer the research

questions. The data collected during the study from interview, documents and questionnaire were analyzed both quantitative and qualitative methods after information were organized and coded .The major indicators of each factors were selected and presented to the respondents to be rated on the five rating scales from very high=5 to very low =1.Quantitative data were coded, tabulated, and were analyzed by using descriptive statistics measurement of central tendency (mean, mode, median) percentage, frequency and one way ANOVA by using SPSS which is used to check whether or not there exist a significant difference between the four groups of respondents (teachers, principal, vice principal and supervisors) also used for quantitative data analysis. Moreover, the qualitative data gathered from school leaders, vice director, supervisors and teachers through questionnaire interview and document analysis were presented qualitatively by reviewing the note taking, narrating, interpreting and reflecting on the key point related to the study. The data collect by interview is triangulating the information obtained through questionnaire. Eventually, the result obtained are summarized, concluded and recommended depending on the data analyzed and interpreted.

### **3.8. Ethical Consideration**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated all secondary schools in the district legally and smoothly. The purpose of the study is cleared and understandable for all participants. Any communication with the concerned bodies will accomplish at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents' is keep confidential.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

The purpose of this study was to critically see the school climate and teacher's job performance in secondary school of Addis Ababa City Administration Nifas-Silik-Lafto Sub-City. This part of the study deals with presentation, analysis and interpretation of data collected from sampled population (high school principals, high school teachers, and cluster supervisors) through document analysis, questionnaire and interview. For this study, a total of two hundred five (205) questionnaire were distributed to teachers and the other sixteen (16) were administrated to school principals. All the questionnaires distributed to school principals were returned back properly without any wastage. Depending on the data collected from both document analysis and administration of instruments, the data were analyzed as follows.

#### **4.1. Background Information of Teacher Respondents**

The respondents' background was included to see the distribution in terms of sex, age, educational status, marital status and service year. Refer the following table for the data.

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**Table 4.1: Background Information of Teacher Respondents (n=205)**

No	Items	Variables	Responses	
			No.	%
1	Gender	Male	168	81.95
		Female	37	18.05
		Total	205	100
2	Age( in years)	20-30 Years	76	37.07
		31-40 Years	54	26.34
		41-50 Years	52	25.37
		Above 51	23	11.22
		Total	205	100
3	Educational Level	Degree	162	79.02
		Masters	43	20.98
		Total	205	100
4	Work Experience	1-5 years	38	18.54
		6-10 years	66	32.19
		11-15 years	44	21.46
		16-20Years	37	18.05
		Above 21 Years	20	9.76
		Total	205	100

Source: Own Survey ( 2022)

. According to the personal details obtained from the total 205 teachers, 81.95% (168) were males and the remaining 18.05% (37) were female participants. This indicates that there are a few female teachers as compared to their male counter parts. Furthermore, most of the teachers in Nifas -Silik-Lafto Sub-City Secondary school were between the age range 20-30 years, which consists of 37.07% (76) from the total respondents. The rest 26.34 %( 54) were the between the age range of 31-40 years and 25.37% were the between the age 41-50( 52) and a few 11.22 %(

23) were above 51 years. This asserts that most of the teachers in Nifas -Silik-Lafto Sub-City Secondary school are youngsters and at age hard-working.

As further indicated in the Table 4.1 of item 3, the largest proportion of teachers that account 79.02% (162) were degree holders and the remaining 20.98 %( 43) were master's degree holders. Thus, one can conclude from the above information that the vast majority of teachers in in Nifas-Silik-Lafto Sub-City Secondary school were degree holders and this shows the minimum qualification in the sub-City Secondary school teachers are degree qualified.

In similar manner, in the same table, 32.19% (66) of the teachers have been served from 6-310 years. The other 21.46 %( 44) have been served for 11-15 years and still the remaining 18.54 %(38) have been served below 1-5years . And very close to this 18.05% (37) have been served from 16-20 years. On the other hand, the least percentage that accounts 9.73% (20) have been served above 21 years. This manifests that the majority of teachers who have been working in secondary schools in the Sub-City were proportionally experienced in their field of work. It is obvious that the less the teachers' experience, the less the ability to work effectively and efficiently to improve the performance of the organization.

## **4.2. Background Information of School Principals**

In this part the background information of the school principals can be discussed. The respondents' background was included to see the distribution in terms of sex, age, educational status, marital status, service year in general and school principal in particular. The following sub-section presents each of them.

**Table 4.2: Background Information of School Principals and supervisors (N=16)**

No	Items	Alternatives	Responses	
			No.	%
1	Gender	Male	14	87.5
		Female	2	12.5
		Total	16	100
2	Age( in years)	30-39 Years	9	56.25
		40-49Years	4	25
		Above 50	3	18.75
		Total	16	100
3	Total work experience	6-10 years	2	12.5
		11-15 years	5	31.25
		16-20Years	4	25
		Above 21 Years	5	31.25
		Total	16	100
4		Degree	7	43.75
		Masters	9	56.25
		Total	16	100
5	Field of Specialization	School leadership	6	37.5
		School Management	2	12.5
		Curriculum	1	6.25
		Non- Specialized	7	43.25
		Total	16	100

Source: Own Survey (2023)

As described in Table 4.2, from the total 16 school principal participants 87.5 % (14) were males and the other 12.5% (2) were female participants. This indicates that majority of school principals in Nifas-Silk Lfto-Sub-City were males as compared to their female counter parts. Furthermore, most of school principals in Nifas-Silk Lfto-Sub-City were between the age range 30-39 years, which consists of 56.25% (9) from the total respondents. The second Largest age

group is , 25% (4) were the between the age range of 40-49 years. The remaining, 18.75%( 3) were above 50 years. This affirms that most of the secondary school principals in study area were matured and at age of hard-working.

In the same way, the participants were inquired to provide information concerning their long-term work experience As a result, majorities, 62.5% (10) of the school principals have been served from 11-15 years and above 21years together. The other 25 %( 4) have been served for 16-20 years and still the remaining 12.5 %( 2) have been served 6-10 years. This ascertains that the majority of the secondary school principals of the sub-city were high-experienced in their field of work which might have a positive effect on the performance of the organization.

In similar Table of item 4, the largest proportion of school principals that account 56.25% (9) were Master's degree holders and the other 43.75% (n=7) were degree holders. Therefore, it is possible to conclude from the above information that the vast majority of school principals in Nifas-Silk Lfto-Sub-City were Masters holders and qualified for the position.

The last question Table of item 5 was about their field of specialization , concerning this the largest proportion of school principals that account 43.25% (7) were non-specialized and the other 37.5% (6) were specialized in School management. The other 12.5%( 2) were specialized school management. The remaining 6.25%(1) was specialized in school curriculum.

### **4.3The Contribution of School Climate on Teachers Performance**

Organizational climate is a meaningful construct with significant implications for understanding human behavior in organizations. School organizational climate has significance influence on the employees, particularly teachers which may have negative or positive outcomes. It can shape teachers' perception, lessen or enhance teachers 'job performances and satisfactions. In this regard, the variables treated under school organizational climate were related to school leader related factors, delegation of authority, and communication within school and teachers related factors as follows.

**Table 4.3: Teachers' Responses Concerning the contribution of school climate in Teachers' performance**

Very Low(1)=VL, 1 Low(2) =L, =Medium(3) =M, High(4) =H, Very high(5) =VH

No	Items		1 VL=	2 L	3 M	4 H	5 VH	Tot	S.D	Mean	t-test
<b>School climate as Safety provider</b>											
1	Identifies and meet teachers need that encourages their effective performance	No	27	39	42	84	13	205	0.59	1.82	13.59 *
		%	13.17	19	20.49	41	6.34	100			
2	Creates facilities for teachers performance.	N0	66	55	37	29	18	205	0.56	1.53	13.75 *
		%	32.2	268.	18.1	14.1	8.8	100			
3	Make teachers feel that they are trusted by school leaders and students	N0	67	59	48	19	12	205	1.15	2.28	11.47 *
		%	32.7	28.8	23.4	9.3	5.8	100			
4	Establishes supportive and respectful interactions between teachers and leaders.	N0	92	38	37	22	16	205	0.98	2.13	21.38 *
		%	44.9	18.5	18.1	10.7	7.8	100			
5	Builds better working environment Like infrastructure, availability of Textbooks& learning materials, Workload, of teaching and class size	No	90	62	19	23	11	205	1.47	2.36	19.98
		%	43.9	30.2	9.3	11.2	5.4	100			
6	Values diversity and is welcoming to all cultures.	No	76	60	37	18	14	205	1.66	2.47	20.97 *
		%	37.1	29.3	18	8.8	6.8	100			
7	Participates teachers' in school planning and decision making .	No	83	58	20	33	11	205	0.87	3.98	20.09 *
		%	40.5	28.3	9.8	16	5.4	100			

**Source: Own Survey SPSS (2023)**

**Key:** \*statistically significant and NS=Not Significant at alpha level ( $\alpha=0.05$ ) and ( $N=175$ ) and  $df=174$ ; SD=Standard Deviation.

As shown in the Table above, teachers were asked about identifies and meet teachers' need that encourages their effective performance. As a result, 41% (84) and 20.49% (42) were rated as very low and low to the item respectively, whereas 19.0% (39) were rated high to the item. On the other hand, 13.17% (27) and 6.34% (13) were rated as medium and very high respectively to the item. The mean result ( $M=1.82$ ,  $SD=0.59$ ) and t- test result ( $t=13.59$ ;  $p<0.05$ ) ensures that there is statistically significant mean difference of the respondents' response to the item which shows that the respondents were frequently mentioned that the low level of identifies and meet teachers need that discourages their effective performance might have negative effect on teachers' job performance in the study area.

Similarly, in the same table of item 2, the respondents were requested to rate Creates facilities for teachers may contribution for teachers job performance. Create facilities for teachers can create sustainable and conducive school environments for teachers and can positively affect teacher's job performance. Accordingly, 32.2% (66) and 26.8% (55) were rated as very low and low to the item, but 18.1% (37) were rated medium to the item. On the contrary, 14.1% (29) and 8.8% (18) were rated as high and very high respectively to the item. Additionally, the other least percentage that accounts, 18.1% (37) were rated as very high to the variable. The mean value ( $M=1.53$ ,  $SD=0.56$ ) and ( $t=13.75$ ; shows the statistical mean difference among the responses of the respondents to the item. This further ensures low to Creates facilities for teachers can create sustainable and conducive school environments for teachers which in turn have negative impact on teachers 'job performance in the study area.

Moreover, in item 3 of the same Table, the respondents were asked whether school climate as safety provider make teachers feel that they are trusted by school leaders and students improve job performance of teachers. Consequently, 32.7% (67) were rated as very low to the item, but 28.8% (59) were rated as low to the item. On the other side, 23.4% (48) and 9.3% (19) were rated as medium and high respectively to the item. In addition, the mean value ( $M=2.28$ ,  $SD=1.15$ ) and ( $t=11.47$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item which ascertains school climate as safety provider make teachers feel that they that they are trusted by school leaders ad students to improve their job performance is low.

In the same Table of item 4, the respondents were asked to rate whether the school establishes supportive and respectful interactions between teachers and leaders to improve school climate and teachers job performance. As a result, the majority of respondents that accounts, 44.9% (92) were rated as very low to the item, while 18.5% (38) and 18.1(32) were rated as low and medium respectively to the item. On the contrary, 10.7% (22) and 7.8% (16) were rated as high and very high to the given item.. Moreover, the mean result ( $M=2.13$ ,  $SD=0.98$ ) and ( $t=21.38$ ;  $p<0.05$ ) shows the statistical mean difference among the opinions of the respondents to the item that states that secondary schools in Nifas silik- Lafto Sub-City is failed to establishes supportive and respectful interactions between teachers and leaders to promote positive learning which in turn have negative effect on teachers' job performance. Furthermore, in item 5, the participants were asked to express their opinions whether builds better working environment like infrastructure, availability of textbooks and learning materials, workload of teaching and class sizes that supports teachers' performance. Hence, the majority of respondents that account, 43.9% (90) were rated as very low to the item, while 30.2% (62) were rated low to the item. In contrast, 11.20% (23) and 9.3% (19) were rated as high and medium to the point. The remaining least percentage, 5.4% (11) were rated as very high. In addition, the mean result ( $M=2.36$ ,  $SD=1.47$ ) and ( $t=19.98$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item reassures the school failed to establishes supportive and respectful interactions between teachers and leaders in the study area that might have contribution for the low teachers' job performance in the study area.

In same table in item 6, the participants in this study were asked to express their opinions if Values diversity and is welcoming to all cultures improve school climate and teachers job performance in the secondary schools in the study area. In light of this, most of the respondents that account, 37.1% (76) and 29.3% (60) were rated very low and low to the item respectively. On the other side, 18% ( $N=37$ ) and 8.8% (18) of the participants were rated medium and high to the given item respectively. The remaining least percentage, 6.8% (14) were rated as very high. Also, the mean value ( $M=2.47$ ,  $SD=1.66$ ) and( $t=20.97$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that asserts that secondary schools are failed to values diversity and is welcoming all cultures that is help full to teachers job performance in the study area.

In the same table the respondents were asked whether secondary school Participates teachers' in school planning and decision making. In this regard, 40.5% (83) and 28.3% (58) were rated very low and low respectively. On the other way, 16% (33) and 9.8% (20) were rated high and medium respectively. The others, 5.4% (11) were also rated as very high to the variable. Besides this, the mean result (M= 3.98, SD=0.87) and (t=20.09; p<0.05) shows the statistical mean difference among the responses of the respondents to the item was low that secondary schools Participates teachers' in school planning and decision making and that might have negative effect on their job performance.

**Table 4.4 School climate as Social relationship establisher**  
 Very Low(1)=VL,1 Low(2) =L,=Medium(3) =M, High(4) =H, Very high(5) =VH

			VL=1	L=2	M=3	H4	VH=5	Tot	S.D.	Mean	t-test
1	Develops active communication and cooperation in the school within teachers and school community	No	78	73	36	10	8	205	0.99	2.16	18.99*
		%	38	35.6	17.6	4.9	3.9	100			
2	Develops integration of school supervisor with teachers that result in professional development	No.	47	105	19	15	19	205	1.99	2.92	21.43*
		%	22.9	51.2	9.3	7.3	9.3	100			
3	Develops teachers share knowledge and work collaborate towards success and achievement of their performance	No	56	73	24	38	14	205	1.19	2.32	23.15*
		%	27.4	35.6	11.7	18.5	6.8	100			
4	Respects for diversity between teachers, administrator and staff.	No	88	48	48	13	8	205	1.12	2.25	20.06*
		%	42.9	23.4	23.4	6.3	4	100			
5	Creates most visible and directly accessible principal that enhance teachers' performance	No	76	55	39	16	19	205	1.27	2.31	20.98*
		%	37.1	26.8	19	7.8	9.3	100			

Source: own Survey SPSS( 2023)

As shown in the Table above, teachers were asked about developed active communication and cooperation in the school within teachers and school community. As a result, 38% (78) and 35.6%(73) were rated as very low and low to the item respectively, whereas 17.6% (36) were rated medium to the item. On the other hand, 4.9% (10) and 3.9% (8) were rated as high and very high respectively to the item. The mean result ( $M=2.16$ ,  $SD=0.09$ ) and t- test result ( $t=18.99$ ;  $p<0.05$ ) ensures that there is statistically significant mean difference of the respondents' response to the item which shows that the respondents were frequently mentioned that the low level develops active communication and cooperation in the school within teachers and school community that might have negative effect on teachers' job performance in the study area.

Similarly, in the same table of item 2, the respondents were requested to rate develops integration of school supervisor with teachers that result in professional development may contribution for teachers job performance. Accordingly, the majority of teacher's respondent 51.2% (105) were rated as low to the item. And 9.3%(19) were rated as medium to the item. On the contrary, 9.3% (19) and 7.3% (15) were rated as high and very high respectively to the item. The mean value ( $M=2.92$ ,  $SD=1.99$ ) and ( $t=21.43$ ; shows the statistical mean difference among the responses of the respondents to the item. This further ensures low level to develops integration of school supervisor with teachers that result in professional development for teachers which in turn have negative impact on teachers 'job performance in the study area.

Moreover, in item 3 of the same Table, the respondents were asked whether school climate develops teachers share knowledge and work collaborate towards success and achievement of their performance. Consequently,27.3% (56) were rated as very low to the item, but 35.6% (73) were rated as low to the item. On the other side, 11.7% (24) and 18.5% (38) were rated as medium and high respectively to the item. In addition, the mean value ( $M=2.32$ ,  $SD=1.19$ )and ( $t=23.15$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item which ascertains school climate develops teachers share knowledge and work collaborate towards success and achievement of their performance to improve their job performance is low.

In the same Table of item 4, the respondents were asked to rate whether the school respects for diversity between teachers, administrator and staff to improve school climate and teachers job performance. As a result, the majority of respondents that accounts, 42.9% (88) were rated as very

low to the item, while 23.4% (48) and 23.4%(48) having equal rate and number were rated as low and medium respectively to the item. On the contrary, 6.3% (13) and 4% (8) were rated as high and very high to the given item. Moreover, the mean result ( $M=2.25$ ,  $SD=1.12$ ) and ( $t=20.06$ ;  $p<0.05$ ) shows the statistical mean difference among the opinions of the respondents to the item that states that secondary schools in Nifas silik- Lafto Sub-City is failed to respects for diversity between teachers, administrator and staff to promote positive learning which in turn have negative effect on teachers' job performance. Furthermore, in item 5, the participants were asked to express their opinions whether Creates most visible and directly accessible principal that enhance teachers' performance. Hence, the majority of respondents that account, 37.1% (76) were rated as very low to the item, while 26.8% (55) were rated low to the item. In contrast, 19% (39) and 9.3% (19) were rated as medium and very high to the point. The remaining least percentage, 7.8% (16) were rated as high. In addition, the mean result ( $M=2.31$ ,  $SD=1.27$ ) and ( $t=20.98$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item reassures the school failed to establishes Creates most visible and directly accessible principal that enhance teachers' performance in the study area that might have contribution for the low teachers' job performance in the study area.

**Table 4:5 School climate as Physical Environment builder**

Very Low(1)=VL,1 Low(2) =L,=Medium(3) =M, High(4) =H, Very high(5) =VH

			VL=1	L=2	M=3	H4	VH=5	Tot	S.D.	Mean	t-test
1	School climate builds& maintains, class rooms and toilet	No	79	53	37	22	14	205	0.99	2.16	20.06 *
		%	38.5	25.9	18.1	10.7	6.8	100			
2	School climate free school environment from external disturbances. (sound pollution or noise level).	No	81	47	43	16	18	205	1.27	2.31	20.89*
		%	39.5	22.9	21	7.8	8.8	100			
3	School climate establish appropriate Class size and maintain students - teacher ratio .	No	49	105	13	29	9	205	0.98	2.11	21.57 *
		%	23.9	51.2	6.3	14.1	4.4	100			
4	School climate establish library, IT room & media center	No	74	66	41	16	8	205	0.98	2.13	21.38*
		%	36.1	32.2	20	7.8	3.9	100			

Source: own survey SPSS(2023)

Another issues raised for respondents concerning about School climate as physical Environment builder, in item 1, the respondents were asked whether school climate builds& maintains, class rooms and toilet that enhance teachers' job performance. Consequently,38.5% (79) were rated as low to the item, but 25.9% (53) were rated as very low to the item. On the other side, 18.1% (37) and 107% (22) were rated as medium 1 and high respectively to the item. The remaining few respondents 6.8%(N=14) rated as high to the item . In addition, the mean value (M=2.16, SD=0.99)and (t=20.06; p<0.05) shows the statistical mean difference among the responses of the respondents to the item which ascertains School climate as environmental climate builder to build

& maintains class rooms and toilet is poor which will negatively affected job performance of teachers in the study area.

In same table in item 2, the participants in this study were asked to express their opinions if the School climate free school environment from external disturbances. (Sound pollution or noise level) in the study area. In light of this, most of the respondents that account, 39.5% (81) and 22.9% (47) were rated low and very low to the item respectively. On the other side, 21% (43) are rated as medium to the item. The rest 8.8% (18) and 7.8% (19) of the participants were rated very high and high to the given item respectively. Also, the mean value ( $M=2.31$ ,  $SD=1.27$ ) and ( $t=20.98$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that asserts that secondary schools school environment are not free from disturbances. (Sound pollution or noise level) in the study area and this will have a negative effect on teacher's job performance.

Furthermore, in item 3, the participants were requested to rate whether data-driven the school climate establish appropriate Class size and maintain students - teacher ratio in the area. As a result, 23.9% (49) and 51.2% ( $n=105$ ) were rated low and very low respectively to the item. On the other side, 14.1% (29) and 6.3% (13) were rated as high and medium to the variable. In contrast, the remaining 4.4% (9) are rated as very high to the item. Also, the mean value ( $M=2.11$ ,  $SD=0.98$ ) and ( $t=21.57$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that reassures the low level of data- driven school climate establish appropriate Class size and maintain students - teacher ratio in secondary schools of Nifas-Silik-Lafo -Sub-City that can be considered as among the contributory factors for low teachers, job performance in the study area.

Likewise, in item 4, the respondents were asked to rate whether school climate establish library, IT room & media center. So, 36.1% (74) and 32.2% (66) were rated as low and very low to the item respectively. Nevertheless, 7.8% (16) and 3.9% (8) were rated as high and very high to the variable respectively. The remaining respondents 20% ( $N=41$ ) rated as medium to the item. Besides this, the mean result ( $M=2.13$ ,  $SD=0.98$ ) and ( $t=21.38$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that illustrates the low level of school climate establish library, IT room & media center which in turn have negative effect on teachers' job performance in the study area.

**Table 4:6 School climate as Teaching and learning (Cognitive)facilitator**

Very Low(1)=VL,1 Low(2) =L,=Medium(3) =M, High(4) =H, Very high(5) =VH

		VL=1	L=2	M=3	H4	VH=5	Tot	S.D.	Mean	t-test	
1	School climate initiates teachers to conduct research that can solve school related problems.	No.	52	88	14	41	10	205	1.12	2.25	20.06*
		%	25.3	43	6.8	20	4.9	100			
2	School climate provides professional development for teachers	No.	62	74	27	24	18	205	1.08	2.09	18.43*
		%	30.2	36.1	13.2	11.7	8.8	100			
3	School climate engages teachers in decision making on issues related to teaching learning process	No.	67	59	38	22	19	205	1.86	3.74	23.24*
		%	32.7	28.8	18.5	10.7	9.3	100			
4	School climate encourage teachers demonstrate skills and knowledge	No	84	71	24	17	9	205	0.78	3.89	24.57*
		%	41	34.6	11.7	8.3	4.4	100			
5	Provides ongoing professional development for teachers.	No	53	62	39	29	22	205	0.49	2.18	18.39 *
		%	25.9	30.24	19.	14.15	10.7	100			

Source: own survey SPSS 2023)

As portrayed above in Table, the school teachers were asked to rate the item concerning school climate initiates teachers to conduct research that can solve school related problems.

Consequently, 25.3% (52) and 43% (88) were rated as low and very low to the item respectively. On the other hand, 20% (41) and 6.8%(14) were rated as medium and low to the item. The rest few respondents , 4.9%(N=10) rated as very high to the item. Additionally, the calculated mean result (M=2.13; SD=1.12) and (t=20.06; p<0.05) shows there is statistical mean difference among the responses of the respondents to the item that shows the majority of respondents frequently mentioned School climate did not initiates teachers to conduct research that can solve school related problems that might have adverse effect on teachers' job performance in the study area.

Similarly, in the same table of item 2, the respondents were requested to rate whether there is School climate provides professional development for teachers. In this regard, 30.2% (62) and 36.1% (74) were rated as high and very high to the item respectively. On the contrary, the others,13.2% (N=27) and 11.7%(24) were rated as medium and high to the item. Additionally, the mean value (M=2.09); SD=1.08) and(t=18.43; p<0.05) shows the statistical mean difference among the responses of the respondents to the item that further ensures most respondents frequently mentioned the school climate provides professional development for teachers is low in the study area that might have effect on their job performance in the study area.

Moreover, in item 3 of the same Table, the respondents were inquired to rate whether there is School climate engages teachers in decision making on issues related to teaching learning process. As a result,32.7% (67) and 28.8% (59) were rated as low and very low to the item respectively, but 18.5% (8) were rated as medium. The rest respondents 10.7%(22) and 9.3%(19) were rated as high and very high to the item. In addition, the mean value (M=3.74; SD=1.86) as well as the calculated t-test (t=23.24; p>0.05) and shows there is statistical mean difference among the responses of the respondents to item that ascertains school climate engages teachers in decision making on issues related to teaching learning process is low which in turn negatively influence their job performance in the study area.

Likewise, in item 4, the respondents were also requested to rate whether teachers School climate encourage teachers demonstrate skills and knowledge to engage and motivate students to participate in learning in the study area. Consequently, 41% (84) and 36.4 (71) were rated as low and very low to the item. The others, 11.7% (N=24) and 8.3%(17) were rated as medium and

high to the item. Moreover, the mean result ( $M=3.89$ ;  $SD=0.78$ ) and ( $t=24.57$ ;  $p>0.05$ ) shows there is statistical mean difference among the responses of the respondents to the item that further ensures that teachers' failure to the School climate encourage teachers demonstrate skills and knowledge to engage and motivate students to participate in learning can be taken as one of the potential issue for their low job performance in the study area.

Furthermore, in item 5, the participants were asked to express their opinions whether teachers Provides ongoing professional development for them in the study area. Hence, 25.9% (53) and 30.24%(6) were rated low and very low to the item, whereas 19% (39) were rated as medium and to the item . In contrast, 14.15% (29) were rated as low to the point, while 10.7% (22) were rated as very low to the item. Also, the mean result ( $M=2.18$ ;  $SD=0.49$ ) and ( $t=18.39$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that reassures the teachers' failure to provide ongoing professional development that might contribute for the low their job performance in the study area.

#### 4.4. The relationship between school climate and teachers' performance.

Very Low(1) =VL, Low(2)=L, Medium(3) =M, High(4) =H, Very high(5) =VH

No	Items		1 L	2 VL	3 M	4 H	5 VH	Tot	S.D.	Mean	t-test
1	Teachers work best in a comfortable school climate.	No	107	53	29	11	5	205	0.99	2.73	15.68*
		%	52.2	25.9	14.1	5.4	2.4	100			
2	School climate has positive and negative impact on teacher's performance.	N0	12	22	36	94	41	205	1.18	3.34	19.76*
		%	5.8	10.7	17.6	45.9	20	100			
3	School climate could determine teacher's behavior and the way they perceive their work.	N0	17	20	11	101	56	205	0.85	3.97	24.22*
		%	8.3	9.8	5.4	49.2	27.3	100			
4	In school climate, teachers are portrayed as tolerant, helpful and respectful professionals to achieve their performance.	N0	22	16	38	92	37	205	0.88	2.66	22.78*
		%	10.73	7.8	18.53	44.9	18.04	100			
5	School climate has a great effect on teachers' motivation to work.	No	14	23	31	96	41	205	1.73	2.63	18.98*
		%	6.83	11.22	15.12	46.83	20	100			
6	Favorable school facilities initiate teachers to work effectively.	No	8	5	39	113	40	205	1.46	2.35	12.65*
		%	3.9	2.44	19.02	55.12	19.5	100			

Source: Own SPSS Survey

As depicted in above Table of item 1, the participants in this study were asked to express their opinions if teachers work best in a comfortable school climate. As a result, most of the respondents that account, 52.2.% (107) and 25.9% (53) were rated as low and very low to the item respectively. On the other side, 14.1% (29) and 5.4% (11) of the participants were rated medium and high to the given item respectively. Besides, the other group of respondents, 2.4% (5) were rated as very high. Also, the mean value ( $M=2.73$ ,  $SD=0.99$ ) and ( $t=-15.68$ ;  $p<0.05$ ) demonstrates the statistical mean difference among the opinions of the respondents to the item declares that teachers work best in a comfortable school climate that can have contribution for low level of teachers' job performance in the study area.

In the same table the respondents were inquired to express the extent of school climate has positive and negative impact on teacher's performance. In this regard, 45.9% (94) and 20% (41) were rated high and very high respectively. On the other way, 17.6% (36) and 10.7% (22) were rated moderate and very low respectively. The remaining, 5.8% (12) were also rated as low to the variable. Besides this, the mean result ( $M= 3.34$ ,  $SD=1.18$ ) and ( $t=19.76$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that asserts the majority of secondary school teachers believe that school climate has positive and negative impact on teachers performance that might result in their low and high teachers job performance.

In similar vein, in item 3, the respondents were asked to rate the extent to which School climate could determine teacher's behavior and the way they perceive their work. As a result, 49.2% (101) and 27.3% (53) were rated high low and very high respectively. Still the others, 9.8% (28) and 8.3% (17) were rated very low and low respectively to the variable. Besides, the mean result ( $M= 3.97$ ,  $SD=0.85$ ) and ( $t=24.72$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item makes certain that the high level of School climate could determine teacher's behavior and the way they perceive their work which in turn have positive effect on their job performance.

Moreover, in item 4, the participants were further asked to express their opinions with regard to the extent of teachers , in school climate are portrayed as tolerant, helpful and respectful professionals to achieve their performance. Consequently, the majority of respondents that

account, 44.9% (92 ) and 18.04%(37) were rated high and very high to the item respectively. Whereas 18.53%(38) and 10.73% (22) were rated as moderate and low to the item. In contrast, 7.8% (16) were rated as very low to the point. In addition, the mean result ( $M=2.66$ ;  $SD=0.88$ ) and( $t=22.78$ ;  $p<0.05$ ) shows the statistical mean variation among the responses of the respondents to the item reassures the high level of school climate could determine teacher's behavior and the way they perceive their work that might pave the way for the high teachers' job performance in the study area.

As shown in the table above, teachers were also asked to rate the extent in which the presence of school climate has a great effect on teachers' motivation to work. As a result, 46.83% (96) and 20% (41) were rated high and very high to the item, whereas 15.12% (31) and 11.22%( 23) were rated medium and very low to the variable. On the other hand, 6.83% (14) were rated low to the item. The observed mean result ( $M=2.63$ ,  $SD=1.73$ ) and( $t=18.98$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that shows high level of school climate has a great effect on teachers' motivation to work that could be taken as a contributory factor for high teachers, job performance in the study area.

Finally, the respondents were asked to rate whether Favorable school facilities initiate teachers to work effectively. To see in-detail, 55.12% (13) and 19.51% (40) were rated as high and very high respectively to the item. Yet, the others, 19.02% (39) and 3.9% (8) were rated as medium and low. Also, the mean result ( $M=2.35$ ;  $SD=1.46$ ) and ( $t=12.65$ ;  $p<0.05$ ) shows the statistical mean difference among the responses of the respondents to the item that confirms the high level of favorable school facilities initiate teachers to work effectively in the study area that might have positive effect on teachers job performance in the study area.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The main aim of this study was to investigate the school climate and teachers' job performance in secondary schools of Nifas-Silik-Lafto Sub-city. In order to attain the desired objectives, the following procedures were undertaken: the problem area and study site was identified, relevant documents were examined from various prevalent sources; questions were prepared and distributed to the sample populations, dependent and independent variables were identified and defined, sample populations were determined, the study area was delimited, tools for data collection (interview and questionnaire) were developed and administered to the sample groups and finally the data was analyzed and interpreted.

The study took place in four(4) secondary schools in Nifas -Silik-Lafto Sub-City and the subjects of the study were: teachers, principals, and supervisors. Then, they were selected through simple random sampling, simple and availability sampling techniques. Teachers were chosen through simple random sampling technique and the others (school principals and supervisors) were taken via availability sampling technique. To gather necessary information from the respondents, questionnaire was provided for teachers and school principals, while interview was held with supervisors. Then, the questionnaire was filled and returned back properly and then after the collected from 205 teachers and 16 school principals were analyzed properly. The obtained data was analyzed using frequency, percentage, mean value, and standard deviation. Accordingly, the major findings of the study were summarized below.

#### 5.1. Summary

On basis of the major findings, the following points were obtained and the summary was made with respect to the obtained data.

- 1) The obtained pertaining to Question stating " school identifies and meet teachers need that encourages their effective performance" were rated as very low and the respondents frequently mentioned the low level to meet teachers need that encourage their effective performance.

- 2) The findings indicates that, Creates facilities for teachers performance school environments for teachers was very low and low to the item ascertains low attention given by school in the study area.
- 3) The obtained data shows majority of the respondents, states the failure of secondary schools to make teachers feel that they are trusted by school leaders and students in the study area. Also the respondents were assured the failure of school establishes supportive and respectful interactions between teachers and leaders to improve school climate and teachers job performance.
- 4) The findings prove that very low and low to the item asserts that secondary schools' failure to build better working environment like infrastructure, availability of textbooks and learning materials, workload of teaching and class sizes that supports teachers' performance.
- 5) Teachers in the study area were ineffective to values diversity and is welcoming to all cultures and Participates teachers' in school planning and decision making.
- 6) The observed data ascertains that secondary schools were failed develops active communication and cooperation in the school within teachers and school community and develops integration of school supervisor with teachers that result in professional development. Likewise, very low and low develops teachers share knowledge and work collaborates towards success and achievement of their performance.
- 7) Again, majority of the respondents were rated very low and low to the variable as well as the secondary school respects for diversity and creates most visible and directly accessible principal that enhance teachers' performance.
- 8) The obtained data regarding school climate as physical environment builder indicates that school climate builds & maintains, class rooms and toilet and School climate free school environment from external disturbances. (Sound pollution or noise level) were failed in secondary school of Nifa s-Silik-Lafto Sub-City.
- 9) Again, the low level of school climate to establish appropriate class size and maintain students - teacher ratio and school climate to establish library, IT room & media center .
- 10) The obtained data indicated teachers in the study area were failed to initiates teachers to conduct research that can solve school related problems which can be considered as among the factors for their low performance in the study area.

- 11) The findings revealed that secondary schools in Nifas -Silik-Lafto Sub-City School climate were not well- provides professional development for teachers ,the school climate was not free from any sound disturbance/external impacts that can be taken as one of the factor for the poor performance.
- 12) The obtained data indicated teachers in the study area were failed to School climate engages teachers in decision making on issues related to teaching learning process, to use cooperative learning strategy in the class and to conduct action research to improve students' learning which can be considered as among the factors for their low performance in the study area.
- 13) The findings prove that very low and low to the item asserts that secondary schools' failure to encourage teachers demonstrate skills and knowledge to engage and motivate students to participate in learning.
- 14) The observed data ascertains that secondary schools were failed to give for teachers to provides ongoing professional development for teachers.
- 15) The findings indicates that, failure to teachers work best in a comfortable school climate and has positive and negative impact on teachers performance create sustainable and conducive school environments for teachers.
- 16) The data obtained regarding teachers' performance of their duties and responsibilities shows schools failure to carry out determine teacher's behavior and the way they perceive their work. Likewise the schools failed to make teachers portrayed as tolerant, helpful and respectful professionals to achieve their performance.
- 17) The findings concerning favorable school facilities initiate teachers to work effectively and school climate effect on teachers' motivation to work are very low.

## 5.2. Conclusions

On the basis of the findings, the following conclusions were made: There are various school climate related factors which have effect on teachers' job performance and satisfaction in secondary schools of Nifas silk-Lafto-Sub-City. Among the considerable factors, the low level to meet teachers need and , low level to encourage teachers , low level of facilities for teachers, low level of supportive and respectful interactions between teachers and leaders, low level to build better working environment like infrastructure, availability of textbooks and learning materials, workload of teaching and class sizes that supports teachers' performance , low level of active communication and cooperation in the school within teachers and school community, very low and low develops teachers share knowledge and work collaborate towards success and achievement of their performance .

Moreover, teachers in the study area were reserved to for respects for diversity and creates most visible and directly accessible principal and values of diversity take responsibility of their leaders and to work cooperatively with their leaders, school climate builds & maintains, class rooms and toilet and school climate are not free from external disturbances. (Sound pollution or noise level) were failed in secondary school, low communication with superiors, absence of feedback system, suggestion box, meeting and reports in the school, low level of teachers, commitment to improve their school and student achievement, school teachers negative attitudes to work in school to improve their profession, low level teachers in solving problems, sharing information, working in group and sharing knowledge in their school and low level of teachers, love and giving respect for their professions.

Similarly, teachers low level of encourage demonstrate skills and knowledge to engage and motivate students to participate in learning, low level of provides ongoing professional development for teachers, low level of work best in a comfortable school climate and sustainable and conducive school environments for teachers. In addition, the teachers low level of their duties and responsibilities shows schools failure to carry out (determine) teacher's behavior and the way they perceive their work, low level of favorable school facilities initiate teachers to work effectively school climate effect on teachers' motivation to work are very low.

### 5.3. Recommendations

Based on the findings of the study and the conclusions reached, the following recommendations were put forwarded to solve the identified problems.

1. The Sub-Cities Education Office should retain the school principals through building their capacity and providing to meet the need of teachers and encourage them for the effective teachers job performance.
2. To increase teachers' job performance, the school principals create facilities, make teachers feel that they are trusted by school leaders and students, create sustainable and loaded conducive school environments for teachers, establishes supportive and respectful interactions between teachers and leaders to improve school climate and teachers job performance.
3. The secondary schools should take responsibility of build better school environment like infrastructure, availability of textbooks and learning materials, workload of teaching and class sizes that supports teachers' performance and values diversity and is welcoming to all cultures and Participates teachers' in school planning and decision making.
4. In order to enhance teachers' job performance, the secondary schools should solve the problems to develops active teachers and students communication and cooperation in the school within teachers and school community and develops integration of school supervisor with teachers that result in professional development and teachers share knowledge and work collaborate towards success and achievement of their performance.
5. Secondary schools should respect for diversity and create most visible and directly accessible principal that enhance teachers' performance It should improve physical environment builds & maintains, class rooms and toilet and School climate free school environment from external disturbances.
6. The secondary school principal should establish appropriate class size and maintain students - teacher ratio and initiates teachers to conduct research solve school related problems.
7. It is also recommendable that the school well- provides professional development for teachers ,the school climate should be free from any sound disturbance/external impacts and should engage teachers in decision making on issues related to teaching learning

process, to use cooperative learning strategy in the class and to conduct action research to improve students' learning and should also encourage teachers demonstrate skills and knowledge to engage and motivate students to participate in learning.

8. The secondary school should give for teachers to provide ongoing professional development for teachers and teachers should work best in a comfortable school climate and should also create sustainable and conducive school environments for teachers.
9. It is better teachers should perform their duties and responsibilities like carry out determine teacher's behavior and the way they perceive their work and respectful professionals to achieve their performance.
10. It is advisable that the school should follow-up the school facilities to initiate teachers to work effectively and effect on teachers' motivation to work for best performance.

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## Appendixes

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information about the effect of school climate on teachers' performance in Addis Ababa city Administration: in case of Nifas silk Lafto sub city in Four selected Public Secondary School .Your responses will be used for the purpose of this study. Hence do not identify yourself or school. Please indicate the correct options as correctly and honestly as possible by putting tick [√] in one of the options box. For the question that requires your opinion, use the spaces provided. Please respond to all questions.

Name of Zone \_\_\_\_\_ Woreda \_\_\_\_\_ School \_\_\_\_\_

**NB Please do not write your name.**

**Thanks in advance for being cooperative**

#### **Part One;- Personal Back Ground Information of respondents.**

Instruction: Question number 1-5, please read each item carefully and answer the following questions by making a **circle** for your choice

1. Gender. Male  Female
2. Age: 20-30  31-40  41-50  51 and above
3. Educational Level /Academic Qualification .Diploma  BA /BSC/BED  MA/MSc
4. Your Work Experience as teacher including this year 1- 5  6 – 10  11 – 15   
16 – 20  21 & above
5. Position Teacher Principal vice Principal  Department head's Supervisor
6. Your teaching load per week \_\_\_\_\_

**Part two: The contribution of school climate in Teachers' performance**

**Instruction :** Please put tick mark (√) make in the provided box in front of items in order to rate your level of agreement and disagreement using the following five points scale of numerical code of rating. That is Very Low=VL, Low=L, Medium =M, High=H, Very high=VH

No	Statement	Rating Scales				
		VL	L	H	M	VH
	<b>School climate as Safety provider</b>					
1	Identifies and meet teachers need that encourages their effective performance					
2	Creates facilities for teachers performance.					
3	Make teachers feel that they are trusted by school leaders and students					
4	Establishes supportive and respectful interactions between teachers and leaders.					
5	Builds better working environment like infrastructure, availability of textbooks and learning materials, workload of teaching and class sizes that supports teachers' performance.					
6	Values diversity and is welcoming to all cultures.					
	Participates teachers' in school planning and decision making .					
	<b>School climate as Social relationship establisher</b>					
7	Develops active communication and cooperation in the school within teachers and school community					
8	Develops integration of school supervisor with teachers that result in professional development					
9	Develops teachers share knowledge and work collaborate towards success and achievement of their performance					
10	Respects for diversity between teachers, administrator and staff.					
11	Creates most visible and directly accessible principal that enhance teachers' performance					
	<b>School climate as Physical Environment builder</b>					
12	School climate builds& maintains, class rooms and toilet					
13	School climate free school environment from external disturbances. (Sound pollution or noise level).					
14	School climate establish appropriate Class size and maintain students - teacher ratio.					
15	School climate establish library, IT room & media center					
	<b>School climate as Teaching and learning (Cognitive)facilitator</b>					
16	School climate initiates teachers to conduct research that can solve school related problems.					

17	School climate provides professional development for teachers					
18	School climate engages teachers in decision making on issues related to teaching learning process					
19	School climate encourage teachers demonstrate skills and knowledge to engage and motivate students to participate in learning					
20	Provides ongoing professional development for teachers.					

**Part three: The relationship between school climate and teachers' performance.**

	Statement	Rating Scales				
		VL	L	H	M	VH
1	Teachers work best in a comfortable school climate.					
2	School climate has positive and negative impact on teachers performance.					
3	School climate could determine teacher's behavior and the way they perceive their work.					
4	In school climate, teachers are portrayed as tolerant, helpful and respectful professionals to achieve their performance.					
5	School climate has a great effect on teachers' motivation to work.					
6	Favorable school facilities initiate teachers to work effectively.					

**Part Four : Which School climate factors mostly affect teachers' performance?.**

No	Statement	Rating Scales				
		VL	L	H	M	VH
	<b>Leadership factors</b>					
1	School leaders managing instructional program, promoting teachers performance.					
2	Vice principal's follow teaching learning process and giving feed back to teachers has impact on their performance.					
3	Principals Decision making, problem solving, encourage creative thinking capacity of teachers enhance their performance.					
4	Leaders openness, commitment and thrust has impact on teachers performance					
5	Creating opportunity of getting incentive, rewards ,career structure and training .by school leaders motivate teachers performance.					
6	School leaders establishing learning environments for students					

	and facilitating heavy workload of teaching for teachers values their performance.					
	<b>Social relationship factor</b>					
7	Relation of school leaders with teachers determine their performance					
8	Active communication and cooperation developed in the school within teachers has impact on teachers performance.					

9	Teachers share knowledge and work collaborately and effectively in intimate relationship between them.					
	<b>Safety factor</b>					
10	Availability of school infrastructure, textbooks and learning materials has impact on teachers performance.					
11	Applicability and acceptance of school rules and regulation affects teachers performance.					
12	Teachers participation and decision making on school plan make easier their performance.					
13	In the school values diversity and is welcoming to all cultures teachers work freely.					
14	In the school climate of interactions between teachers and leaders are caring, supportive and respectful teachers work best					
15	In the school teachers are trusted by school leaders and students they feel the success of their performance.					
	<b>Physical Environment factor</b>					
16	The building, class rooms, ground and toilet are clean & well maintained affects teachers performance.					
17	school environment free from external disturbances (sound pollution or noise level) has effect on teachers performance					
18	Class size and students - teacher ratio are conducive to learning contributes to teachers performance					
19	Accessibility of library, IT room & media center supports teachers performance,					
	<b>Working environment factor</b>					
20	Availability of infrastructure, textbooks and learning materials,					
21	Establishing learning environments for all students by facilitating heavy workload of teaching and class sizes					
22	Effective communication and discipline of staff					

**Part Five Open ended questionnaire**

1.What is the contribution of school climate in Teachers' performance?

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2. What are School climate factors mostly affect teachers' performance?

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3. What are the possible mechanisms (key strategies) to improve teachers' performance in relation to school climate?

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### **Interview guidelines for secondary Principal, vice principal and school supervisors'**

The objective of this interview is to collect necessary information for the study of "The effect of school climate On teachers performance in Addis Ababa city Administration: in case of Nifas silk Lafto sub city in Four selected Public Secondary School Therefore, your contribution of this study is highly valued and you are kindly requested to respond to the questions. Finally, the student researcher would like to assure that your identity is strictly confidential. Thank you in advance for your cooperation

#### **PART I: Personal Information**

1. Gender Male  Female
2. Age 21 – 29  30 – 39  40 – 49  > 50
3. Your Work Experience as teacher including this year \_\_\_\_\_
  - 3.1. Experience as teacher -----
  - 3.2. Experience as school leader -----
  - 3.3. Experience as school supervisor -----
  - 3.4. Total years of experience 1- 5  6 – 10  11 – 15  16 – 20  21 & above
4. Your Academic qualification \_\_\_\_\_
5. Field of your specialization \_\_\_\_\_

## **Part II. Interview Questions**

1. What is the contribution of school climate in teachers' performance?
2. In your opinion how do you explain school climate in relation to Teachers' performance?
- 3 Which school climate factors mostly affect teachers' performance in secondary schools?
4. What are complained raise by teachers' about their school climate?
5. What do you think are the possible strategies that could increase teachers' performance in relation to school climate?

**Thank you**