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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A COMPARATIVE STUDY OF THE INFLUENCE OF SCHOOL CLIMATE ON STUDENTS' ACADEMIC ACHIEVEMENT IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN LIDETA SUB-CITY, ADDIS ABABA

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Approval Sheet

As M.A Thesis Supervisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Lijalem Getahun entitled A Comparative Study of The Influence of School Climate On Students' Academic Achievement In Government And Private Secondary Schools In Lideta sub-city, Addis Ababa. Therefore, I recommend that it can be submitted as fulfilling M.A Thesis.

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As members of the Board of Examiners, we, the open defense examiners, certify that we have read and evaluated the thesis prepared by Lijalem Getahun. We recommend that the thesis is accepted as fulfilling M.A requirement for the degree of Master of Arts in School Leadership.

Examiners

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Declaration

This thesis is my own original work and has not been submitted for a degree at any other university. I have properly credited all sources and materials used in the thesis.

Name: **Lijalem Getahun**

Signature: _____

Date: _____

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Acronyms and Abbreviations

AAU	Addis Ababa University
ANOVA	Analysis of variance
BPR	Business process reengineering
BPR	Business Process Re-engineering
BSC	Balanced Scorecard
BSc	Balance scorecard
EC	Ethiopian calendar
EGSECE	Ethiopian General Secondary Education Certificate Examination
ESDP VI	Education Sector Development Programme VI
MoE	Ministry of Education
NEPS	New English Private School
SIP	School Improvement Programme
TDP	Teacher Development Programme

ABSTRACT

School climate serves as a critical psychosocial determinant of student success, yet in the Ethiopian context, institutional focus remains largely limited to physical resource allocation. Understanding the human and organizational factors that cultivate high achievement is vital for addressing the performance divide in urban educational centers. This research investigated how multi-dimensional school climate dimensions directly determine Grade 12 academic achievement levels in the Lideta Sub-City of Addis Ababa. The study used a mixed-methods sequential explanatory design to examine the persistent performance gap between government and private institutions. Data collection involved 175 students and 125 teachers from four specific schools: Kefitegna-23, Ewuket Lefere, New English Private School (NEPS), and Omega. To quantify the relationship between the research variables, school climate was measured using the School Climate Index (SCI) and an adapted student survey. At the same time, academic achievement was analyzed using official Grade 12 National Examination results. Quantitative results demonstrated a significant climate gap across sectors ($p < .001$). The independent samples t-test revealed that higher outcomes in private schools were strongly associated with principal visibility and teacher respect. In contrast, the lower performance in government schools was linked to facility challenges and minimal parent involvement. The study found that a robust culture of high academic expectations in private institutions directly supported their 39.51% pass rate, whereas bureaucratic burdens and library misuse hindered the government sector. In response to identified safety fears among female students and a pervasive "surrender mentality" regarding exam failure, the researcher recommended that the Sub-city hire professional female psychologists to provide targeted psychosocial support. Policy implications include the allocation of budgets for teacher tutorial incentives to mirror private-sector success. Finally, school leaders must protect academic spaces like libraries for study only and implement digital tools to improve home-school communication.

Keywords: School Climate, Academic Achievement, Lideta Sub-city, Government and Private Schools, Grade 12.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study, importance of the study, definition of key terms, and organization of the study.

1.1 Background of the study

School climate is the overall quality of school life, including the patterns of relationships, expectations, safety, leadership, teaching and learning, and the physical and social environment within the school. It reflects the experiences of students, teachers, and administrators and shapes attitudes, behavior, motivation, and academic performance. It serves as a factor that influences students' academic achievement across diverse educational contexts. Research indicates that while various factors, such as students' cognitive abilities, socioeconomic status, gender, parental involvement, principal leadership style, teacher and student engagement, and instructional approaches, significantly impact academic outcomes (Lacour & Tissington, 2011; Tesfaye Etana, 2020; Amsalu & Belay, 2024), these influences can be either mitigated or amplified by the quality of the school climate (Vasquez, 2012, Abeya, 2017). School climate embodies shared beliefs, values, attitudes, and interactions among students, teachers, and administrators. These elements collectively establish norms and expectations that shape a psychosocial environment conducive to learning (Hoy & Miskel, 2005; Bradshaw *et al.*, 2014). Scholars suggest that such variations in performance stem from schools' organizational environment. A supportive school climate helps enhance relationships among principals and teachers. It also promotes greater stakeholder collaboration identify as vital for academic success.

Transitions to high school expose students to major organizational changes. These shifts include increased student populations, stricter policies, and varied instructional styles. These shifts show the importance of school climate during this phase (Eccles & Midgley, 1988; Tesfaye Etana, 2020). Studies have shown that changes in school climate directly affect student engagement and academic persistence (Thapa *et al.*, 2013). Academic achievement, often equated with school performance, is reflected in the knowledge and skills students acquire. Standardized tests and national examinations typically assess this performance (Martinez, 2007; Chen, 2015; MoE, 2015).

In Ethiopia, national Grade 12 examinations serve as the primary standardized measure for evaluating both student and school performance, and research shows a clear gap in these results, with private schools performing significantly better than government schools (Semaw, 2009; Begna, 2017). Research also shows that a supportive school climate, characterized by safety, respectful relationships, effective leadership, and strong academic expectations, reduces behavioral challenges and boosts student motivation, especially in secondary schools (Bradshaw et al., 2008). This demonstrates why school climate is important in the local educational context, particularly in relation to leadership, student behavior, and academic outcomes (Kene et al., 2021; MoE, 2018; Tunsisa et al., 2024).

Addis Ababa is administratively divided into 11 Sub-cities. One of these is Lideta. Within this specific Sub-city, the secondary education sector comprises 11 high schools. This group includes six government schools and five private schools. These institutions serve a large academic community. The total student population is 13,241. There are 1,033 teachers. Despite the presence of trained staff and established facilities across the Sub-city, data revealed a distinct gap in academic outcomes. Data from the Lideta Sub-city Education Office reveals a significant and persistent variation in national examination outcomes between government and private institutions.

For the 2015 and 2016 E.C. academic years, government schools in Lideta Sub-City recorded significantly low outcomes. Specifically, Kefitegna-23 and Ewuket Lefere achieved two-year average pass rates of 6.37% and 4.65%, respectively, resulting in a government sector average of 5.51%. In stark contrast, the private sector achieved much higher results, with NEPS averaging 58.5% and Omega averaging 20.52%. This produced a two-year private sector average of 39.51%. This massive disparity shows that the pass rate in private schools is approximately 617% higher than in government schools. Such a wide performance gap between neighboring institutions suggests that internal organizational factors, particularly the school climate, differ significantly and act as a primary determinant of these unequal academic results.

This study aimed to examine how organizational school climate influences academic achievement in secondary schools within Lideta Sub-City, Addis Ababa. It assessed the relationship between these variables in selected government and private secondary schools. The study also identifies the specific challenges that hinder student success. This research is essential for developing strategies

that improve the school environment. Such improvements aim to support student achievement in the Ethiopian context.

1.2 Statement of the Problem

Academic achievement declines when students do not feel safe or respected, or are treated unfairly in their school environment. A lack of support in the atmosphere undermines social interactions and academic success (Goodenow, 1993). Schools with poor climates often grapple with low student attendance and behavioral instability. These disruptions interfere with the learning process and lead to disappointing outcomes. Ortega *et al.* (2011) identify safety, teaching and learning, the institutional environment, interpersonal relationships, and social media as domains that create the conditions for a school atmosphere.

A positive school climate exists when students feel safe and included (Hoge, Smit, & Hanson, 1990). Positive climates support academic achievement and student confidence. National examinations in Ethiopia serve as measures of performance. These tests act as gatekeepers for future education and employment (MoE, 2015). Variations in performance persist despite a uniform curriculum and qualified teachers. This significant achievement gap between schools with similar resources indicates that physical inputs alone are not the sole determinants of success. In Lideta Sub-City, there is a 617% performance disparity between government and private secondary schools. Although both sectors have access to basic educational materials, this massive gap suggests the existence of a hidden organizational variable. Consequently, it is logically deduced that the school climate, representing the psychosocial and relational atmosphere, is the primary factor that differentiates high-performing institutions from those in crisis.

Ethiopia invests in the reproduction of textbooks and educational materials for schools. Nevertheless, secondary school academic achievement follows a declining trend (MoE, 2014). The quality of school climate determines interpersonal relationships, the learning environment, and student motivation (Bradshaw *et al.*, 2014). Unhealthy school climates are often characterized by ineffective leadership and low teacher morale, and a lack of motivation among students, contributing to poor educational outcomes (Hoy & Tarter, 1997). Administrators must understand how climate influences student achievement to improve educational quality. Studies in Ethiopia show that school leadership commitment and leadership styles, and organizational environment affect student achievement (Tunsisa *et al.*, 2024; Kene *et al.*, 2021; Demie *et al.*, 2021). This finding

aligns with research on organizational health (MacNeil *et al.*, 2009). School climate provides a measurable influence on student performance and school effectiveness.

Lideta Sub-city exhibits these systemic difficulties. Local statistics demonstrate a clear variation in Grade 12 national exam outcomes between the two sectors. Private institutions such as New English Private School (NEPS) and Omega report notably higher success levels than their counterparts. By comparison, government schools like Kefitegna-23 and Ewuket Lefere report much lower results. Specifically, data from the Sub-City Education Office reveals that government schools averaged a 5.51% pass rate, while private schools reached 39.51%. This performance gap suggests that the institutional atmosphere differs significantly between the two school types. Although trained teachers in physical infrastructure exist in the Sub city, a significant achievement disparity persists. These variations indicate that the internal school climate appears to be a factor in these unequal academic outcomes.

Global research confirms the link between organizational health and student success (Bradshaw *et al.*, 2008; Hoy *et al.*, 1991). However, research within the Ethiopian context remains limited. Previous local studies often looked at isolated variables or specific regions. Begna (2017) noted the performance gap between government and private schools but prioritized resource availability over the psychosocial environment. Similarly, studies by Kene *et al.* (2021) and Tunsisa *et al.* (2024) emphasized leadership styles rather than broader climate dimensions. Asefa (2021) found that collegial teacher behavior predicts achievement in Buno Bedele Zone. However, the study did not compare school climate dimensions such as leadership, safety, teacher relationships, and parent involvement between government and private secondary schools in Addis Ababa. Consequently, there is a scarcity of empirical evidence explaining how specific climate variables influence Grade 12 outcomes in Lideta. This study addresses the lack of data within the specific urban context of the Sub-city.

1.3 Research Questions

This research answers the following questions.

1. What is the current school climate in selected government and private secondary schools in Lideta Sub-city, Addis Ababa?
2. How does school climate influence students' academic achievement in the selected government and private secondary schools?

3. What specific organizational and psychosocial factors within the school climate act as the primary barriers to Grade 12 academic achievement?

1.4 Objectives of the Study

1.4.1 General Objective

To assess the influence of school climate on students' academic achievement in selected government and private secondary schools in Lideta Sub-city, Addis Ababa.

1.4.2 Specific Objectives

1. To assess the current status of school climate in selected government and private secondary schools in Lideta Sub-City, Addis Ababa.
2. To determine the influence of various dimensions of school climate on students' academic achievement in these schools.
3. To identify the specific organizational and psychosocial factors within the school climate that act as primary barriers to optimal Grade 12 academic achievement in the selected schools.

1.5 Significance of the study

This study provides value for school administrators and policymakers within Addis Ababa's Lideta Sub-city. The findings identify how specific areas of school climate, such as safety, instructional quality, and interpersonal relationships, affect results. This information guides stakeholders in creating supportive learning environments. Specifically, the data helps administrators improve organizational health and teacher morale (Bradshaw *et al.*, 2014; MacNeil *et al.*, 2009).

For teachers, the study increases awareness about how their attitudes and behaviors impact student motivation and sense of belonging. This understanding can encourage professional development aimed at building a more positive climate. For students, improvements in the school climate led to better perceptions of safety and increased academic drive. These changes support equitable learning opportunities.

At the community and policy levels, the research provides evidence for educational reforms. It helps tailor policies to address the unique factors of Ethiopian schools. This study also adds to the limited body of empirical research on school climate in Ethiopia. It serves as a reference for future studies on organizational factors influencing learning outcomes (Bradshaw *et al.*, 2008; Hoy *et al.*, 1991).

1.6 Delimitation of the Study

This research is geographically restricted to Lideta Sub-city in Addis Ababa. The study focuses specifically on four secondary schools, allowing for a detailed comparative analysis. The government sector is represented by Kefitegna-23 and Ewuket Lefere. The private sector includes New English Private School (NEPS) and Omega. Limiting the research to these specific schools ensures a deeper look into the organizational patterns of urban schools in the Sub-city.

The content scope is confined to four specific dimensions of school climate: safety, the teaching and learning environment, interpersonal relationships, and the institutional environment. Student performance is limited to the academic achievement of Grade 12 students as recorded in the 2015 and 2016 E.C. National Examination results. While these archival results provide a reference point for comparing performance trends, school climate was measured cross-sectionally through surveys and interviews conducted during the 2018 E.C. academic year. This approach assumes that leadership visibility, resource allocation, and institutional norms reflect the current organizational conditions of the selected schools and help explain the achievement patterns observed in the available examination records.

The methodological scope involves a mixed-methods sequential explanatory design. The researcher used two sets of questionnaires for students and teachers, followed by written interviews with sixteen key stakeholders. This study took place in 2018 E.C. The conclusions of this research apply specifically to the organizational dynamics and achievement patterns within the four selected schools in Lideta. While the results provide useful evidence for educational planning, they are not intended to represent even high schools across Ethiopia.

1.7 Limitation of the Study

This study had several limitations. First, it relied partly on self-reported questionnaire and interview data, which may reflect respondents' perceptions rather than fully objective conditions. Second, the study focused on selected dimensions of school climate, namely safety, teaching and learning, interpersonal relationships, and institutional environment, and therefore did not capture all possible factors that may influence academic achievement. Third, although Grade 12 national examination records for 2015 and 2016 E.C. were used as achievement data, some school records were not well organized, which required additional time for verification. Finally, repeated visits to schools with high absenteeism limited the time available for deeper qualitative follow-up.

1.8 Operational definition of key terms

1. **Academic Achievement** refers to the performance of Grade 12 students as measured by their 2015 and 2016 E.C. National Examination results in the selected schools.
2. **Government Schools** refer to the two publicly funded secondary schools included in this study, namely Kefitegna-23 and Ewuket Lefere.
3. **Private Schools** refer to the two fee-based secondary schools included in this study, namely New English Private School (NEPS) and Omega.
4. **Instructional Environment** refers to the learning-related conditions in the selected schools, measured through questionnaire items and interview responses concerning teaching methods, classroom management, and curriculum delivery.
5. **Interpersonal Relationships** refer to the perceived quality of interactions among students, teachers, and school leaders, measured through questionnaire and interview responses on respect, cooperation, and support.
6. **Leadership Style** refers to how school principals and administrators guided, supported, and supervised school activities, as reflected in teachers' and administrators' responses.
7. **Safety** refers to the extent to which students and teachers perceived the school as physically and emotionally secure, as measured through questionnaire items on discipline, freedom from harm, and school order.
8. **School Climate** refers to the overall organizational atmosphere of the selected schools, measured through the four dimensions used in this study: safety, instructional environment, interpersonal relationships, and institutional environment.
9. **Students** refer to the Grade 12 learners who participated in the study from the four selected secondary schools in Lideta Sub-City.

1.9 Organization of the study

This research consists of five main chapters. Chapter one introduces the problem. It contains the background, the statement of the problem, and the specific research objectives. This chapter also establishes the significance and the boundaries of the study. Chapter two provides a review of the relevant literature. It examines the theories and past research regarding school climate and Grade 12 success.

Chapter three explains the research methodology. This part details the mixed-methods design and the procedures followed at sites like Ewuket Lefere and NEPS. Chapter four presents data analysis

and interpretation. It provides the statistical findings from the surveys and the themes identified in the interviews. The final chapter summarizes the research. It offers the conclusions and the recommendations needed to support student achievement in Lideta Sub-city.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

School climate is a critical factor. It influences students' academic success, behavior, and overall well-being. It encompasses the quality and character of school life as perceived by students, teachers, and other stakeholders, shaping interactions, motivation, and achievement (Bradshaw *et al.*, 2014). A positive school climate builds supportive relationships, safety, engagement, and high expectations. These factors encourage learning and student persistence. Negative climates, conversely, can lead to disengagement and poor academic outcomes (Wang & Degol, 2016). This chapter explores definitions of school climate, types, and improvement strategies. It examines the interaction between leadership and teacher behavior. Finally, the chapter reviews the direct link to academic achievement, with a focus on Ethiopia's secondary school context.

2.1 Definition and Concept of School Climate

School climate is a complex, multidimensional concept. It represents the quality and character of school life as experienced and perceived by students, teachers, and staff. It includes the shared norms, values, interpersonal relationships, teaching and learning practices, and organizational structures that create a psychosocial and physical environment influencing how members of the school community interact and function (Bradshaw *et al.*, 2014). Hoy and Miskel (2005) define school climate as a set of internal characteristics that distinguish one school from another and shape member behavior, encompassing both formal organizational aspects and the informal social environment.

The concept also embodies feelings of safety, respect, support, and connectedness. Students and staff experience these feelings daily. For example, Ortega *et al.* (2011) explain that school climate includes perceptions related to safety, quality of teaching and learning, institutional environment, interpersonal relationships, and even social media influences. These elements collectively shape the psychological and emotional atmosphere. This atmosphere directly affects students' motivation and academic outcomes. Vasquez (2012) further emphasizes that school climate's multidimensional nature means it reflects more than physical safety, including the emotional climate and inclusivity present in the school.

Studies indicate that positive school climates support student engagement, well-being, and achievement. Hoge, Smit, and Hanson (1990) explain that when students feel safe, accepted, and valued within a school, it leads to improved academic performance and social interaction. Wang and Degol (2016) describe school climate as an integral factor influencing both cognitive and affective aspects of learning, such as attention, motivation, and persistence. A supportive, orderly, and caring environment promotes better educational outcomes. These factors strengthen the argument that climate is foundational beyond curriculum and instruction.

Different stakeholders may perceive school climate differently. Parents, teachers, and students often have unique perspectives based on their roles and interactions within the school (Gage *et al.*, 2016). This complexity necessitates inclusive approaches to assessing climate. Such methods help to capture the full dynamic and to design effective interventions (Way *et al.*, 2007). Also, climate is distinguished from school culture. Climate tends to focus on perceptions and experiences at a given time, whereas culture involves deeper, enduring values and traditions (Singh & Dubey, 2019).

Levels of organization impact school climate as well. Leadership plays a critical role in shaping norms and behaviors. Principals' leadership styles set the tone for respect, collaboration, and expectations. These styles directly affect staff morale and student outcomes (Hoy & Tarter, 1997; MacNeil *et al.*, 2009). The concept extends to include physical conditions and administrative policies. These variables interact with social relationships and instructional practices to produce an overall climate effect (Bradshaw *et al.*, 2014).

2.2 School Climate Studies

Schools are fundamentally social institutions. In these settings, students and teachers come together within structured environments. These environments typically feature fixed schedules, groupings, and administrative hierarchies. Freiberg (1996) noted that despite cultural and contextual differences, schooling systems worldwide share core organizational structures and challenges. These challenges include student disengagement, absenteeism, dropout rates, and substance use. All of these relate closely to the school climate. These universal challenges show the importance of understanding and improving school climate. It serves as a strategy to enhance academic and social outcomes.

Extensive research establishes the relationship between school climate and academic achievement. Globally, the link between organizational health and student success is well-known. Bradshaw *et al.* (2014) reviewed studies indicating that positive school climate marked by safety, supportive teacher-student relationships, and academic emphasis correlates with higher student engagement, motivation, and academic success. Similarly, Wang and Degol (2016) synthesized findings demonstrating that school climate affects students' cognitive and affective outcomes by fostering environments that support learning and psychological well-being. Together, these studies agree that school climate matters, but Bradshaw et al. place greater emphasis on observable school conditions, while Wang and Degol stress both academic and psychological effects. This makes Wang and Degol's synthesis particularly strong because it connects climate to a wider range of student outcomes, not achievement alone.

National contexts like Ethiopia show similar patterns. Studies reveal that differences in school climate partially explain academic disparities between government and private schools (Gebre *et al.*, 2022). The presence of a supportive school climate is linked with improved leadership efficacy, teacher motivation, and student achievement (MacNeil *et al.*, 2009). Recent research in southern Ethiopia indicates that psychosocial factors are strong predictors of success. These factors include coping strategies and self-perception (Kassaw & Demareva, 2025). Although this study focused on higher education, it demonstrates the importance of a supportive psychological environment. Here, the literature agrees that climate influences performance, but the evidence is uneven across levels of education. Studies at the secondary school level are more relevant to this research than higher education studies because they better reflect the school climate experience of the targeted population.

Additional studies identify school climate as a mediator of broader socio-educational issues, impacting absenteeism, behavioral problems, and dropout rates (Wang *et al.*, 2011). Research indicates that improving school climate through strategic interventions can reduce these negative outcomes. Effective interventions include positive behavioral support, inclusive leadership, and family engagement (Bradshaw, Waasdorp, & Leaf, 2008). These findings strengthen the literature because they move beyond description and show that school climate is not only associated with outcomes but can also be improved through intervention. However, most of these studies discuss general improvement strategies rather than comparing how such strategies operate in government and private secondary schools within the same urban setting.

Finally, school climate research focuses on viewing schools as integrated systems. These systems involve relationships, physical settings, and organizational policies. Effective measurement and enhancement of school climate demand inclusive consideration of teachers' and students' perceptions to inform tailored improvement efforts (Way et al., 2007). This is one of the strongest points in the literature because it recognizes that climate is multidimensional and cannot be understood from a single viewpoint. However, what is still missing is a context-specific comparison of how these dimensions function in selected government and private secondary schools in Lideta Sub-city, Addis Ababa. This gap justifies the present study, which examines how school climate influences academic achievement in that local context.

2.3 Types of School Climate

A healthy school climate prioritizes safety and respect. It reflects a supportive atmosphere where positive relationships among students, teachers, and administrators foster engagement and motivation (Bradshaw *et al.*, 2014). This environment helps everyone. Studies emphasize that consistent rule enforcement, paired with compassionate discipline and equitable treatment, creates a culture of mutual respect where students feel valued and secure (Gregory & Cornell, 2009). Trust is a requirement here. Such climates encourage openness and trust, which are essential for effective teaching and learning.

Research links healthy climates to achievement. Contemporary research demonstrates that a healthy school climate significantly improves academic achievement by enhancing students' mental health, motivation, and attendance (Wang & Degol, 2016; Wang *et al.*, 2011). The National Center on Safe Supportive Learning Environments (2021) outlines dimensions critical to a positive school climate, including physical and emotional safety, clear and fair behavioral expectations, and supportive teacher-student relationships. Hoge, Smit, and Hanson (1990) found that students in schools with healthy climates exhibit higher self-confidence and stronger academic performance. These schools also assist staff. Additionally, these schools support teachers through professional development and collegial collaboration, which further benefits student outcomes (MacNeil *et al.*, 2009).

Positive climate acts as a protective layer. Recent studies also link healthy school climates with reductions in bullying, dropout rates, and disciplinary issues, demonstrating the protective role positive environments play in supporting student success (Bradshaw, Waasdrop, & Leaf, 2008;

Ortega *et al.*, 2011). Assessment must be inclusive. Importantly, the ongoing assessment and enhancement of school climate necessitate incorporating diverse stakeholder perspectives-students, teachers, and parents-to adapt interventions effectively in contextually sensitive ways (Way *et al.*, 2007). Encouraging a healthy climate is necessary in Ethiopia. In Ethiopian schools, building a healthy climate is particularly vital as it may reduce disparities in achievement between government and private institutions, contributing to equitable education (Singh & Dubey, 2019; MoE, 2014).

An unhealthy climate lacks basic safety. An unhealthy school climate is defined by an environment where physical and emotional safety are compromised, mutual respect is lacking, and support systems fail to meet the needs of students and staff. Such climates are often characterized by high levels of disorder, bullying, unfair discipline, and poor communication (Bradshaw *et al.*, 2014). According to Gregory and Cornell (2009), schools with unclear rules and inconsistent enforcement tend to have elevated behavioral problems and lower academic achievement. These negative environments contribute to student disengagement. They also lead to absenteeism and a higher risk of dropping out, which weakens educational effectiveness.

Poor environments cause psychological distress. Recent studies have associated unhealthy school climates with adverse psychological outcomes, such as increased anxiety, depression, and lower self-esteem among students (Wang & Degol, 2016; Ortega *et al.*, 2011). Freiberg (1996) noted widespread schooling challenges, including truancy, dropout, and substance abuse that are often rooted in poor school climate conditions. Teacher morale often suffers. Furthermore, toxic school climates have been linked to diminished teacher morale and higher turnover, which disrupt instructional continuity and quality (MacNeil *et al.*, .2009). Relationships become difficult here. Such environment inhibit the development of positive teacher-student relationships.

Inequality increase in toxic settings. Research also underscores that unhealthy school climates disproportionately impact vulnerable student populations, exacerbating educational inequalities (Way *et al.*, 2007). Interventions focus on restoring order. Interventions targeting climate improvement focus on restoring safety, encouraging respectful interactions, and ensuring consistent and fair disciplinary practices. However, sustained change requires systemic efforts addressing leadership styles, school policies, and community involvement (Hoy & Tarter, 1997). Understanding this complexity is vital. Understanding the multidimensional nature of unhealthy

school climates is critical for developing effective strategies to promote academic success and student well-being in diverse educational contexts, including Ethiopia (Singh & Dubey, 2019).

Open climate rely on transparency. An open school climate is characterized by transparency, inclusiveness, and collaborative engagement among all members of the school community, including students, teachers, administrators, and parents. It support a culture where communication flows freely, and stakeholders feel empowered to participate in decision-making processes that shape the learning environment (Bradshaw *et al.*, 2014).These schools encourage innovation. Such climates encourage innovation, adaptability, and shared responsibility for school improvement, creating an atmosphere conducive to both academic and social development (Hoy & Tarter, 1997). Students' voices are valued in an open climate.

Teacher cohesion supports this openness. Contemporary research notes the role of teacher collaboration and team cohesion in cultivating an open school climate. Hallinan (2023) observed that well-functioning teacher teams serve as critical structures supporting climate work by promoting shared responsibility, psychological safety, and mutual support. Psychological safety is a key factor. Theories of social interdependence and psychological safety underpin this collaborative model, suggesting that when teachers feel safe and connected within their team, they are better able to encourage positive climates that benefit students' learning experiences (Hallinan, 2023). Inclusive leadership is necessary. Similarly, open school climate frameworks emphasize the necessity of inclusive leadership that challenges hierarchical voids, enabling schools to adapt responsively to students' and communities' evolving needs (Hoy *et al.*, 2006).

Openness supports student agency. Importantly, the concept of openness in school climate extends to facilitating student agency and community engagement. An open school environment promotes active student participation, democratic practices, and transparency in school governance (Way *et al.*, 2007). Stakeholder integration matters in Ethiopia. In Ethiopia and comparable contexts, promoting openness involves integrating stakeholder voices into school reform and cultivating partnerships beyond the school boundaries, which are critical for advancing educational equity and responsiveness to cultural context (Singh & Dubey, 2019). Adaptability is a skill gained here. Research also suggests that open climates encourage resilience and adaptability in students, key skills for success amid changing educational demands (Wang & Degol, 2016).

Closed climates are rigid. A closed school climate is defined by rigid, hierarchical structures that constrain participation and limit the input of students and staff into decision-making processes. Authority is centralized. In such environments, authority is centralized, change is resisted, and opportunities for collaborative problem-solving are restricted. Morale often declines. This results in a climate where teachers and students may feel disempowered, morale declines, and instructional innovation is inhibited. Control is strict. The conceptualization of a closed climate aligns with earlier descriptions of limited openness in organizational life, where strict control over routines and policies can stifle adaptive teaching practices and reduce engagement (Hoy & Tarter, 1997; Hoy *et al.*, 2006).

Outcomes are often poor. Evidence from various contexts indicates that closed climates are associated with adverse educational outcomes. Autonomy is reduced. Within high-constraint environments, teachers may experience reduced autonomy and diminished job satisfaction while students encounter limited voice in classroom and school-wide processes. Disciplinary incidents increase. Such climates correlate with lower levels of engagement, higher disciplinary incidents, and comparatively weaker academic achievement. Collaboration decreases. In cross-cultural studies, perceptions of closeness have been linked to reduced collaboration among staff and perceived rigidity in policy implementation, contributing to suboptimal school performance (Bradshaw *et al.*, 2014; Way *et al.*, 2007).

These inequities affect Ethiopia. In the Ethiopian context, a closed climate could exacerbate existing inequities by limiting input from teachers and students who are most affected by policy decisions and classroom practices. Leadership Strategies must change. Addressing closed climate characteristics involves leadership strategies that encourage participatory planning, distributed leadership, and structured forums for stakeholder voice. Formal channels help. Interventions might include establishing formal channels for teacher collaboration, student councils, and community involvement in school improvement planning. Sensitivity to culture is important. Evidence from international and regional studies suggests that reducing climate closure and fostering more open governance can improve morale, engagement, and academic outcomes when implemented with sensitivity to local culture and environment (Bradshaw *et al.*, 2014; Singh & Dubey, 2019).

Typologies provide a framework. In summary, the literature classifies school climates into distinct group. These primarily distinguish between 'Healthy or Open' climate and 'Unhealthy or Closed'

climates. Trust and collaboration define the first group. And the second group is defined by rigidity and disengagement. Theoretical models by Hoy and Tarter (1997) suggest that open climates invariably lead to better organizational outcomes. This study tests these groups in Lideta. It is essential to validate whether these binary classifications hold true within the specific cultural and resource context of Addis Ababa. The researcher uses these established groups to categorize the atmosphere of government and private Schools in Lideta Sub-City. The goal is to determine if climate type is a primary differentiator in their academic performance gap.

2.4 Improving the School Climate

Improving the climate depends on deliberate strategies. These plans must involve the whole school community. Some interventions use positive behavior supports and better leadership practices. Targeted teacher training also shows results. These inclusive practices have shown positive effects on the school climate and student results. This multi-pronged approach aligns with established findings that climate improvements are most sustainable when they are embedded within everyday routines, policy processes, and professional learning communities rather than as standalone initiatives (Bradshaw *et al.*, 2014; MacNeil *et al.*, 2009). Context matters here. Local socio-cultural realities must be considered to ensure that the plan remains relevant and accepted.

School leaders or principals play a major role. Principals shape the environment that either supports or prevents learning. Effective leaders set clear expectations. They model positive interactions. They also create structures that empower teachers and students to participate in school improvement. When leadership emphasizes collaboration, transparency, and continuous feedback, schools are more likely to develop the trust and coherence necessary for climate enhancement (Gülşen & Gulenay, 2014). Leadership quality interacts with school climate. This interaction influences teacher morale and organizational health. This eventually impacts student success. Local adaptation of leadership practices, grounded in culturally responsive and contextually appropriate leadership models, can increase the effects of climate improvement efforts.

A practical framework focuses on four areas. These domains include: safety, relationships, teaching and learning, and the external environment. School addresses the core part of climate by focusing on these sections. This alignment helps connect the school with broader community. Safety encompasses physical security and emotional safety; relationships cover trust, respect, and supportive student-teacher interactions; teaching and learning includes instructional quality,

engagement, and feedback; the external environment considers community partnerships, family engagement, and neighborhood contexts that influence school life (Dary & Pickerel, 2013). Interventions required integration. Leaders should strengthen these domains together rather than in isolation.

Strength-based models focus on success. Approaches like appreciative inquiry focus on identifying and using existing climate strengths rather than only looking at problems. Tschannen-Moran (2011) demonstrated that strength-based inquiry can yield changes in school climate and trust by reframing problems as opportunities and focusing on positive core practices. These methods support sustainable growth. They boost morale and reinforce productive routines. Stakeholders gain sense of efficacy through these actions. Integrated measurement helps schools document changes in trust over time.

Ethiopia has implemented many reforms. These nationwide changes include SIP, TDP, BPR, BSC, and ESDP I-V. These programs target educational quality and governance. Reforms have been extensive. However, achieving durable climate improvements remains difficult due to resource shortages and local variation. Climate improvement efforts require explicit attention to local contexts. This ensures that the school aligns with MoE directives and regional education bureaus. Practices such as incorporating climate measures into annual SIP, using feedback loops from students, parents, and teachers, and linking climate improvements to teacher development and student support services are recommended as practical steps toward sustainable improvement (MoE, 2008).

Timely information is a requirement. Educators need data about learners to guide improvement efforts. Freiberg and Stein (1998) proposed practical prompts to guide climate inquiries: observe the school environment through all senses; identify climate measures that establish baselines; select high-visibility changes with short implementation timelines; involve key groups to sustain improvement and plan long-term climate changes that benefit the entire learning community. These prompts work within a disciplined framework. Applying these prompts within a disciplined data collection framework combining surveys, observation, and qualitative feedback enables schools to monitor progress, adapt strategies, and demonstrate impact over time.

Standardized tools provide benchmarking. Internal inspection and assessments, such as SIP questionnaires, provide the data needed to guide growth. In Ethiopia, MoE's inspection paradigms

emphasize input-process-output measures to gauge school performance; applying climate-specific indicators within these frameworks helps identify targeted supports needed to reach higher performance levels (MoE, 2008; MoE, 2013). Using these tools improves the ability of schools to diagnose and execute initiatives.

Sustainability requires ongoing effort. Climate improvement must move beyond one-off interventions. It requires a culture of constant reflection and adaptation. This entails embedding professional learning communities, collaborative inquiry, and ongoing leadership development into school routines. Continual learning is vital. When teachers, administrators, and students engage in continual learning about climate-related practices, such as restorative approaches to behavior management, inclusive practices, and transparent decision making, the climate becomes progressively healthier and more conducive to learning.

A review of evidence regarding student achievement indicates that factors beyond cognitive ability and family socioeconomic status determine success. Academic results involve more than personal talent. The literature consistently identifies the school's organizational environment as a variable that educators can control, even when external factors like poverty exist. Global and regional studies indicate that a positive climate can mitigate the negative effects of resource constraints. Much of the local research in Ethiopia has treated these factors in isolation. This study addresses the lack of integrated data in the Sub-city. The researcher seeks to weigh the influence of school climate against other structural factors to understand its specific contribution to Grade 12 exam results in Lideta Sub-City.

2.5 Factors Affecting Student Achievement

Various factors shape student achievement. These factors exist at the individual classroom, school, and community levels. Within the school context, organizational climate interacts with peer dynamics instructional quality and leadership. This interaction influences learning outcomes. Peer effects, including the influence of classmates' behaviors and academic norms, have been shown to contribute to variations in student performance beyond individual ability, with social interaction shaping engagement and persistence (Hanushek, Kain, Markman, & Rivkin, 2003). Resource availability and family socioeconomic status also play critical roles; schools serving lower SES populations often face constraints that limit instructional support materials and opportunities for enrichment,

thereby influencing achievement trajectories (Lacour & Tissington, 2011). Structural and social factors interact with climate. Collectively, they shape motivation attendance, and achievement.

Teaching quality and leadership are central determinants. They drive student outcomes. Research consistently demonstrates that teacher effectiveness, professional development, and collegial leadership contribute to stronger academic performance, in part by creating more supportive and coherent instructional environments (Sanders, Wright, & Horn, 1997; MacNeil *et al.*, 2009). The broader school climate encompasses safety and clarity of expectations. The presence of an accountability culture can also magnify or attenuate the impact of teaching quality and instructional practices on student teaching (Vasquez, 2012). These patterns show the need for ongoing teacher professional learning. Aligned leadership practices are core components of achievement-enhancing strategies.

Community and family engagement are repeatedly linked with student success. This involvement functions through multiple channels. These include enhanced learning support at home and informed school decision-making. Reinforced expectations also play a part. Parental involvement has been shown to correlate with higher student achievement, highlighting the importance of bridging school and home environment to sustain academic progress (Collins, 2010). Schools with strong academic press produce better results. These institutions have high expectations and clear performance standards. Achievement outcomes improve when this press is coupled with supportive teacher-student relationships and constructive feedback (Vasquez, 2012; Abeya, 2017). Schools can mobilize additional resources when families and communities engage. They use social capital to support learners.

Evidence from developing countries reinforces these patterns. It shows the importance of adapting theories to local conditions. Studies conducted in Ethiopian secondary schools and other developing contexts consistently show that school climate, discipline facilities, and staff commitment interact with student characteristics to influence achievement. Discipline infractions are negatively associated with academic performance. Supportive school climates that reduce disruptive behavior are linked to higher achievement in mathematics and language (Linares, 2012; Oguche *et al.*, 2015). Parental involvement in socio-emotional supports remains a salient moderator of these effects, particularly for students from lower-income or marginalized backgrounds

(Newport-Berra, 2013; Roberts, 2007). These local findings demonstrate the need to tailor climate interventions to specific community and school contexts.

A common policy implication emerges across contexts. Improving student achievement requires more than curriculum or testing alone. It requires a complete approach. This strategy strengthens school climate through four interrelated channels. These include enhanced safety robust leadership teacher development and active family engagement. Schools improve when these elements align with local realities. Achievement in student well-being increase. This integrated perspective is essential for informing school improvement plans. It supports sustainable equity oriented educational outcome.

2.5.1 The effective school size on student academic achievement

Research on school size indicates a complex and non-linear relationship with student achievement. It is not a simple connection. Across diverse contexts, moderate-sized schools often build stronger social cohesion and closer teacher-student relationships. These settings also provide more effective instructional oversight. These factors can translate into higher academic performance. In contrast, very large schools may dilute climate quality. They often reduce opportunities for individualized attention. Large institutions also hinder the development of cohesive norms. This potentially dampens student outcomes. This pattern aligns with synthesis work indicating that the benefits of a given school size are conditional on how well the size is managed the availability of supporting resources, and the degree to which the school maintains a strong instructional and social climate (Wang & Degol, 2016; Epaa, 2004; Wang *et al.*, 2011).

Several mechanisms help explain why mid-size schools often perform better. They feature tighter peer networks that promote positive norms. Teacher workloads are more manageable in these settings. The implementation of school-wide supports is also easier. Conversely, larger schools can experience fragmentation and leadership dilution. They face challenges in maintaining consistent disciplinary and instructional practices. The magnitude of these effects is moderated by factors such as poverty level and resource availability. The quality of school leadership also plays a part. Evidence suggests that in high need settings, the advantages of moderate size may be more pronounced, whereas in some affluent or well-resourced contexts, large schools can still achieve high performance if strong structures for distributed leadership and targeted supports are in place (Epaa, 2004; Jones & Ezeife, 2011; Brager *et al.*, 2014; Lamdin, 1995).

Findings across studies are not uniform. Some analyses report positive associations between larger school size and achievement in certain subjects or grades. Others find negligible or negative relationships. The divergence likely reflects differences in how size interacts with class composition. Student mobility and curricular demand also create variation. District-level policies are another factor. Methodological variation further contribute to inconsistent results. This include the level of analysis and measurement of achievement. Differences in controlling for socioeconomic status also play a role. Taken together, the literature emphasizes that school size should not be viewed in isolation; its effect on achievement depends on how size relates to the quality of leadership, the instructional climate, and the availability of support (Jones & Ezeife, 2011; Borland & Howsen, 2003; Breger, 2014).

The practical takeaway for the school system is to balance access with a supportive climate. Administrators should preserve social cohesion when reorganizing or expanding. They must ensure effective instructional leadership. Maintaining robust professional learning cultures allows schools to realize the potential benefits of a given size. In context where resources are constrained, smaller or mid-sized configurations offer advantages in governance safety and community involvement. Larger institutions may achieve positive outcomes in other settings. This requires strong distributed leadership and inclusive practices. Ultimately, the goal is to tailor school size decisions to local conditions while coupling any size changes with climate-enhancing strategies that support teacher effectiveness and student engagement (Epaa 2004; Wang & Degol 2016; Wang *et al.*, 2011).

2.6 Dimensions of School Climate

School climate consists of several different parts. These dimensions are important for student success. Based on Loukas (2007) and supplemented by strong empirical literature, these dimensions include safety, academic climate, community climate, and institutional environment. This is a common way to group these factors.

2.6.1 Safety

Safety axe is a core part of the school atmosphere. This area covers physical safety and identity safety. It also includes emotional safety and discipline. Safety is a foundational dimension of school climate that encourage physical safety, identity safety, emotional safety, and order and discipline. Physical safety refers to the tangible measures in place to protect students from bodily harm, including secure school facilities, supervision, and protocols for accident prevention and emergency response. This protection is a requirement. When physical safety is ensured, students

are more capable of focusing on learning without fear or anxiety (Bradshaw *et al.*, 2014). Identity safety involves creating an environment where students feel respected and valued based on their individual identities, such as race, ethnicity, gender, or culture. It protects students from discrimination. Encouraging a sense of belonging is important for psychological well-being and academic engagement (Way *et al.*, 2007). Emotional safety pertains to psychological security, where students experience freedom from bullying, harassment, and emotional distress. A supportive environment encourages resilience. A warm, supportive environment encourages resilience, promoting better concentration and social development (Ortega *et al.*, 2011). Lastly, order and discipline ensure that behavioral expectations are clear, consistently applied, and fairly enforced, creating a stable and predictable learning environment conducive to academic success (Hoy & Tarter, 1997). Together, these facets of safety provide the necessary foundation for students to thrive academically and socially.

Physical safety involves the protection of students from physical harm. This task requires securing buildings and preventing violence. Controlling access to school premises is a requirement. Ensuring emergency preparedness is a priority. Research consistently underscores that physical safety is foundational to effective learning as students who feel protected are better able to concentrate, participate, and engage socially (Bradshaw *et al.*, 2014; Loukas, 2007). Negative outcomes occur when safety is missing. Schools like Kefitegna-23 must prioritize these measures. Schools that fail to provide adequate physical safety experience higher absenteeism and dropout rates due to fear, injury, or trauma (Ortega *et al.*, 2011).

Identity safety refers to the assurance students feel that their individual identities, encompassing racial, ethnic, gender, and cultural dimensions, are respected and valued within the school community. It includes freedom from bias. It encompasses freedom from discrimination, bias, and micro aggressions and supports a sense of belonging and acceptance critical for academic and psychosocial development. Incorporating identity safety into school policies and climate promotes inclusivity and equity, reducing dropout risks and stereotype threat effects (Way *et al.*, 2007; Bradshaw *et al.*, 2014). Private schools like Omega often focus on these feeling of acceptance Schools attentive to identity safety cultivate trusting relationships between students, peers, and staff, which in turn enhances motivation and resilience.

Emotional safety is the dimension ensuring that students feel psychologically secure and free from emotional harm such as bullying, harassment, or exclusion. It relies on supportive relationships. It

is characterized by empathic, supportive interpersonal relationships and space for open expression without fear of ridicule or punishment. Emotional safety supports mental health and positive self-esteem important for sustained academic engagement (Loukas, 2007; Way *et al.*, 2007). Social learning programs help. Programs emphasizing social-emotional learning and restorative justice practices have been found to foster emotional safety, creating nurturing environments aligned with improved behavioral and academic outcomes (Bradshaw *et al.*, 2014).

Order and discipline safety represent the consistent enforcement of clear rules and behavioral expectations balanced with fairness and support. Structure is necessary here. This dimension ensures that the school environment is predictable and structured, minimizing disruptions and promoting respectful interaction. Effective discipline systems reduce incidences of violence and disorder, supporting a positive climate conducive to learning (Hoy & Tarter, 1997; Bradshaw *et al.*, 2014). Restorative models are often better than strict punishment. Importantly, punitive or zero-tolerance approaches often undermine safety, whereas restorative and inclusive discipline models better maintain order while preserving emotional and identity safety.

2.6.2 Academic Climate

Academic climate refers to the teaching and learning climate. It is a critical dimension of school environment. This dimension includes leadership, instructional quality, professional development, and the wider community context.

Leadership influences the school atmosphere**.** It direct impact student academic achievement. Effective school leaders establish clear educational goals. They create a supportive and collaborative environment. These leaders offer instructional guidance that empowers both teachers and students.

Effective leadership acts as the driver for this dimension. Effective school leaders establish clear educational goals. They encourage collaboration among staff. All of these factors have been consistently linked to improved student achievement (Leithwood *et al.*, 2020; Wang & Degol, 2016). Research indicates that transformational leadership, characterized by motivating and inspiring staff, correlates strongly with improvement in student outcomes, while transactional leadership also positively affects performance by emphasizing accountability (Bradshaw *et al.*, 2014; Gülşen & Gulenay, 2014). Recent meta-analyses show that adaptive leadership tailored to local contexts that balances disciplinary measures with professional development and support is

especially effective in sustaining improvement in schools worldwide (Wang& Dego, 2016; Alig-Mielcarek, 2019).

Instructional quality refers to the effectiveness of teaching. It involves student engagement in meaningful learning. High-quality instruction involves clear communication of learning goals. Teachers provide timely feedback. They use of evidence-based strategies. Empirical evidence demonstrates that sustained instructional quality supported by ongoing assessment and adaptation is linked to higher student achievement across subjects and grade levels (Leithwood et al, 2020; Wang *et al.*, 2011). Private schools like NEPS often use these methods to support their high pass rate. Better instruction requires teacher expertise and adequate resources.

Professional development maintains instructional capacity. Effective programs focus on content knowledge. They also build pedagogical skills. Collaboration among teachers is a requirement. Studies reveal that professional development fosters teacher efficacy, increases adoption of innovative practices, and ultimately contributes to positive changes in student learning outcomes (Desimone, 2009; Opfer & Pedder, 2011). This is a priority for school growth. Well-designed professional learning communities and sustained coaching are especially beneficial in creating a culture of continuous learning that aligns with school goals and addresses emerging educational challenges (Sims & Fletcher-Wood, 2021; Timperley, 2011).

2.6.3 Community climate

It focuses on the relationships between the school and the neighborhood. It involves respect for diversity. A positive community climate supports inclusivity and trust. This benefits student motivation. Research underscores that schools with strong family involvement and community partnerships exhibit better student attendance behavior and academic success (Epstein, 2011; Sheldon & Jung, 2015). Communication is vital. Respect for cultural diversity within the community supports equitable learning opportunities and reduces disparities in achievement (Gay, 2010; Ladson-Billings, 1995). It indicates that partnerships between teachers and parents serve as a requirement for success.

2.6.4 The institutional environment

The institutional environment in schools consists of the structural and organizational contexts. It also includes resource-based factors. These elements shape educational experiences and outcomes. The environment includes the physical conditions and spatial settings where learning occurs. Administrative frameworks, policies, and procedures that govern school operations. Effective

institutional environments feature roles and well defined processes. Efficient communication and responsive leadership create an organized atmosphere. These factors support teaching and learning. Additionally, sufficient resources are also critical. These include instructional materials, technology, and qualified personnel. Financial support is a requirement for sustaining high-quality education. Research indicates that robust institutional environments positively influence school effectiveness by supporting instructional practices, encouraging professional collaboration, and ensuring equitable access to learning tools, thereby enhancing both student achievement and well-being (Hoy & Tarter, 1997; Barrett, Zhang, Moffat, & Kobbacy, 2015; Sebastian & Allensworth, 2012).

Environmental adequacy refers to the suitability and quality of the physical surroundings. These conditions support teaching and learning. Important factors include classroom size and layout. Lighting, ventilation, and cleanliness are also part of this area. Noise levels and maintenance of facilities affect the learning space. Research consistently demonstrates that well-maintained, comfortable, and helpful environments enhance students' cognitive functioning, attention, and motivation, thereby improving academic outcomes (Jensen, 2015; Earthman, 2004). Poor environmental conditions can cause distractions. Overcrowded classrooms, inadequate heating, or poor air quality lead to absenteeism and health problems. These issues undermine student engagement and performance (Barrett *et al.*, 2015). Ensuring environmental adequacy is fundamental to creating an effective school climate.

Structural organization involves the coordination of routines. It includes policies and administrative processes. These elements enable the school to function efficiently. They allow the staff to respond to the needs of students and teachers. Effective structural organization includes clear roles and responsibilities. Consistent communication channels and conflict resolution are necessary. Well-organized schools facilitate smooth day-to-day operations, minimize disruption, and create stable learning environments where instructional time is maximized and behavior is managed constructively (Sebastian & Allensworth, 2012). Organizational coherence also enables schools to implement improvement plans. It also supports the execution innovations. This process supports sustained positive impacts on student achievement in school climate (Hopkins *et al.*, 1994).

Availability of resources pertains to the provision of materials. It involves the equitable distribution of technology and financial support. Human resources necessary to support quality teaching and learning. Adequate resources include textbooks and computers. Laboratory equipment and qualified teaching staff are also required. Empirical studies have shown that resource availability is positively correlated with student academic performance as it enables differentiated instruction, hands-on learning, and timely interventions (Greenwald, Hedges & Laine, 1996). Resource-poor schools often face challenges in sustaining motivation. They also struggle to attract skilled teachers. These conditions lead to disparities in educational outcomes (Hanushek, 1997). Ensuring resource adequacy and equitable allocation remains a priority for excellence.

Reflecting on the dimensions of school climate, the construct is multidimensional. It is not monolithic concept. The literature establishes that Safety acts as the foundation for learning. Academic Climate and Interpersonal Relationships are the drivers of student motivation. A key limitation in previous local studies is the tendency to focus on leadership or resources alone. These works often overlook the Institutional Environment, such as facilities and order. This study adopts a holistic approach by examining all four dimensions simultaneously. The researcher aims to pinpoint which specific dimension serves as the strongest predictor of academic success. This includes physical safety, teacher-student relationships, and institutional support. The analysis focuses on secondary students in Lideta.

2.7 School climate versus principals' behavior

Principal leadership style is a major driver of school climate. It also influences success. Transformational and participative leadership styles build positive school climates by enhancing teacher morale, promoting collaboration, and encouraging shared decision-making, factors strongly linked to student achievement (Hoy & Tarter, 1997; MacNeil *et al.*, 2009). These styles are effective for institutional growth. Transformational leaders inspire and motivate staff toward a collective vision. Participative leaders cultivate ownership and responsiveness among teachers. Conversely, authoritarian leadership often diminishes motivation and trust, weakening school climate and educational outcomes (Bradshaw *et al.*, 2014; Sebastian & Allensworth, 2012). This leadership gap likely contributes to the performance difference between schools in Lideta.

Teachers' viewpoints often depend on the actions of the director. In this context, Robert (2005) found that teachers' perceptions of their principals' effectiveness significantly influenced their

views of school climate. However, Hallinger and Heck (1998) argue that principals' effects on teaching and learning are primarily mediated through school climate and culture rather than having a direct impact. This nuanced understanding shows the indirect role of principals in shaping educational experiences. These leaders establish climates that either support or hinder instructional quality and teacher engagement (Hallinger and Heck, 1998). In schools like NEPS, visible leadership appears to correlate with higher teacher motivation. Research indicates that perceptions can vary between groups. Ziolkowski (2015) conducted a qualitative study exploring how principals' actions affect school climate across four elementary schools. Discrepancies often emerge between principal and perceptions. Despite principals' efforts to create positive environments, discrepancies emerged between principal and teacher perceptions. In that study, three schools' teachers acknowledged principals' efforts but questioned their effectiveness on climate. Only one school showed alignment in perceiving the climate as positively influenced by leadership. Ziolkowski noted that incorporating student achievement data may have provided a fuller understanding of how principal behavior translates into climate effects and academic results.

The Ethiopian context presents a specific challenge for school leaders. Temesgen (2017) found in Ethiopian secondary schools that principals were not always effective in creating conducive learning environments, emphasizing that principals bear primary responsibility for establishing favorable school conditions. This underscores the importance of empowered and skilled leadership in fulfilling core institutional roles central to school climate (Temesgen, 2017). Teachers also have responsibilities in this area. Tanag and Abu (2014) contend that professional teachers also have roles in modeling exemplary attitudes and behaviors that complement principal leadership in sustaining a positive climate. This cooperation is necessary for schools like Kefitegna-23 to improve their 6.06% pass rate.

Principal behavior significantly shapes school climate. Its influence is mediated and context-dependent. Effective leadership requires collaborative engagement with teachers. Improvement is a shared and dynamic process. This effect is required for improved student outcomes.

2.8 School Climate and Teacher Behavior

School climate and teacher behavior are interconnected. The latter heavily influences the former. Teachers' perceptions of support, fairness, opportunities for professional growth, and their relationship with school leaders significantly affect their commitment and instructional quality,

thereby mediating the relationship between school climate and student achievement (Singh & Dubey, 2019). This is a vital connection for the study. When teachers experience a supportive and fair environment, characterized by mutual respect and equality with school leadership, their motivation and job satisfaction increase, positively impacting classroom interactions and student outcomes (Ajay, 2013). Conversely, teachers engaged in disengaged behaviors performing duties mechanically without enthusiasm can undermine the overall school climate, negatively affecting students' academic and social development (Tanag & Abu, 2014).

Teachers interact in several different ways. Collegial behavior marked by open, respectful, and collaborative interactions among teachers builds a positive organizational climate that enhances the sharing of best practices and professional bonding (Hur, 2020). Peer support is a requirement for a healthy school. Teachers who support and motivate each other create a more supportive environment for student learning as they are more likely to implement innovative teaching strategies and support student needs effectively (Besharov *et al.*, 2018). Furthermore, intimate behaviors where teachers form close personal bonds and strong social support networks strengthen school cohesion, which research links to increased teacher resilience and effectiveness (Kim & Lee, 2021). In contrast, disengaged or indifferent behaviors, often driven by burnout or dissatisfaction, diminish collaboration and impede the development of a positive school climate, thereby hampering student learning and well-being (Johnson & Albrecht, 2020).

Leadership style directly influences teacher behavior. The interaction in turn shapes school climate. Participative and transformational leadership enhances teachers' sense of efficacy, commitment, and motivation, leading to cooperative, innovative, and engaged behaviors (Robert, 2005; Wong & Liu, 2022). Effective principals encourage an environment where teachers feel valued and supported, translating into a vibrant, collaborative, and achievement-oriented school climate. Motivation remains a requirement for institutional excellence. Conversely, authoritarian leadership may induce compliance but often suppresses intrinsic motivation, negatively affecting teacher behavior and the overall climate (Kim & Lee, 2021). Teachers' perceptions include many factors. In sum, teachers' perceptions and behaviors spanning collegial support, personal relationships, and professional attitudes are vital components of a healthy school climate. Positive behavior leads to better results. Supportive, respectful, and engaged teacher behaviors promote a positive learning environment, whereas disengagement or negativity can deteriorate the climate and hinder student success (Singh & Dubey, 2019; Al-Ghamdi & Al-Srairi, 2020). Therefore, encouraging supportive

teacher behavior through effective leadership and professional development is essential for cultivating a school climate conducive to academic excellence and psychosocial well-being.

2.9 Teachers' and students' views of school Climate

Teachers and students often see school climate differently. Both perspectives are required to understand its overall impact. Research indicates that teachers' perceptions of organizational support, fairness, and opportunities for professional development significantly influence their commitment, instructional quality, and their perceptions of school climate, which ultimately mediate student achievement (Singh & Dubey, 2019). This is evidence in institutions like Ewuket Lefere. Teachers tend to perceive the school climate more positively than students, particularly regarding the quality of relationships and safety, which can lead to a disconnect in understanding the real classroom dynamics (Schneider & Shi, 2022). These differences in viewpoints are a concern for the researcher. Perceptions of support and fairness from teachers' perspectives are linked to their motivation behaviors and engagement, which directly or indirectly influence student outcomes (Finch & Akhavein, 2024).

Student perceptions have a different focus. They often center on peer relationships and perceived safety. Feelings of belonging are also important. For example, adolescents often report that perceived safety and social support are core elements of a positive school climate affecting their emotional well-being and academic motivation (Menezes, 2020). Gaps between the teacher and student views are common. Teachers might underestimate student experiences of exclusion, discrimination, or low safety. This can hinder effective intervention and improvement efforts. Studies also emphasize that students' perceptions of school connectedness and teacher-student relationships are important mediators for academic engagement and success, indicating that when students feel valued and supported, achievement levels tend to increase (Kim & Lee, 2021).

These differences show the importance of multi-informant assessments. Teachers' perceptions may "add value" to understanding the climate impact on student performance, but without considering students' perspectives, the full picture remains incomplete (Way *et al.*, 2007). Cross-cultural and longitudinal studies reveal that perceptions of climate vary widely depending on cultural context, school level, and demographic characteristics, underscoring the need for inclusive strategies to align perceptions and cultivate an equitable and positive climate for all teachers, students, and staff

alike (Durlak *et al.*, 2011). Recognizing perceptual gaps enables targeted actions. These efforts strengthen the school environment. This process supports student achievement.

2.10 Academic achievement

Academic achievement describes the level of knowledge and skills students gain. Standardized assessment often measure this progress. These tools include national exams and classroom evaluations (Chen, 2015; MoE, 2015). Academic achievement serves as a key indicator of the effectiveness of schooling and is influenced by multiple factors, including teaching quality, school climate, socioeconomic status, and individual student characteristics (Alemu, 2023; Singh & Dubey, 2019). In the Ethiopian context, achievement relates directly to national examination results. These scores guide student progression and career opportunities. Research indicates the importance of providing a supportive environment. These environments encourage cognitive growth, motivation, and perseverance. These factors are important for sustained academic success (Tadesse & Chandravanshi, 2023). Academic achievement represents the outcomes of educational processes. It reflects the individual and systemic supports that enable student learning. For schools Lideta Sub-city, this level of achievement is seen in the difference between the 6.06% and 46.35% pass rates.

2.11 Relationship between school climate and school performance

Research links a positive school climate to improved school performance. This term is often used interchangeably with academic achievement in educational literature. Academic achievement refers to the knowledge and skills students acquire in specific subjects or courses, measured through standardized assessments or national examinations (Chen, 2019). School performance include more than cognitive skills. It encapsulates non-cognitive dimensions such as motivation, attendance, and behavior, which are nurtured by the school climate of an engaging environment (Bradshaw *et al.*, 2014; Hoy *et al.*, 2019). Measurement of school performance requires approaches that capture the comprehensive impact of schooling. This is a complex task. Some international models suggest hybrid frameworks. These models incorporate student growth scores and value-added measures to control for external influences (Heinstad & Spicuzza, 2000; Meyer, 1996). However, the primary metric for school accountability in many systems remains standardized academic testing. These assessments serve as objective indicators of whether a school's climate is successfully supporting curriculum mastery and cognitive development.

National examination scores serve as the objective performance criterion for secondary schools in Ethiopian context. The Ethiopian General Secondary School Leaving Certificate Examination (EGSECE) is the widely accepted measure. Multidimensional assessment systems offer richer data. However, national exam scores remain the most practical and recognized measure of school performance in Ethiopia (Goldstein, 2001; Brown, 2002). Understanding the interaction between school climate and these specific performance metrics is a requirement. These developing policies improve equitable and effective education nationwide. In Lideta Sub-city, this relationship helps to explain the current 6.06% and 46.35% pass rate disparity.

2.12 Summary and Synthesis of Literature Review

Research on school environments indicates that climate serves as a requirement for academic success. It fundamental factor. Global studies by Wang and Degol (2016) and Bradshaw *et al.* (2014) established a clear link between a positive atmosphere and student results. These works provide a theoretical foundation for the field. In the Ethiopian context, Amsalu and Belay (2024) confirmed a strong relationship between these variables. Asefa (2021) identified that collegial teacher behavior predicts achievement in the Buno Bedele Zone. However, most local studies focus on single variable or specific regional zones. There is a lack of evidence comparing the institutional dynamics government and private schools in Addis Ababa.

Institutional difference remains a concern in literature. Begna (2017) identified a performance gap between sectors but prioritized management over the psychosocial environment. This study addresses the lack of data within Lideta Sub-city. The researcher investigates why a disparity exists between the 6.06% and 46.35% pass rate. Identifying the specific organizational factors that distinguish institutions like Kefitegna-23 and Ewuket Lefere from private schools like NEPS is the primary goal. This research fills gap in the literature. It provides the evidence needed to understand how the school atmosphere shapes outcomes in the Sub-city.

2.13 Conceptual Framework

This study uses a specific theoretical model to organize the variables. The conceptual framework guiding this study draws directly from foundational works by Loukas (2007), Bradshaw *et al.* (2014), and Hoy & Tarter (1997), which define school climate as a multidimensional construct encompassing safety, teaching and learning conditions, interpersonal relationships, and institutional environment. These elements serve as independent variables for research. They

influence student results. The researcher examines these relationships within selected government and private secondary schools in Lideta Sub-city, Addis Ababa .This comparison is a priority for the study. The model includes several different level. It integrates inputs such as leadership resources and facilities. The researcher also looks at processes like the four climate dimensions. Output variables represent performance metrics and student well-being. By integrating input, processes and outputs, the framework supports hypothesis testing and empirical analysis. It also provides foundation for; targeted action, like school improvement plans. This structure supports the goal of identifying factors that influence the 6.06% and 46.35% pass rates in the Sub-city. The framework serves as the map for the entire investigation.

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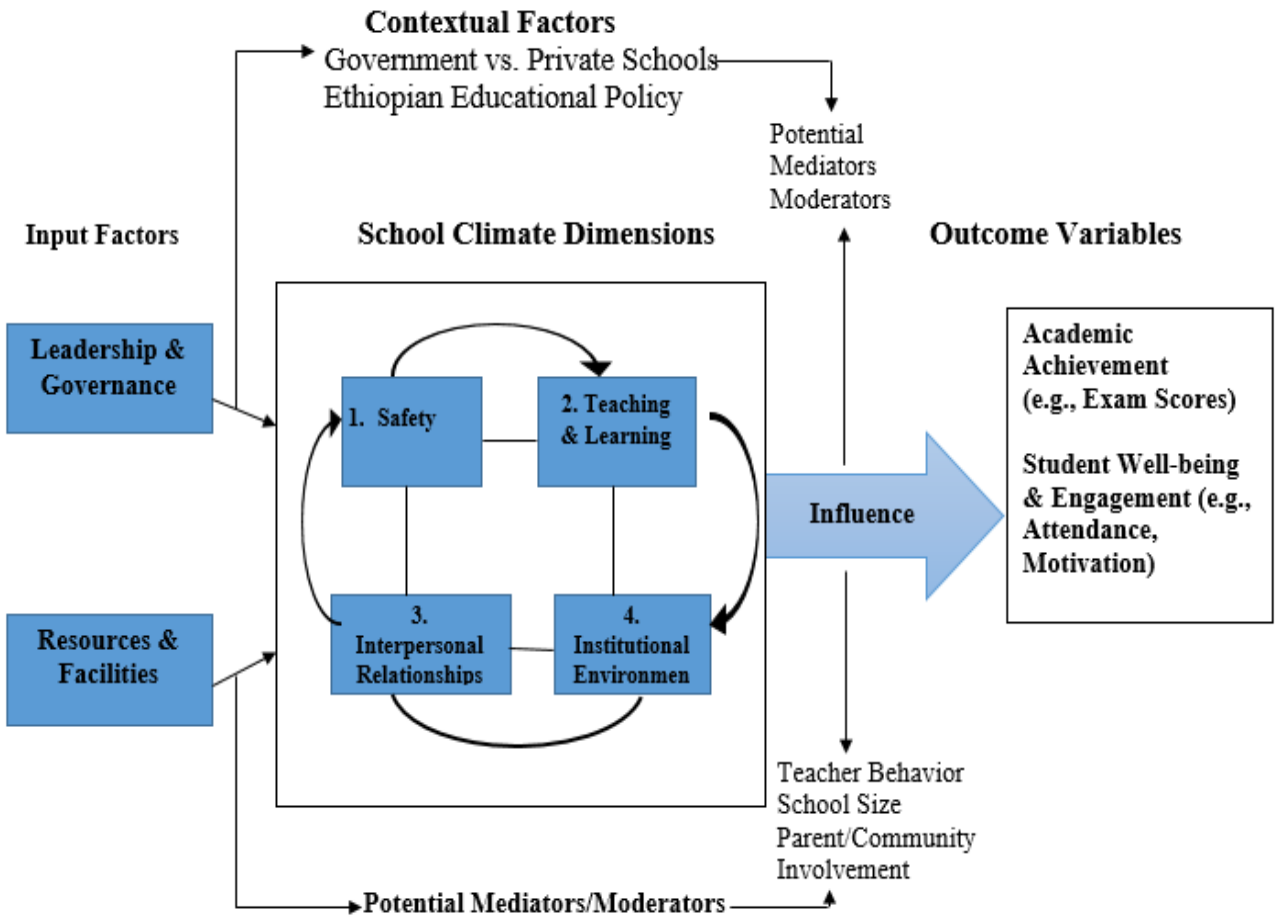


Figure 2:- Conceptual Framework

CHAPTER THREE

RESEARCH DESIGN AND METHODS

Research methodology refers to the systematic process or framework employed in a study to gather, analyze, and interpret data in order to answer research questions. It encompasses the overall approach, methods, and procedures that guide how research is conducted, including the selection of research design, data collection techniques, sampling strategies, and analysis methods. According to Kothari (2004), research methodology is essential as it provides the blueprint for the entire research process, ensuring that the study follows logical and scientific principles to produce valid, reliable, and generalizable results.

The researcher applied this framework to investigate the learning environments in Lideta. This structured approach enabled a comparison between government schools such as Kefitegna-23 and private schools such as NEPS. The methodology supported the analysis of the factors behind the 6.06% and 46.35% pass rate gap. Following these scientific principles helped ensure that the findings were accurate and dependable.

3.1 Research Approach

This study used a mixed-methods approach. The researcher combined quantitative and qualitative techniques to assess the school climate affecting student results. This study focused on a comparison between institutional settings. The analysis examined the differences and similarities between two government schools, Kefitegna-23 and Ewuket Lefere, and two private schools, Omega and New English. This mixed approach supported triangulation of data. It enhanced the validity of the work by capturing both statistical trends and rich contextual perspectives from participants.

3.2 Method of Data Collection

The researcher gathered data through three main tools. These included structured questionnaires, a review of relevant documents, and semi-structured interviews. This combination allowed the study to collect measurable information in the Sub-city. It also provided descriptive narratives about school climate and its overall impact. By using these varied tools, the researcher was able to examine the specific organizational factors that distinguish high-performing institutions from those facing challenges.

3.3 Source of Data

The research utilized both primary and secondary data sources to achieve its objectives. The study gathered primary information from Grade 12 student, teachers, and directors in the selected schools.

This group of participants includes 175 students and 125 teachers from institutions across Lideta Sub-city. Secondary data came from official institutional documents. These sources included student records and academic reports. The researcher examined this material to verify Grade 12 results from the 2015 and 2016 E.C. academic years. These reports provided the necessary evidence to understand achievement patterns in both government and private settings. Secondary data sources also included official school attendance logs from the four participating institutions. These records provided the daily presence rates for the Grade 12 students during March 2026.

3.4 Population, Sample, and Sampling Techniques

3.4.1 Study Population

The researcher selected the participating schools based on student population size and their history of presenting learners for national examinations. Four institutions were chosen to provide a balanced comparison. These include two government schools, Kefitegna-23 and Ewuket Lefere, and two private schools, Omega and NEPS. Grade 12 students formed the primary study population because they represent the final stage of the secondary education cycle. Having spent nearly four academic years (Grade 9 through Grade 12) within their respective schools, these students possess a long-term and comprehensive perspective of the school climate. Unlike junior students, Grade 12 learners have had sufficient time to experience the stable institutional norms, leadership behaviors, and safety conditions of their environment. Furthermore, choosing this group was essential because they are the only students whose academic achievement can be directly measured and verified through the National Entrance Examination results.

Students:

The total enrollment of Grade 12 students in the four schools reached 1182. Kefitegna-23 had 500 students. Ewuket Lefere enrolled 276 learners. Omega involved 318 participants. NEPS had 88 students. These groups provided the population for quantitative analysis.

Teacher:

The total teaching staff population across the four schools was 323. Kefitegna-23 had 143 teachers, Ewuket Lefere had 114 teachers, Omega had 35 teachers, and NEPS had 31 teachers.

Director:

The school leadership population included a total of twelve directors. This total consisted of four directors from Kefitegna-23, and four from Ewuket Lefere, representing the government sector. The private school group included two directors from omega and NEPS. The researcher also invited

selected members of parent committee from each school. These stakeholders took part in the qualitative phase. This defined group included the necessary participants from within the institutions. It provided a strong basis for gathering information.

3.4.2 Sample size determination and sample selection

The study followed a mixed-methods sequential explanatory design. The researcher applied the Yamane (1967) formula to determine the appropriate sample size for the quantitative phase of the study. This process was necessary for selecting an adequate number of participants. The study calculated specific participant numbers for students and teachers at Kefitegna-23, Ewuket Lefere, NEPS, and Omega. The calculation used a 95% confidence level. The researcher set the margin of error at 0.007. These parameters helped establish a reliable foundation for the analysis of schools in Lideta.

The formula is expressed as:

$n = \frac{N}{1+N(e)^2}$, where n is the sample size, N is the population size, and e represents the level of precision or margin of error.

Students:

$$n = \frac{N}{1+N(e)^2} = \frac{1182}{1+1182(0.0049)} = \frac{1182}{1+5.79} \approx 175$$

Kefitegna-23: (500/1182) ×175≈ (500/1182) ×175≈ 74 students
Ewuket Lefere: (276/1182) ×175≈ (276/1182) ×175≈ 41 students
Omega: (318/1182) ×175≈ (318/1182) ×175≈ 47 students
New English: (88/1182) ×175≈ (88/1182) ×175≈ 13 students

The researcher selected a final sample of 175 students. These learners represented the Grade 12 population across the four study sites.

Teachers:

$$n = \frac{N}{1+N(e)^2} = \frac{323}{1+323(0.0049)} = \frac{323}{1+1.5827} \approx 125$$

Kefitegna-23: (143/323)×125≈(143/323)×125≈ 55 teachers

Ewuket Lefere: (114/323)×125≈(114/323)×125≈ 44 teachers

Omega: (35/323)×125≈(35/323)×125≈ 14 teachers

New English: (31/323)×125≈(31/323)×125 ≈ 12 teachers

The researcher selected a final sample of 125 teachers. These participants represented the professional staff in both the private and government sectors.

Summary of quantitative sample:

The quantitative sample consisted of 175 students and 125 teachers. These 300 participants provided the numerical data for the study.

3.4.3 Sampling Technique for Quantitative Data

The researcher used stratified random sampling to select participants. These methods ensured a fair representation from each school. First, the population was divided by school type into government and private sectors. Next, the study identified strata for the four individual schools: Kefitegna-23, Ewuket Lefere, Omega, and NEPS. Within these groups, systematic random sampling was used to identify the specific respondents.

Systematic random Sampling was applied to the Grade 12 student population. The researcher used the class rosters at each school to identify learners. A sampling interval (k) was calculated by dividing the total population by the sample size (K=N/n). The resulting interval was approximately 7 for the students. Every 7^{th} name on the roster was selected for the study. This process continued until the researcher reached the required number of student participants.

The study used a similar approach for the teaching staff. The researcher created separate strata for teachers at each institution. Systematic random sampling was applied to the staff lists using the same calculation. The sampling interval for the teacher was approximately 3. This involved selecting every 3^{rd} teacher from the list. This technique ensured that the research met the specific quotas for each school. The final teacher sample included 55 participants from Kefitegna-23, 44 from Ewuket Lefere, 14 from Omega, and 12 from NEPS.

3.4.4 Sampling Technique for Qualitative Data

The researcher used purposive sampling to choose key informants. These informants held specific knowledge about school management and community relations. The study selected two groups for semi-structured interviews based on their role in managing the school climate.

First, the researcher included all directors from the four participating schools. These leaders were responsible for setting leadership style, enforcing safety rules, and managing institutional resources

at sites such as Kefitegna-23 and NEPS. Their involvement was necessary to explain the organizational climate from a management perspective.

Second, the study identified active representatives from the PTSA at each school. These members offered a community perspective and provided information about parental engagement. Their responses explained the school's relationship with external stakeholders in schools such as Ewuket Lefere and Omega. This qualitative approach provided data that helped explain the patterns found in the survey results.

3.5 Instruments of Data Collection

3.5.1 Questionnaires

The research used two separate questionnaires to evaluate the school climate. These instruments gathered the perceptions of both teachers and students. The study selected these standardized tools because of their established reliability. Using proven instruments helped to reduce researcher bias during the design phase. This choice also allowed a comparison between the results in Lideta and previous international research. This foundation was necessary to explain the achievement gap in schools such as Ewuket Lefere and Omega.

The primary tool for teacher staff was the School Climate Index (SCI). Tschannen-Moran, Parish, and Dipaola (2006) developed this instrument. It combined elements from the Organizational Climate Descriptive Questionnaire and the Organizational Health Inventory. The questionnaire measured four dimensions. These are Leadership and Governance, Interpersonal Relationships, Teaching and Learning Support, and Community Involvement. The final instrument consisted of 28 items. The teacher responded using a five-point Likert scale. The choices ranged from strongly disagree to strongly agree.

The researcher used an adapted version of the school climate survey for student participants. This tool focuses on areas that directly affect the learner's experience. The survey measured dimensions such as physical safety and emotional security. Student-teacher relationships and peer interactions were also included. The instrument used the same five-point Likert scale as the teacher's survey. This consistency allowed the researcher to compare the data between the respondent groups. These standardized responses helped to identify the institutional factors that support the 46.35 % pass rate in private schools like NEPS.

3.5.2 Document analysis

The researcher analyzed official school documents to supplement the primary survey data. These sources include Grade 12 academic results and student attendance logs. The study also reviewed disciplinary reports and institutional policy guides from schools like Kefitegna-23 and Omega. This secondary data allowed the researcher to verify the survey responses using objective evidence. This process required triangulating the findings on student achievement. The researcher used these records to investigate the 6.06% and 46.35% pass rate disparity in the Sub-city. Reviewing these materials helped identify specific climate indicators, such as the frequency of behavioral incidents.

3.5.3 Issues of Validity and Reliability

The researcher ensured validity by selecting standardized instruments like the School Climate Index. The study also used expert advice to adapt the student research tool for the Lideta context. A pilot test helped to verify the reliability of these instruments. This preliminary test took place in a non-sample school within the Sub-city. It involved 50 Grade 12 students and 30 teachers. The researcher used Cronbach's Alpha Coefficient to measure the internal consistency of the tools.

The analysis yielded an Alpha value of 0.754 for the student questionnaire. The teacher questionnaire reached a value of 0.805. Both figures exceeded the 0.7 threshold suggested by Nunnally (1978). This result confirmed that the instruments possessed sufficient internal consistency. This validation proved the tools were ready for the main data collection phase. By following these steps, the study ensured that the perceptions gathered from schools such as Kefitegna-23 and NEPS were accurate and dependable.

3.6 Procedure of Data Collection

The researcher followed a sequential approach to gather the data. This process involved several distinct steps to ensure accuracy. During the preparation phase, the researchers secured formal permission from the Lideta Sub-city education office. The study also obtained consent from the administrations of Kefitegna-23, Ewuket Lefere, NEPS, and Omega. This administrative support allowed the work to proceed without interference.

The quantitative days began with the distribution of the questionnaires. The researcher visited each school to hand out the surveys to the selected students and teachers. The researcher explained the purpose of the work in person. This direct interaction helped participants understand the questions and encouraged higher participation. These efforts supported the study in reaching a 100% return

rate. While at the schools, the researcher also conducted a document review. This process involved examining rosters and official Grade 12 exam results. These records provided a way to verify the survey data. The data collection process included a review of attendance records. The researcher spent one month monitoring student presence at sites such as Kefitegna-23 and NEPS. This observation period allowed the study to gather objective evidence regarding student engagement.

The qualitative phase took place after the survey analysis. The researcher conducted semi-structured interviews with 16 key informants. These sessions included school directors and PTSA representatives from all four sites. This phase enabled the researcher to gather detailed explanations of the statistical patterns observed in the survey. These interviews provided the context needed to understand the daily challenges in the schools. Following this sampling plan ensured that the findings represented the actual organizational conditions in Lideta.

3.7 Methods of data analysis

3.7.1 Quantitative Data Analysis

The researcher cleaned and coded the quantitative data gathered from all participants. This information was entered into SPSS version 25 for statistical analysis. The study used descriptive statistics to summarize the data. These measures included frequencies, means, and standard deviations. This summary provided a snapshot of the climate in schools such as Kefitegna-23 and NEPS. The researcher also used inferential statistics to compare the two school types. Independent sample t-tests and one-way ANOVA were used to determine whether significant differences existed between government and private schools. This analysis was necessary to understand the factors behind the 6.06% and 46.35% pass-rate gap in Lideta.

3.7.2 Qualitative Data Analysis

The study used thematic analysis to process the qualitative data. First, the researcher transcribed the sixteen interviews conducted with directors and parents' committee members. This process involves identifying recurring themes and patterns in the responses. The researcher coded the data to capture different viewpoints on the school climate. These themes provided a detailed understanding of student success in schools such as Ewuket Lefere and Omega. This qualitative work offered real-world explanations for the statistical trends found in the first phase. It ensured that the human experience of the school community was represented in the final report.

3.7.3 Integration of Findings

This research followed a mixed methods integration approach. The researcher triangulated the findings from the quantitative and qualitative analysis to reach conclusions. This process compared the survey results with the interview themes. The qualitative data helped explain why certain climate factors impacted Grade 12 achievement. For example, the interviews provided reasons for the low safety scores found in the government sector. This integration allowed the researcher to offer a complete answer to the research questions. It ensured that the study addressed both the numbers and the underlying causes of the achievement disparity in the Sub-city.

3.8 Ethical Considerations

The researchers secured formal ethical approval from the Department of Educational Planning and Management. Every participant gave informed consent before the data collection began. This study protected the privacy of students and teachers from schools like Kefitegna-23 and Omega. The researcher ensured strict confidentiality and anonymity. No individual names appeared in the final report. Participants understood their right to withdraw from the study at any time without facing any penalty. Finally, the study used to gather data was only for academic research purposes. Following these ethical principles ensures the safety and respect of the 300 participants in Lideta.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 INTRODUCTION

This chapter detailed the findings of the research carried out in Lideta Sub-city. It explored the ways in which school climate influenced academic achievement. The analysis was based on data gathered from 175 Grade 12 students and 125 teachers. These participants came from 4 diverse educational settings. Kefitegna-23 and Ewuket Lefere represented the government sector. New English Private School (NEPS) and Omega represented the private sector. The researcher presented the results in three logical stages, which offered a clear and meaningful picture of the data.

First, a descriptive analysis was provided. It showed the status of each school's environment. This was followed by a comparative inferential analysis. This phase tested the difference between the two school types. Finally, the chapter concluded with a thematic look at qualitative perspectives. The researcher used the viewpoints of school directors and parents. These responses helped explain the patterns found in the numerical data.

4.2 Response Rate of Respondents

The researcher established the response rate of the participants before beginning the data analysis. This process ensured that the findings were based on a sample size that accurately reflected the design of the study. For this research, the researcher distributed a total of 175 questionnaires to Grade 12 students and 125 questionnaires to teachers across the four selected schools. These institutions included Kefitegna-23, Ewuket Lefere, New English Private School (NEPS), and Omega. Participants returned all distributed questionnaires. Every questionnaires was found to be valid for analysis. This represented a 100% response rate for both respondent groups. Such a high return rate is likely due to the researcher's presence during the data collection process. The strong cooperation from the administrations of the participating schools also helped. This full participation provided a firm basis for the results.

4.3 Demographic Characteristics of Respondents

This section details the professional and personal background of the participants involved in the study. The researcher analyzed the demographic profile of 175 Grade 12 students and 125 teachers. These variables were necessary to ensure the sample accurately represented the population in

schools such as Kefitegna-23 and Omega. Table 4.1 summarizes the characteristics of the student group, and Table 4.2 presents the professional profile of the teachers. This information established the foundation for understanding how different groups perceive the school atmosphere in Lideta.

4.3.1 Demographic **Profile** of Student Respondents

This section details the demographic background of the 175 student participants. The researcher analyzed gender, age, school type, and academic stream. These variables were necessary to prove that the sample represented the Grade 12 population at schools such as NEPS and Ewuket Lefere. This data provided a clear picture of the students in the Sub-city.

Table 4.1: *Demographic Characteristics of Student Respondents (N =175)*

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	82	46.9
	Female	93	53.1
Age Group	15–17	30	17.1
	18–20	145	82.9
School Type	Government	115	65.7
	Private	60	34.3
Academic Stream	Natural Science	108	61.7
	Social Science	67	38.3
Total		**175**	**100.0**

Table 4.1 presents a detailed profile of the 175 students who participated in this study. The gender breakdown showed that females made up 53.1% (93 students) of the group. Males represented 46.9% (82 students). This near balance suggested that the study captured a range of viewpoints from both male and female students regarding their school environments. In terms of age, most participants (82.9%) were between 18 and 20 years old. This age range is typical for students completing Grade 12 and preparing for national entrance examinations in Ethiopia.

The researcher also examined the institutional categories. The data show that 65.7% (115 students) came from government schools. The private sector provided 34.3% (60 students) of the respondents. By including students from both sectors, such as Kefitegna-23 and NEPS, the sample reflected the general enrollment patterns of the Sub-city. Finally, regarding the academic stream, 61.7% of the students belonged to the natural science stream, while 38.3% were from the social science stream. This combination of backgrounds helped ensure that the findings on school climate reflected the diversity of student experiences in Lideta.

4.3.2 Demographic Profile of Teacher Respondents

This section details the professional and personal background of the 125 teacher participants. The researcher examined four specific variables: gender, educational qualification, years of teaching experience, and school type. Collecting this data ensured that the views of teachers in schools like Kefitegna-23 and Omega were accurately represented. This profile provided the context needed to understand the professional climate in Lideta.

Table 4.2 *Demographic Characteristics of Teacher Respondents (N=125)*

Variable	Category	Frequency (*f*)	Percentage (%)
Gender	Male	91	72.8
	Female	34	27.2
Educational Qualification	BA/BSc	80	64.0
	MA/MSc	45	36.0
Teaching Experience	1–5 Years	10	8.0
	6–10 Years	18	14.4
	11–15 Years	51	40.8
	Above 15 Years	46	36.8
School Type	Government	96	76.8
	Private	29	23.2
Total		**125**	**100.0**

Table 4.2 summarizes the professional and personal background of the 125 teachers involved in this study. The results indicated that 72.8% (91 participants) were male. Females represented 27.2 % (34 participants) of the group. This gender distribution appeared to be consistent with the general workforce in the secondary schools of Lideta. Regarding academic qualifications, the participants were well qualified. While 64.0% held a first degree, a notable 36.0% had earned a Master's degree. This level of education suggested that teachers from schools such as Ewuket Lefere and Omega possessed the professional knowledge needed to provide meaningful feedback in their workplaces.

The data indicated a significant depth of teaching experience. About 77.6% of the educators had worked in the profession for more than 11 years. A specific group representing 36.8% of the sample had been searching for over 15 years. Only 8.0% of the respondents were relatively new to teaching.

This professional maturity likely meant that the observations from teachers at Kefitegna-23 were based on years of firsthand experience with school management and student behavior. Finally, 76.8% of the teachers worked in government schools. Private institutions accounted for 23.2% of the participants. This distribution followed the sampling design and provided a representative view of the teaching community within each sector.

4.4 Achievement Status

Table 4.3: National Examination Pass Rate Disparity in Selected Schools (2015–2016 E.C.)

School Name	Sector	2015 E.C. Pass Rate	2016 E.C. Pass Rate	2-Year Average
Kefitegna-23	Government	5.62%	7.120%	6.37%
Ewuket Lefere	Government	4.3%	5%	4.65%
AVERAGE		4.96%	6.06%	5.51%
NEPS	Private	45.2%	71.8%	58.5%
Omega	Private	20.14%	20.9%	20.52%
AVERAGE		32.67%	46.35%	39.51%

4.5 Current Status of School Climate in Lideta Sub-City

The first objective of this research focused on exploring the general learning atmosphere within the study area. This section presents the current status of school climate in selected government and private secondary schools in Lideta. To obtain a comprehensive picture, the study evaluated the perceptions of both students and teachers in these schools. The researcher gathered data from institutions such as Kefitegna-23 and New English Private School. The findings covered four main areas. These included safety and the quality of teaching. The study also assessed interpersonal relationships and the condition of the buildings and resources at Ewuket Lefere and Omega.

4.5.1 Student Perceptions of School Climate

The researcher calculated descriptive statistics to evaluate student experiences. Every climate indicator was analyzed. Table 4.4 summarizes the mean scores (*M*) and standard deviations (*SD*) for the 175 student participants. This provided a quantitative snapshot of the atmosphere in schools like Kefitegna-23 and NEPS. This information established a clear view of the student perspective in the Sub-city.

Table 4.4: *Descriptive Statistics for Student Perceptions of School Climate (N=175)*

Dimension	Min	Max	Mean(M)	Std. Dev (SD)
A. Safety and Order				
1. Feel physically safe in the school compound and classrooms	1	5	3.27	1.33
2. Not afraid of being bullied or harassed	1	5	3.22	1.27
3. Teachers and staff protect students from harm	1	5	3.31	1.36
4. School rules are clear and easy to understand	1	5	3.14	1.35
5. Discipline is applied fairly to everyone	1	5	2.99	1.47
6. Comfortable expressing identity without discrimination	1	5	3.54	1.24
B. Teaching and Learning Environment				
7. Teachers explain difficult topics clearly	1	5	3.34	1.23
8. Teachers have high expectations for academic success	1	5	3.44	1.26
9. Teachers provide helpful feedback on assignments	1	5	3.38	1.30
10. Classes are engaging and interesting	1	5	3.06	1.22
11. Motivated to work hard in this school environment	1	5	3.14	1.31
12. Teachers are available to help when struggling	1	5	3.50	1.30
C. Interpersonal Relationships				
13. Teachers treat students with respect	1	5	2.86	1.48
14. Students at this school respect one another	1	5	2.81	1.31
15. Feel a sense of belonging at this school	1	5	3.14	1.32
16. School director/principal is visible and friendly	1	5	2.90	1.47
17. Students help each other with academic work	1	5	3.32	1.31
18. Trust the adults in this school	1	5	3.03	1.32
D. Institutional Environment				
19. Classrooms are clean and well-maintained	1	5	3.32	1.29
20. Enough textbooks and learning materials for everyone	1	5	3.31	1.28
21. Library is quiet and has good resources	1	5	2.93	1.31
22. Class size allows for effective learning	1	5	2.94	1.46
23. School toilets and water facilities are clean	1	5	2.43	1.35
E. Academic Self-Perception				
24. Self-rating of performance compared to classmates	1	5	2.74	0.90
25. Belief that environment helps get better grades	1	3	1.78	0.83

The viewpoints of the 175 Grade 12 students were summarized through the descriptive statistics in Table 4.4. The scores suggest that students generally held a positive view of their social and personal freedom. For instance, identity expression ($M = 3.54$) and teacher availability ($M = 3.50$) were among the highest-rated areas. These numbers suggest that in schools across Lideta, from Kefitegna-23 to Omega, students mostly felt they could be themselves. The results also indicate that teachers were willing to help students when they struggled with their subjects.

However, the data also identified concerning patterns regarding the physical and social health of the schools. Many students seemed to feel that mutual respect ($M = 2.81$) was lacking in their daily interactions. Perhaps most notably, the condition of basic infrastructure, such as school toilets and water facilities ($M = 2.43$), appears to be a significant source of frustration. This was a primary barrier for learners at Ewuket Lefere. When asked whether the school environment helps them achieve higher marks, the average response was quite low at 1.78 on a three-point scale.

The researcher observed a high standard deviation across most indicators. For example, school toilets and water facilities showed high variation ($SD = 1.34$). This variation is a critical finding. It suggests that the student experience was not consistent across the Sub-city. While the overall mean appears neutral, the high level of disagreement suggests that some students experienced a positive climate, while others faced a crisis. This belief that the atmosphere of the school might not be supporting academic success is a key finding. It is likely related to the broader achievement gap found between government and private institutions in Lideta.

4.5.2 Teacher Perceptions of School Climate

Table 4.5 presents the summary of the School Climate Index (SCI) based on the responses of 125 teachers.

Table 4.5: *Overall of Teacher Perceptions of School Climate (N=125)*

SCI Dimension	Min	Max	Mean	Std. Dev (SD)
A. Collegial Leadership (Principal Behavior)				
1. Principal treats teachers as professional colleagues	1	5	2.99	1.31
2. Principal is open to suggestions regarding school matters	1	5	3.05	1.20
3. Principal lets faculty know what is expected of them	1	5	3.14	1.20
4. Principal is friendly and approachable	1	5	3.02	1.30
5. Principal protects teachers from undue pressure	1	5	3.15	1.31
B. Teacher Professionalism (Interpersonal Relationships)				
6. Teachers in this school help and support each other	1	5	3.09	1.23
7. Teachers respect the professional competence of colleagues	1	5	3.29	1.31
8. Teachers accomplish their jobs with enthusiasm	1	5	3.16	1.32
9. Teachers in this school trust one another	1	5	2.91	1.46
10. Teachers regularly collaborate to improve instruction	1	5	3.01	1.35
C. Academic Press (Expectations for Success)				
11. The school sets high standards for performance	1	5	3.11	1.22
12. Students in the school respect high achievers	1	5	2.97	1.19
13. Students seek extra work to get good grades	1	5	2.85	1.23
14. Teachers believe all students can learn and succeed	1	5	2.87	1.32
15. The learning environment is orderly and serious	1	5	2.86	1.27
D. Safety and Institutional Environment				
16. Feel physically safe teaching in this school	1	5	3.14	1.26
17. The school is free from disruptions and violence	1	5	2.61	1.39
18. School provides adequate instructional materials	1	5	3.14	1.22
19. Principal consistently enforces rules for students	1	5	3.03	1.34
20. Physical facilities are well-maintained	1	5	2.96	1.38
21. Class sizes are manageable for effective teaching	1	5	2.67	1.45
E. Community Engagement				
22. Parents are supportive of educational goals	1	5	2.50	1.20
23. Community members are involved in decision-making	1	5	2.40	1.21
24. Teachers maintain good communication with parents	1	5	2.60	1.41
F. Perception of Climate Impact				
25. Extent to which climate influences student results	1	4	3.52	0.66

Table 4.5 presents a descriptive analysis of the professional climate from the perspective of the teaching staff. Educators from institutions like Ewuket Lefere and Omega appeared to view teacher professionalism (M = 3.29) and principal support (M = 3.16) as the primary strengths of their schools. These results indicated that a foundation of mutual respect existed among the staff. They also showed a baseline level of administrative guidance in most schools within the Sub-city.

However, the data revealed several challenges that disrupted the daily learning environment. Specifically, many teachers reported a lack of freedom from behavioral violence and disruptions (M = 2.61). They also expressed considerable dissatisfaction regarding community involvement in decision-making (M = 2.40). This low score suggested a significant breakdown in the partnership between schools and families.

The researcher identified a critical disconnect between student and teacher perceptions. Teachers viewed their own professionalism as a moderate strength (M = 3.29). However, the student data recorded a much lower score for teacher respect (M = 2.13). This gap in perception is a major finding for this study. It suggests that staff members may not realize how their daily interactions affect student morale. Despite these internal tensions, teachers from Kefitegna-23 to NEPS strongly indicated their belief that the school atmosphere served as a major factor in determining student success (M = 3.52 on a 4-point scale). Overall, these findings suggested that while the teaching staff is professionally motivated, they felt limited by a lack of parental support and institutional order. This organizational weight appears to be a significant factor in the academic achievement patterns observed in Lideta Sub-city.

4.6 Integrated Analysis

4.6.1 Safety and Leadership

The researcher used an independent samples t-test to identify differences in safety perceptions between the two sectors. Table 4.6 presents these results.

Table 4.6 *Independent Samples t-Test Results for Student Perceptions by School Type*

Climate Indicator	Govt (M)	Govt (SD)	Private (M)	Private (SD)	t-value	p-value
Physical Safety	2.71	1.24	4.33	0.71	-9.35	< .001
Teacher Respect	2.13	1.18	4.25	0.88	-12.25	< .001
Principal Visibility	2.17	1.16	4.28	0.87	-12.36	< .001
Fair Discipline	2.42	1.34	4.08	1.00	-8.46	< .001
Academic Expectations	2.98	1.22	4.32	0.79	-7.66	< .001
Identity Expression	3.26	1.26	4.07	0.99	-4.30	< .001
Library Resources	2.55	1.23	3.67	1.15	-5.85	< .001
Classroom Maintenance	3.03	1.32	3.87	1.02	-4.25	< .001
Toilets & Water	2.15	1.21	2.97	1.44	-3.98	< .001

Note: df = 173; $p < 0.05$ is the level of significance.

The results of the independent samples t-test presented in Table 4.6 demonstrate a profound and statistically significant gap in students' climate perceptions across all measured dimensions ($p<.001$). The most extreme disparities were found in Principal Visibility ($t=-12.36$) and Teacher Respect ($t=-12.25$). In these areas, government school means (2.17 and 2.13) fell significantly into the 'disagree' category, while private institutions maintained high positive scores above 4.25.

Furthermore, the Standard Deviations (SD) reveal that private school students have a more unified and consistent experience ($SD < 1.0$), whereas the higher SDs in government schools (reaching 1.34 in areas like Fair Discipline) indicate a fragmented environment where student experiences vary wildly. This quantitative evidence of institutional instability, especially regarding Physical Safety ($M=2.71$, $t=-9.35$), is strongly supported by the teacher data and clarifies the root of the 'surrender mentality' identified in this study. The following qualitative findings explain the specific administrative failures and infrastructure crises that created these stark statistical differences.

A parent committee member from a government school reported that anxiety exists from the time students leave for school until they return. This participant identified group fighting as a constant threat to children. Another respondent noted that school directors cannot often punish students who commit offenses. In some cases, the administration punishes the victim instead of the attacker, which creates a high psychological burden on the learners. These qualitative findings explain why government students feel unsafe in their compound.

The interviews revealed that female students face specific fears regarding their safety. One stakeholder stated that students cannot move around freely because of assault groups within the school. These conditions prevent learners from focusing on their studies. Conversely, private school participants reported that implementing a discipline manual ensures the safety of all students. Directors at NEPS and Omega stated that they inform parents immediately if a behavioral problem occurs. This proactive approach supports the higher mean of 4.33 for physical safety in the private sector. The lack of peace in government schools is a significant barrier to academic results. These findings align with the conclusions of Ortega *et al.* (2011). They suggested that safety serves as the foundation for a positive school atmosphere.

4.6.2 Leadership Visibility and Professional Support

This section addressed the leadership presence within the selected schools. The study used data from teachers and students to evaluate this dimension. The researcher also interviewed school directors to understand the challenges of school management. Table 4.7 presents the t-test results for the teacher respondents.

Table 4.7: *Independent Samples t-Test Comparison of Key Teacher Indicators (N=125)*

Climate Indicator	Govt (M)	Govt (SD)	Private (M)	Private (SD)	t-value	df	p-value
Academic Press (Expectations)	2.79	1.05	4.17	1.14	-6.06	123	.000*
Collegial Leadership Support	2.63	1.17	4.21	0.98	-6.60	123	.000*
Communication with Parents	2.10	1.16	4.24	0.79	-9.31	123	.000*
Freedom from Violence	2.26	1.28	3.76	1.09	-5.69	123	.000*
Community Involvement	2.03	1.06	3.62	0.82	-7.42	123	.000*
Climate Influence on Results	3.49	0.68	3.62	0.56	-0.94	123	.347

*Significant at $p<.05$

The statistical analysis in Table 4.7 identifies a profound disparity in the professional climate between the two sectors. The independent samples t-test shows that the gap in Communication with Parents ($t=-9.31$, $p<.001$) and Community Involvement ($t=-7.42$, $p<.001$) represents the most significant systemic failure in government schools. While professional staff in both sectors showed a moderate level of agreement within their groups ($SD \approx 1.0$), the mean differences are stark.

Specifically, government teachers reported a low mean of 2.63 for leadership support, compared to 4.21 in the private sector (t=−6.60).

Qualitative interviews with government school directors explained the reasons for these low scores. One director stated that frequent meetings called by the sub-city education office create a 'leadership distance' between the administration and the classrooms. Another respondent noted that heavy paperwork and unplanned emergency tasks occupy three days of every workweek. These leaders are forced to implement strategies from the Ministry of Education without the flexibility to focus on instructional leadership.

Interestingly, the test for Climate Influence on Results showed no significant difference (p=.347). This reveals a critical paradox: teachers in both sectors strongly believe that the school environment drives academic success (M=3.49 and 3.62), yet government school teachers are prevented from creating this environment due to the administrative barriers and the lack of parental synergy identified in the data.

In contrast, private school directors reported specific management strategies to remain accessible. A director from Omega stated that they used a “Management by Walking Around” approach. Best practice ensured their presence in hallways and classrooms instead of remaining behind a desk. Another director at NEPS noted that situational leadership tied the school community together. They also held weekly briefings on Monday mornings with teachers and student representatives to stay informed. This consistent presence builds trust among the staff and allows the administration to address minor issues before they become major problems.

These interviews clarify the statistical gap between the two sectors. Visible leadership remains a requirement for school effectiveness. The negative mean differences show that government participants perceive their environment as less supportive. This lack of instructional oversight likely contributed to lower achievement results. These findings were consistent with those of MacNeil *et al.* (2009). They argued that the leadership style shapes the organizational climate.

4.6.3 Academic Press and Expectations for Success

The researcher analyzed the level of academic press to understand the drive for excellence in each building. This dimension measured the professional enthusiasm of teachers and the enforcement of

rules by leadership. Table 4.8 presents the one-way ANOVA results for these indicators across the four schools.

Table 4. 8: *One-Way ANOVA Summary of Teacher Perceptions across Individual Schools*

SCI Dimension	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Principal as Colleague	Between Groups	81.30	3	27.10	24.90	.000*
	Within Groups	131.69	121	1.09		
Teacher Enthusiasm	Between Groups	91.03	3	30.34	29.66	.000*
	Within Groups	123.77	121	1.02		
Principal Enforces Rules	Between Groups	95.06	3	31.69	29.76	.000*
	Within Groups	128.81	121	1.06		
Climate Influence	Between Groups	1.86	3	0.62	1.46	.229
	Within Groups	51.34	121	0.42		

*Significant at p<.05

Post Hoc Analysis of Institutional Differences (Tukey HSD)

To determine which specific schools differed significantly from one another, a Tukey HSD Post Hoc test was conducted. The results revealed a clear sectoral divide. In the dimension of Teacher Enthusiasm, schools were grouped into two distinct "homogeneous subsets":

Subset 1 (Low Performance): Ewuket Lefere (M=2.30) and Kefitegna-23 (M=3.15) showed no significant difference from each other but were significantly lower than the private sector.

Subset 2 (High Performance): Omega (M=4.71) and NEPS (M=4.58) formed the high-performing group.

Notably, the Post Hoc test showed that Ewuket Lefere is significantly more "closed" than even its government neighbor, Kefitegna-23, specifically in the area of principal collegiality (p=.015).

The One-Way ANOVA results in Table 4.8 provide a detailed institutional comparison. The high F-statistics for rule enforcement (*F*=29.76) and teacher enthusiasm (F=29.66) prove that the 4 schools are not operating at the same level.

By analyzing the Mean Squares Between Groups, we see that the variance caused by the school environment is significantly larger than the variance within the teacher groups themselves. This confirms that the specific school a teacher works in is the primary predictor of their motivation.

The Tukey HSD Post Hoc test reveals the 'why' behind the 617% gap. Educators at Ewuket Lefere reported the lowest level of enthusiasm (M=2.30), which is statistically different from all other schools ($p<.001$). In contrast, teachers at Omega reported near-perfect levels of rule enforcement and professional drive. However, the ANOVA for Climate Influence on Results yielded a non-significant result ($p=.229$). This is a vital finding: it proves that teachers in all 4 schools, whether at the failing Ewuket Lefere or the high-performing Omega, share a unified belief that the school climate is the most important factor for student success. The difference is that only the private schools have the leadership visibility and institutional order necessary to turn that belief into high pass rates.

Private school directors identified specific strategies that encourage the culture of success. One director at NEPS stated that they provided financial rewards for teachers who conducted tutorial classes. The administration also recognized high performance with annual certificates to maintain high morale. Private institutions followed a quarterly academic calendar, which allowed them to administer multiple model exams every year. This frequent testing identified low achievers early. Smaller classroom sizes also allowed teachers to provide individual support to every student. These qualitative findings explain why private schools achieved a 46.35% pass rate.

The interviews reveal the surrender mentality among Grade 12 students in government schools like Kefitegna-23. A director explains that current students have lost hope after observing the extremely low pass rates of previous years. These learners believe they were destined to fail the national entrance exam regardless of their effort. Consequently, they no longer focused on their studies or attended classes regularly. This lack of student engagement severely drained the motivation of teachers. Government schools administered only one model exam during the final semester. This limited practice hindered student readiness for the national examination.

These results showed a disparity in institutional order. For the item on rule enforcement by the principal, schools like NEPS reported nearly perfect scores ($M = 4.75$). Government schools like Kefitegna-23 recorded lower results ($M=2.64$). This suggests that private institutions maintained a more disciplined organizational structure. These findings correspond with the theory of Hoy and Tarter (1997), who argue that strong academic press and clear expectations are primary drivers of achievement. The lack of an academic atmosphere in government schools remains a primary

challenge, and this institutional gap contributes to the difference between the 6.06% and 46.35% pass rates in the Sub-city.

4.6.4 Institutional Infrastructure and Resources

The researcher assessed the physical institutional environment at the study sites. This section addresses the availability of resources and the condition of facilities. Table 4.9 presents the individual school results for student respondents.

Table 4.9: *One-Way ANOVA Summary of Student Perceptions across Individual Schools (N=175)*

Climate Indicator	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Physical Safety	Between Groups	112.98	3	37.66	32.96	.000*
	Within Groups	195.40	171	1.14		
Fair Discipline	Between Groups	120.96	3	40.32	27.25	.000*
	Within Groups	253.02	171	1.48		
Library Resources	Between Groups	79.78	3	26.60	20.73	.000*
	Within Groups	219.39	171	1.28		
Academic Self-Rating	Between Groups	3.38	3	1.13	1.39	.247
	Within Groups	138.53	171	0.81		

**Significant at p<.05*

Post Hoc Analysis of Student Perceptions (Tukey HSD)

The Tukey HSD Multiple Comparisons test confirmed that students in government and private schools inhabit two different climate realities.

Safety Subset: New English (M=4.38) and Omega (M=4.32) formed a homogeneous subset with significantly higher safety ratings than Ewuket Lefere (M=3.10) and Kefitegna-23 (M=2.50).

The Library Crisis: Post hoc results identified Ewuket Lefere (M=1.88) as having the most critical resource deficit in the study, scoring significantly lower than all other institutions (p<.001).

Discipline Gap: In the area of Fair Discipline, Ewuket Lefere (M=2.00) was again identified as the most challenged environment, statistically different from both the private sector and its government neighbor.

The One-Way ANOVA results in Table 4.9 identify the Institutional Environment as a primary barrier for government students. The high F-statistics for Physical Safety (*F*=32.96) and Fair Discipline (*F*=27.25F) prove that the differences between schools are not random but systemic. By analyzing the Mean Squares Between Groups, it is clear that the specific school environment creates more variance in student experience than individual student differences.

The Tukey HSD Post Hoc test pinpointed the 'functional crisis' of academic spaces. While private schools like NEPS provide dedicated libraries (M=4.00), government students at Ewuket Lefere reported a critically low mean of 1.88. Qualitative evidence explained this statistical low: libraries in government schools frequently serve as dining halls and meeting rooms, creating excessive noise that makes exam preparation impossible.

Interestingly, the Academic Self-Rating showed no significant difference (p=.247). This reveals a dangerous psychological trend: even though government students are failing the national exams at a higher rate (the 617% gap), they rate their own performance as 'average' compared to their peers in the same failing environment. This confirms that the Surrender Mentality is a collective group experience. These qualitative findings aligned with the conclusions of Barrett et al. (2015), who argue that the condition of school buildings directly impacts student concentration and academic performance.

4.7 Comparison of Student Absenteeism Rates

The researcher analyzed attendance records from March, 2026. This process offered physical proof of the differences in student engagement. The data revealed a gap.

Table 4.10*: Comparison of Student Absenteeism Rates by School Type (March 2026)*

School Sector	Number of Schools	Average Absenteeism (%)
Government Schools	2	35%
Private Schools	2	10%

The study analyzed the attendance records from March 2026 to provide proof of student engagement levels. Table 4.10 reveals a significant gap in daily presence between the two sectors. Government schools recorded a 35 % absenteeism rate. This difference of 25 % points resulted in a major loss of instructional time for government students. The findings integrated interview responses to identify the causes of this disparity.

A critical theme from the interviews was the breakdown of communication between government schools and families. One parent committee member shared a tragic story about a student who was absent for five days. The school did not inform the family. The student was later found dead outside the school compound. This participant stated that the school must inform parents immediately when a student is not in class. This lack of notification prevented parents from monitoring their children. Government school directors admitted that the connection between the administration and families remains low.

The interviews also identified a surrender mentality as a cause for high absenteeism. Directors at Kefitegna-23 stated that students skipped classes because they believed education was useless. These learners observe that many educated people remain poor. One student's response indicated that teachers simply refused to teach when attendance was low. This created a cycle where low attendance led to even less instruction.

In contrast, private schools use digital tools to ensure high attendance. Parent committee members of NEPS and Omega reported that the administration used telegram groups for daily updates. Parents also signed school communication books every day. Directors at these schools conducted one-to-one conferences with parents at the end of every quarter. This consistent follow-up ensured that students remained in class. These qualitative findings explained why the private sector maintained a 10% absenteeism rate. High absence rates prevented government students from completing the national curriculum. These results confirm the argument by Thapa *et al.* (2013) that a negative school climate leads to poor academic persistence.

4.8 Discussion: Linking School Climate to Academic Achievement

The analysis evaluated the link between organizational climate and academic results in Lideta Sub-city. The results show that the school atmosphere acts as a primary driver of the national exam disparity. The 46.35% pass rate in private schools like NEPS and Omega results from a specific

environment. Respect and accessible leadership characterize the climate in these institutions. Positive ratings for teacher respect (M = 4.25) and principal support (M = 4.21) create a sense of student belonging. These factors strengthen academic focus and persistence.

Government schools show a different outcome, with a 6.06% pass rate. The data indicate an organizational environment that struggles to meet psychosocial needs. This situation represents a relational crisis in schools like Kefitegna-23. Students reported a lack of respect from staff (M = 2.13). Teachers also reported inconsistent support from leadership (M = 2.63). Sixteen stakeholder interviews identified the reasons for this disconnect. Qualitative evidence reveals that government school directors face heavy administrative workloads. This barrier prevents them from maintaining visibility in classrooms. This lack of administrative presence, combined with low parental communication (M = 2.10), discourages student engagement.

Factors beyond individual student ability influence the performance gap in the Sub-city. The closed climate in schools like Ewuket Lefere played a role in these outcomes. Low academic expectations (M = 2.44) and poor physical infrastructure (M = 2.71) led to a decline in student motivation. The findings identified a surrender mentality as a significant theme in the government sector. One director stated that students lost hope because of the low pass rates in previous years. These learners believe they will fail regardless of their effort. This attitude drains the energy of the teaching staff and reduces instructional quality.

Conversely, private schools maintain a culture of success. These schools use digital tools like Telegram to ensure parents remain active partners. They also provide financial incentives for teachers who conduct tutorial classes. These management strategies support high teacher enthusiasm (M = 4.71). The triangulation of student surveys, teacher surveys, and stakeholder interviews proves that a supportive climate is a requirement for Grade 12 achievement. The evidence shows that a positive school climate supports success, while Institutional barriers hinder progress. Raising achievement levels in Lideta depends on improving these organizational conditions.

4.9 Synthesis of Triangulation of Findings

The study synthesized findings from student surveys, teacher surveys, and 16 stakeholder interviews to reach these conclusions. Triangulation of these data sources reveals that the school

environment in Lideta acts as a primary factor in academic success. Survey results demonstrate that private institutions maintain a more positive atmosphere ($p < .001$). Qualitative responses from directors and parent committee members explain these statistics. Private schools like NEPS and Omega succeed because of visible leadership and active parent partnerships. Directors in these schools reported using situational leadership to keep the community unified. The administration used digital tools to inform parents about student progress daily.

Government institutions faced different conditions. Schools like Kefitegna-23 struggled with administrative burdens. Directors identified frequent subsidy meetings as the main barrier to classroom presence. This evidence explains the low mean score for principal visibility. The study identified a relational and physical gap in the Sub-city. While the government provided textbooks, poor sanitation and the misuse of academic space hindered learning. Students at Ewuket Lefere confirmed that noisy libraries acted as a barrier to study. These libraries often served as dining halls and meeting rooms.

The most critical factor remains the difference in academic expectations. The 46.35 % pass rate in private schools resulted from a climate of high standards. Directors in the private sector provided financial incentives for teachers who offered tutorial classes. In contrast, the 6.06% pass rate in the government sector appeared as a consequence of an organizational climate that lacked hope. Interviews revealed the surrender mentality among grade 12 students. These students believe they would fail regardless of their effort. This widespread lack of engagement drained the motivation of teachers. Triangulation of data demonstrates that a supportive school climate is essential for academic success.

4.10 Summary of the Chapter

This chapter analyzes the school climate across four schools in Lideta Sub-city. Reliability tests confirm the accuracy of the research instruments. Descriptive statistics and t-tests demonstrate that a massive disparity exists between the government and private sectors. Interviews with 16 stakeholders explain the causes of this gap. The findings indicate that leadership visibility, institutional resources, and parental involvement act as the main factors influencing Grade 12 results. These findings provide the evidence needed for the conclusions and recommendations in the final chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of the Study

This research investigated the influence of school climate on the academic achievement of Grade 12 students in Lideta Sub-City. The study assessed how internal organizational factors contributed to the gap in national examination results between government and private schools. The findings demonstrate that school climate acts as a primary determinant of student success. The study answered three research questions. First, what is the current school climate in selected government and private secondary schools in Lideta Sub-city? Second, how does the school climate influence students' academic achievement in these schools? Third, what specific organizational and psychosocial factors within the school climate act as the primary barriers to Grade 12 academic achievement? The study included four schools in Lideta Sub-city: Kefitegna-23, Ewuket Lefere, NEPS, and Omega. Results revealed a pass rate gap: 6.06% in government schools versus 46.35% in private schools, representing a massive 617% disparity. Statistical analysis using independent samples t-tests and one-way ANOVA confirmed that these performance differences are rooted in the institutional environment ($p<.001$).

The study answered the first research question by identifying a significant climate gap between the two sectors. Private schools like NEPS and Omega maintain a significantly more positive organizational environment than government schools. Participants in the private sector reported higher levels of safety and professional respect. In contrast, government schools such as Kefitegna-23 and Ewuket Lefere struggled with a closed organizational atmosphere. These institutions faced critical challenges in physical security and administrative visibility. The data showed that these environmental factors directly shaped the pass rate disparity. The calculated t-values for Physical Safety ($t=-9.35$) and Principal Visibility ($t=-12.36$) provided scientific proof of this divide. Physical safety emerged as a primary finding for the first research question. Government school students reported a low mean of 2.71 for physical security. Qualitative evidence confirmed that group fighting and interference from outside groups occurred frequently in these compounds. Teachers supported this view with a low mean of 2.26 regarding freedom from violence. These results align with the findings of Ortega *et al.* (2011). They argue that safety remains the essential foundation for any learning environment. Private schools achieved a mean of 4.33 because they

implemented strict discipline manuals and monitored student behavior closely. The lack of security guards in government compounds created a persistent atmosphere of fear. This instability prevented students from focusing on their lessons during school hours.

Leadership visibility also shapes the school climate. Government school students perceived a lack of administrative support, with a low mean visibility score of 2.17. Directors identified frequent sub-city meetings and heavy reporting requirements as the main barriers to their presence in classrooms. These administrative tasks occupied three days of every work week and distanced the leadership from the learners. In contrast, private school directors achieved a visibility mean of 4.28. They used a management by walking around strategy to build trust with staff and students. This finding agrees with MacNeil *et al.* (2009) regarding the importance of visible leadership for school health. The study indicated that the absence of principals in government buildings contributed to the breakdown of daily order.

The study addressed the second research question by linking specific climate dimensions to the national examination results. The findings showed that academic expectations influence the national exam gap. Private schools maintained a culture of success through rigorous follow-up and frequent model exams. These schools used a quarterly academic calendar to identify low achievers early in the year. Teachers at Omega reported a high mean of 4.71 for professional enthusiasm. This high motivation resulted from financial incentives for tutorial classes and annual performance certificates. Government schools lacked these incentive structures. This absence of rewards led to a critical lack of professional drive among staff at institutions like Ewuket Lefere. These results are consistent with the theory of Hoy and Tarter (1997) that a strong academic press is a primary driver of achievement.

The research identified the surrender mentality as a major factor influencing achievement levels. Learners in government schools observed the low pass rates of previous years and lost hope in their own academic prospects. They believed that failure is inevitable, regardless of their study efforts. This cynical view of education led to disengagement and high absenteeism. These results confirmed the observations of Thapa *et al.* (2013) that a negative climate results in poor academic persistence. In private schools, a culture of high standards replaces this hopelessness. These students believed they could succeed because the school provided constant encouragement and sufficient resources.

The study answered the third research question by identifying major infrastructure challenges. Students reported a low mean of 2.43 for toilet and water facilities. Water shortages prevented the cleaning of restrooms which affects student hygiene and concentration. Furthermore, government schools frequently repurposed libraries as dining halls and meeting rooms. This practice created excessive noise and prevented Grade 12 students from studying for their national examinations. Ewuket Lefere reported the most difficult resource needs with a mean of 1.88. Private schools like NEPS maintained quiet and dedicated study spaces that supported higher concentration levels. These qualitative findings align with the conclusions of Barrett *et al.* (2015). That study argues that the condition of school buildings directly impacts student performance.

The breakdown of home-school communication represents another significant challenge in Lideta. Government parents reported a mean of 2.10 for communication from the administration. One stakeholder reported that the school failed to notify the family when a student was absent for five days. This lack of notification prevented parents from monitoring student behavior effectively. In contrast, private schools maintained active partnerships through digital tools like Telegram. Parents signed student communication books daily. These strategies ensured that parents remain active participants in the learning process. Private school directors achieved a mean of 4.24 for parental communication, which ensured a unified approach to student success.

The study identified a 35% absenteeism rate in government schools compared to 10% in the private sector. This loss of instructional time was a direct consequence of the relational crisis in government schools. Students reported a lack of respect from staff, with a mean of 2.13. When learners felt insulted or experienced physical punishment, they stopped attending classes. This finding supports the theory of Hoy and Tarter (1997) that a healthy social climate remains vital for student engagement. The high absence rate in schools like Kefitegna-23 prevented the completion of the national curriculum before exam dates.

Unexpected results regarding teacher professionalism deserve explanation. Teachers in government schools reported that they respected the competence of their colleagues with a mean of 3.29. However, students gave the teacher respect a much lower score. This gap suggests that teachers do not realize how their interactions affect student morale. While teachers feel professionally motivated, they felt limited by the lack of institutional resources and parental

support. This organizational weight prevented them from translating their professionalism into better student results.

The triangulation of survey data and stakeholder interviews showed that school climate acts as a requirement for academic success. The 46.35% pass rate in private schools resulted from an open climate characterized by trust and high standards. The 6.06% pass rate in government schools was a consequence of a closed environment that lacks resources and visibility. Academic achievement depends on the psychosocial and physical surroundings where learning occurs. Improving these organizational factors remains essential for raising student performance in government institutions. The evidence suggests that a positive climate can mitigate some resource constraints if leadership remains visible and expectations stay high. Raising the achievement levels in Lideta Sub-city depends on fixing these organizational gaps.

5.2 Summary of Major Findings

The study showed that private schools maintained a significantly more positive organizational climate than government institutions in Lideta sub-city. The independent samples t-test revealed that the most critical disparities exist in Teacher Respect ($t=-12.25$) and Principal Visibility ($t=-12.36$). In the government sector, scores for these dimensions fell significantly into the 'disagree' range, while private schools scored consistently in the 'agree' range. This disparity was statistically significant at the $p < .001$ level. Private schools such as NEPS and Omega achieved higher ratings for professional trust and safety. In contrast, government schools such as Kefitegna-23 and Ewuket Lefere operated within a closed climate characterized by administrative distance. These results agree with the findings of Gebre *et al.* (2022). They suggested that climate variations explain academic disparities in the Ethiopian context. Field observations confirmed these differences through classroom interactions. Private school classrooms appeared orderly and focused on instruction. Conversely, government schools suffered from overcrowded rooms and a visible lack of discipline among senior students. This climate status directly correlates with the 6.06% pass rate in government schools compared to the 46.35% achieved in the private sector. The organizational environment acts as a primary determinant of student outcomes.

The results showed that physical safety acts as a primary differentiator between the two school sectors. ANOVA results ($F=32.96$) further confirmed that the safety gap is a systemic institutional failure. Tukey HSD post hoc tests identified government schools, particularly Kefitegna-23

(M=2.50), as the most challenged environments regarding physical security. Government school students reported a low mean of 2.71 for security within the school compound. Qualitative evidence revealed that group fighting and gang activities occurred frequently at Kefitegna-23. Teachers supported this finding with a low mean of 2.26 regarding freedom from violence. These conditions created a persistent atmosphere of fear that hindered concentration. Private schools achieved a mean of 4.33 because they implemented strict discipline manuals and monitored student behavior closely. These findings align with Ortega *et al.* (2011). They argued that safety remains the essential foundation for any learning environment. Observations during field visits revealed outsiders entering government compounds without being checked by security personnel. This lack of control compromised the psychological well-being of the learners. In contrast, private school directors monitored behavior and informed parents immediately of any incidents. The absence of peace in government schools prevented learners from focusing on Grade 12 national examination preparation.

Leadership visibility varied significantly and influenced the instructional quality across the Sub-city. Government school students perceived a critical lack of administrative support, with a mean visibility score of 2.17. Directors identified frequent sub-city meetings and heavy reporting requirements as the main barriers to their classroom presence. These administrative burdens occupied three days of every work week. This distance separates leadership from the academic process. In contrast, private school directors achieved a visibility mean of 4.28. They used the management by walking around strategy to build trust with their staff. This finding remains consistent with MacNeil *et al.* (2009). They argued that visible leadership remains a requirement for school effectiveness. During data collection, government directors appeared isolated in their offices with stacks of paperwork. Private school leaders remained present in hallways and engaged directly with student representatives. This lack of administrative visibility in the government sector led to a breakdown of daily order. It contributed significantly to the lower academic results observed in the study.

The findings showed that academic expectations directly shape the national examination outcomes. High F-statistics for Teacher Enthusiasm (F=29.66) and Rule Enforcement (F=29.76) proved that institutional order is a private sector advantage. Private schools like NEPS maintained a culture of success through rigorous follow-up and frequent testing. These schools achieved a 46.35% pass rate by administering model exams throughout the year. Teachers at Omega reported a high mean

of 4.71 for professional enthusiasm. This motivation resulted from financial incentives for tutorial classes and annual recognition certificates. Government schools lacked these incentive structures and reported a pass rate of only 6.06%. This absence of rewards led to a critical lack of drive among staff at Ewuket Lefere. These results correspond with the theory of Hoy and Tarter (1997). They stated that a strong academic press acts as a primary driver of student achievement. The analysis identified a critical surrender mentality among government students who believed failure is inevitable. They lose hope after observing the poor results of previous years. Private school students believed they could succeed because the administration provided constant academic resources and encouragement.

Infrastructure challenges acted as a major barrier to academic performance in the government sector. The post hoc results pinpointed the library crisis, with Ewuket Lefere scoring a critical low of 1.88. Students reported a low mean of 2.43 for toilet and water facilities. Constant water shortages prevented the cleaning of school restrooms. This lack of sanitation affected the hygiene and concentration of Grade 12 students. Furthermore, government schools frequently repurposed libraries as dining halls and meeting rooms. This practice created excessive noise. It removed the only quiet study area for learners at Ewuket Lefere. That school reported the most difficult resource needs with a mean of 1.88. Private schools like NEPS maintain dedicated academic spaces that remained quiet and accessible. These findings aligned with the conclusions of Barrett *et al.* (2015). They argued that the physical condition of a school building directly impacts student concentration. Observations confirmed that students were studying in hallways because the libraries were occupied by non-academic activities. Misuse of space represents a significant barrier to student success in government institutions.

The breakdown of communication between the school and parents represents a critical challenge for student engagement. The t-value for Communication with Parents ($t=-9.31$) represents one of the strongest statistical gaps in the study. Government school teachers reported a low mean of 2.10 for administrative communication with parents. One stakeholder reported that the school failed to notify the family when a student remained absent for five days. This lack of notification prevented parents from monitoring student behavior. In contrast, private schools maintained active partnerships through digital tools. Parents at NEPS achieved a mean of 4.24 for communication. They used telegram groups for daily updates and communication books every morning. These strategies ensured that parents remained active participants in the learning process. The private

sector maintained a 10% absenteeism rate while government schools faced a 35% rate. This finding supports the theory of Hoy and Tarter (1997) that a healthy social climate is vital for student attendance. The high absence rate in government schools prevented students from completing the national curriculum. It served as a primary factor in the academic failure of Grade 12 learners in Lideta Sub-city.

5.3 Conclusions

This research investigated the influence of school climate on the academic achievement of Grade 12 students in Lideta Sub-city. The study specifically addressed the persistent variation in national examination outcomes between government and private institutions. The primary objective was to assess how internal organizational factors contributed to the significant performance gap in this urban context. The investigation identified the dimensions of the climate that distinguish high-performing private schools from government schools facing academic challenges. By providing the full range of t-statistics and Mean Squares, this analysis proved that the school environment is a statistically significant predictor of Grade 12 success. This analysis provided empirical evidence to explain why a 6.06% pass rate exists in the government sector while private schools achieve 46.35%. The research evaluated institutions like Kefitegna-23, Ewuket Lefere, NEPS, and Omega to capture the local reality of the learning environment. The study aimed to provide school administrators and policymakers with actionable data to improve student performance.

The study achieved its objectives through a mixed-method sequential explanatory design. Analysis of student and teacher perceptions addressed each research question regarding the status and influence of the school climate. The findings revealed a significant disparity in safety, leadership visibility, and academic expectations between the two sectors. Quantitative data showed that private schools maintained a significantly more positive environment. Stakeholder interviews with sixteen participants explained the root causes of these statistical patterns and clarified the administrative barriers and infrastructure gaps present in government schools. The research found that the current school climate serves as a predictor of student success. This investigation successfully linked low principal visibility scores with the high absenteeism rates observed during field visits. The integration of survey results and qualitative findings indicated that the organizational environment directly impacts student readiness for national examinations.

The findings demonstrate that school climate functions as a primary requirement for academic success rather than a secondary factor. The statistical evidence confirms that the 617% gap is a direct consequence of a relational and administrative collapse in the public sector. The main takeaway message remains that physical resources alone do not ensure high achievement if the psychosocial environment remains closed. A culture of high expectations and visible leadership separates successful institutions from those in crisis. The results suggest that the surrender mentality among government students stems from a lack of safety and inconsistent communication with families. Private schools succeed because they maintain active parent partnerships and provide teacher incentives that encourage professional drive. This research confirms that the relational and physical gap remains the most significant obstacle to academic progress in Lideta. A supportive and orderly climate provides the essential foundation for students to complete the national curriculum effectively. Improving these social and physical conditions remains a priority for any administration seeking better results.

This study contributes to the field of educational planning and management in Ethiopia by identifying specific organizational factors for reform. The results provide a clear roadmap for the Lideta Sub-city education office to improve student performance. Effective planning should prioritize the reduction of administrative burdens on directors to ensure their presence in classrooms. The evidence supports including psychologist, counselor, and teacher-incentive budgets in regional educational policies. Successful management depends on protecting academic spaces like libraries and establishing digital communication channels between schools and homes. These findings encourage a shift in focus from inputs alone to the quality of the organizational atmosphere. This research serves as a firm basis for developing climate-enhancing strategies that support equitable educational outcomes in Addis Ababa. These recommendations provide the necessary evidence for policy changes that address the needs of Grade 12 students.

5.4 Recommendations

Based on the findings, the researcher offers the following recommendations to improve the school climate and academic results in Lideta Sub-city.

5.4.1 For the Ministry of Education

The Ministry of Education must allocate a specific national budget for teacher tutorial incentives to address the significant achievement gap between the two sectors. The current disparity, where

government schools report a 6.06% pass rate compared to 46.35% in private schools, stems from a lack of academic support. This study revealed that teachers at Omega maintain high enthusiasm because the administration provided financial rewards for extra work. The ministry should replicate this successful private-sector model by establishing a standard incentive structure for all Grade 12 instructors. Furthermore, the ministry must mandate the hiring of professional psychologists for government schools to combat the surrender mentality identified among students. Hiring female psychologists provides better emotional support for female students who report specific safety fears. These professionals are necessary to change the cynical view of education that results in a 35 % absenteeism rate. Formalizing these support roles within the national education policy ensures that students receive the psychosocial guidance required for national examination success.

5.4.2 For the Lideta Sub-city Education Office

Lideta Sub-city education office must reduce the administrative reporting requirements for government school directors immediately. Frequent meetings that occupy three workdays every week cause low principal visibility. This administrative distance prevents leadership from maintaining order in compounds like Kefitegna-23. The Sub-city office should transition to digital reporting platforms to minimize the time spent on manual paperwork. Furthermore, the Sub-city must provide additional security personnel to government compounds to address the physical security crisis. Students report a low mean of 2.71 for safety and identify group fighting as a constant threat to their concentration. Increasing the number of security guards ensures that outsiders cannot enter school grounds freely during class hours. These officials must also monitor attendance trends and provide data to the Sub-city office to identify schools in need of emergency interventions. Reducing the bureaucratic burden allows directors to spend more time in classrooms where their presence acts as a requirement for academic discipline.

5.4.3 For School Administrations

School administrators at government institutions such as Kefitegna-23 and Ewuket Lefere must protect academic spaces from non-educational activities. The research revealed a functional crisis where school libraries serve as dining halls and meeting rooms for staff. This practice creates excessive noise that prevents Grade 12 students from studying for national examinations. Administrators should designate specific rooms for meals and meetings to ensure the library remains a quiet and dedicated study environment. Furthermore, directors must adopt the Management by Walking Around strategy used by private school leaders. Private schools achieve

a mean visibility score of 4.28 because their leaders remain present in hallways and classrooms. Consistent visibility builds trust with staff and allows for the early resolution of behavioral issues before they disrupt the learning process. Administrators must also establish digital communication channels like Telegram groups to inform parents immediately of student absences to fix the severe parent communication gap ($t=-9.31$) identified in Table 4.7. Improving home-school communication addresses the 35% absenteeism rate by making families active partners in student monitoring.

5.4.4 For Teachers

Teachers in the government sector must implement positive student management techniques to improve the relational climate within their classrooms. The findings identify a critical disconnect where students report a lack of respect from their instructors. When learners feel insulted or experience physical punishment, they lose interest in learning and skip classes. Teachers must replace these negative interactions with constructive feedback and academic encouragement. This study shows that high teacher expectations act as a primary driver of the 46.35% pass rate in private schools. Instructors should collaborate through professional learning communities to share effective instructional strategies for Grade 12 students. Furthermore, teachers must prioritize the identification of low achievers early in the academic year for targeted tutorials. Providing extra support to struggling learners helps combat the surrender mentality that leads to widespread academic failure. Engaging with students respectfully ensures a supportive atmosphere that encourages cognitive growth and academic persistence during the preparation for national exams.

5.4.5 For the Parent-Teacher-Student Association (PTSA)

The parent-teacher-student association must take a proactive role in addressing infrastructure challenges in government schools. One parent respondent indicated that families are ready to discuss water shortages with authorities if the school provides information. This study identifies that low parental communication ($M = 2.10$) prevents families from contributing to school development efforts. Parent committees should organize fundraising events specifically to improve water and toilet facilities, which currently report a low mean of 2.43. These committees must also establish mandatory quarterly conferences where parents discuss student progress with homeroom teachers. This direct involvement ensures that families understand the academic requirements for university entrance exams. Furthermore, parents must recognize their power to influence school conditions through regular consultation with the Sub-city education office. Active participation

from the community acts as a protective layer that ensures the school remains focused on its primary academic mission. Improving these partnerships ensures that government schools move away from a closed organizational climate toward a culture of collective responsibility.

5.4.6 For Future Researchers

Future researchers should conduct longitudinal studies to track the long-term impact of climate-enhancing strategies on national examination results. This investigation focused on Grade 12 students in Lideta Sub-city during a specific academic year. Expanding the scope to include primary schools allows researchers to identify if the climate gap begins at an earlier age. Furthermore, future studies should investigate the specific impact of teacher salary levels on the professional enthusiasm of government staff. This research identifies a lack of incentives as a major factor in the 6.06% pass rate, but it did not quantify the relationship between base salary and motivation. Scholars must also examine the effectiveness of hiring female psychologists on the graduation rates of female students in Addis Ababa. These studies should utilize larger sample sizes to provide a more comprehensive picture of the educational planning challenges across the entire city. Providing more data on these organizational variables supports the Department of Educational Planning and Management in developing evidence-based solutions for the Ethiopian context.

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Appendix –I

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

English Questionnaires (Student & Teacher)

STUDENT QUESTIONNAIRE: SCHOOL CLIMATE ASSESSMENT

Dear Student,

You are invited to participate in a study on school climate and Achievement. Your participation is **voluntary.** Your responses will be kept **strictly confidential** and used only for academic research purposes. Do not write your name on this paper to ensure anonymity. By completing this survey, you agree to participate

Instructions:

- **Do not write your name.** Your responses are **anonymous** and confidential.
- There are no right or wrong answers. Please answer honestly.
- Please make **(√)** the option that best describes your opinion.

PART I: DEMOGRAPHIC INFORMATION

Please (√) the appropriate box.

1. **Gender:** Male [ ] Female [ ]
2. **Age:** 15-17 [ ] 18-20 [ ] Above 20 [ ]
3. **School Name:**_____
4. **School Type:** Government [ ] Private [ ]
5. **Current Stream:** Natural Science [ ] Social Science [ ]
6. **What was your average score (average mark) in the last semester?**

   [ ] Below 50 [ ] 90-100

   [ ] 50-64 [ ] 75-89 [ ] 65-74

PART II: SCHOOL CLIMATE SURVEY

Please indicate how much you agree with the following statement using the scale:

1= Strongly Disagree (SD), 2 = Disagree (D), 3= Neutral (N), 4= Agree (A), 5 =Strongly Agree (SA)

A. SAFETY (Physical, Emotional, and Order)

This section measures if you feel safe and treated fairly.

No.	Statement	1(SD)	2(D)	3(N)	4(A)	5(SA)
1	I feel physically safe in the school compound and classrooms.					
2	I am not afraid of being bullied or harassed by other students.					
3	Teachers and staff protect students from harm.					
4	School rules are clear and easy to understand.					
5	Discipline is applied fairly; the consequences for breaking rules are the same for everyone.					
6	I feel comfortable expressing my identity (culture, gender, beliefs) without fear of discrimination					

B. TEACHING AND LEARNING ENVIRONMENT

This section measures the quality of instruction and academic motivation.

No	Statement	1(SD)	2(D)	3(N)	4(A)	5(SA)
7	Teachers explain difficult topics clearly.					
8	Teachers have high expectations for my academic success.					
9	My teachers provide helpful feedback on my assignments and exams.					
10	Classes are engaging and interesting.					
11	I feel motivated to work hard in this school environment.					
12	Teachers are available to help me if I am struggling with a subject.					

C. INTERPERSONAL RELATIONSHIPS

This section measures how students, teachers, and staff connect.

No.	Statement	1(SD)	2(D)	3(N)	4(A)	5(SA)
13	Teachers treat students with respect.					
14	Students at this school respect one another.					
15	I feel like I "belong" at this school.					
16	The school director/principal is visible and friendly to students.					
17	Students help each other with academic work.					
18	I trust the adults in this school.					

D. INSTITUTIONAL ENVIRONMENT (Resources & Facilities)

This section measures the physical condition of the school.

No.	Statement	1(SD)	2(D)	3(N)	4(A)	5(SA)
19	The school classrooms are clean and well-maintained					
20	There are enough textbooks and learning materials for everyone.					
21	The library is quiet and has good resources for studying.					
22	The size of the class (number of students) allows me to learn effectively.					
23	The school toilets and water facilities are clean and accessible.					

PART III: ACADEMIC SELF-PERCEPTION

To help us understand your academic achievement.

24. How would you rate your own academic performance compared to your classmates?

[ ] Below Average [ ] Average [ ] Above Average [ ] Excellent

25. Do you believe the school environment helps you get better grades?

[ ] Yes
[ ] No
[ ] Not sure

PART IV: OPEN-ENDED QUESTIONS

Please write briefly.

26. What is the **major challenge** regarding school climate that negatively affects your learning?
27. What is one thing the school administration should do to improve the school environment?

Thank you for your participation!

TEACHER QUESTIONNAIRE: SCHOOL CLIMATE INDEX (Adapted)

Dear Colleague,

This Questionnaire is designed to collect data for a Master's thesis, "The Influence of School Climate on Students' Academic Achievement in Lideta Sub-City." The purpose is to understand the organizational climate of your school.

Confidentiality Statement:

Your participation is voluntary. Your responses are strictly confidential and anonymous. No individual data will be reported. Please answer candidly based on your experience.

PART I: DEMOGRAPHIC INFORMATION

Please (√) the appropriate box.

1. Gender: Male [ ] Female [ ]
2. Educational Qualification : Diploma [ ] BA/BSc [ ] MA/MSc [ ]
3. Year of Teaching Experience:
   1-5 years [ ] 6-10 years [ ] 11-15 years [ ] above 15 years [ ]
4. School Type: Government [ ] Private [ ]
5. Current Stream: Natural Science [ ] Social Science [ ]
6. Average class Size you teach:
   Below 40 [ ] 40-60 [ ] Above 60 [ ]

PART II: SCHOOL CLIMATE SURVEY

Please indicate how much you agree with the following statement using the scale:

Scale: 1= Strongly Disagree (SD)/ 2 = Disagree (D) /3= Neutral (N) /4= Agree (A) /5 strongly Agree (SA)

A. COLLEGIAL LEADERSHIP (Principal Behavior)

Measures the principal's openness, friendliness, and professional trust in teachers.

No	Statement	1	2	3	4	5
1.	The school director/principal treats teachers as professional colleagues.					
2.	The principal is open to suggestions from teachers regarding school matters.					
3.	The principal lets faculty members know what is expected of them.					
4.	The principal is friendly and approachable.					
5.	The principal protects teachers from undue pressure from parents/community.					

B. TEACHERS PROFESSIONALISM (Interpersonal Relationships)

Measures the level of professional respect, cooperation, and commitment among the teaching staff.

No	**Statement**	**1**	**2**	**3**	**4**	**5**
6.	Teachers in this school help and support each other.					
7.	Teachers respect the professional competence of their colleagues.					
8.	Teachers accomplish their jobs with enthusiasm.					
9.	Teachers in this school trust one another.					
10.	Teachers regularly collaborate to improve instructional strategies.					

C. Academic Press (Teaching & Learning Environment)

Measures the extent to which the school emphasizes academic excellence and sets high expectations for students.

No	Statement	1	2	3	4	5
11.	The School sets high standards for academic performance.					
12.	Students in the school respect others who get good grades					
13.	Students seek extra work so they can get good grades					
14.	Teachers believe that all students can learn and succeed.					
15.	The learning environment is orderly and serious without being rigid.					

D. SAFETY AND INSTITUTIONAL ENVIRONMENT

Measures physical safety, student discipline, and the adequacy of school facilities.

No	Statement	1	2	3	4	5
16.	I feel physically safe teaching in this school.					
17.	The school is free from behavioral disruptions and violence.					
18.	The school provides adequate instructional materials (textbooks, aids).					
19.	The principal consistently enforces school rules for students.					
20.	The physical facilities (classrooms, toilets, staff room) are well-maintained.					
21.	Class sizes are manageable for effective teaching.					

E. COMMUNITY ENGAGEMENT

Measures the relationship between the school and parents.

No	Statement	1	2	3	4	5
22.	Parents are supportive of the school's educational goals.					
23.	Community members are involved in the school's decision-making.					
24.	Teachers maintain good communication with parents regarding student progress.					

PART III. PERCEPTION OF IMPACT

25. In your professional opinion, to what extent does the current school climate influence student academic results?

[ ] No Influence

[ ] Minor Influence

[ ] Moderate Influence

[ ] Very Strong Influence

PART IV: OPEN-ENDED QUESTIONS

Please briefly answer the following based on your experience.

26. What do you believe is the single biggest school climate challenge hindering academic achievement in this school?
27. What specific action would you recommend to the school administration to improve the school climate?

Thank you for your time and professional contribution!

Appendix-II

Amharic Questionnaires (For Students)

በተማሪዎች የሚሞላ መጠይቅ፡ የትምህርት ቤት ድባብ (School Climate) ግምገማ

ውድ ተማሪ ጊዜዎን መስዋዕት ኣድርገዉ ይህንን መጠይቅ ለመሙላት ፈቃደኛ ስለሆኑ በቅድሚያ አመሰግናለዉ ።ይህ መጠይቅ “የትምህርት ቤት ድባብ በልደታ ክ/ከተማ ተማሪዎች ዉጤት ላይ ያለውን ትጽዕኖ” በሚል ርዕ ለ2ኛ ዲግሪ የማሟያ ጽሁፍ መረጃ ለመሰብሰብ የተዘጋጀ መጠይቅ ሲሆን የሚሰጡት ምላሽም በጥብቅ ሚስጢራዊነት ተጠብቆ በጥናቱ አላማ ብቻ ይዉላል።

መመሪያዎች፡-

- **ስምዎን ኣይጻፉ።**
- ትክክል ወይም ስህተት የሚባል መልስ የለም፤ እባክዎ ትክክለኛ ስሜትዎን በታማኝነት ይግለጹ።
- በምርጫዎ ፊት ለፊት ባለው ሳጥን ውስጥ የ (√) ምልክት ያስቀምጡ።

ክፍል አንድ፡ የግለ-ታሪክ መረጃ

እባክዎ ትክክለኛውን ሳጥን (√) ያድርጉ።

1. **ጾታ፡** ወንድ [ ] ሴት [ ]
2. **ዕድሜ፡** 15-17 [ ] 18-20 [ ] ከ 20 በላይ [ ]
3. **የትምህርት ቤቱ ስም፡** _____
4. **የትምህርት ቤቱ ኣይነት፡** የመንግስት [ ] የግል [ ]
5. **የትምህርት ዘርፍ (Stream):** የተፈጥሮ ሳይንስ [ ] የማህበራዊ ሳይንስ [ ]
6. **ባለፈው ሴሚስተር አማካይ ውጤትዎ (Average Mark) ስንት ነበር?**
   [ ] ከ 50 በታች
   [ ] 50 – 64
   [ ] 65 – 74
   [ ] 75 – 89
   [ ] 90 – 100

ክፍል ሁለት፡ የትምህርት ቤት ድባብ (Climate) መለኪያ

ከዚህ በታች ዝርዝር መጠይቆች በሰንጠረዥ ዉስጥ የቀረቡ ሲሆን ከሰንጠረዡ በላይ በተሰጠዉ መግለጫ ለእያንዳንዱ በምትመርጠዉ/ጭዉ ቁጥር ትይዩ የ [√] ምልክት አስቀምጥ።

1 = በጭራሽ አልስማማም | 2 = አልስማማም | 3 = ገለልተኛ | 4 = እስማማለሁ | 5 = በጣም እስማማለሁ

ተ.ቁ	መግለጫ	1	2	3	4	5
ሀ	**ደህንነት (አካላዊ፣ ስሜታዊ እና ሥርዓት)**					
1	በትምህርት ቤቱ ግቢ እና በመማሪያ ክፍል ውስጥ የአካል ደህንነት ይሰማኛል።					
2	በሌሎች ተማሪዎች እንዳይደርስብኝ የምፈራው ጉልበተኝነት ወይም ትንኮሳ የለም።					
3	መምህራን እና ሌሎች የአስተዳደር ሰራተኞች ተማሪዎችን ከጉዳት ይከላከላሉ።					
4	የትምህርት ቤቱ ደንቦች ግልጽ እና ለመረዳት ቀላል ናቸው።					
5	የዲሲፕሊን እርምጃዎች ፍትሃዊ ናቸው፤ ህግ ሲጣስ የሚወሰደው እርምጃ ለሁሉም እኩል ነው።					
6	በትምህርት ቤቱ ውስጥ ማንነቴን (ባህል፣ ጾታ፣ እምነት) በነጻነት ለመግለጽ ምቾት ይሰማኛል።					
ለ	**የመማር ማስተማር ሂደት**					
7	መምህራን አስቸጋሪ ርዕሶችን ግልጽ በሆነ መንገድ ያብራራሉ።					
8	መምህራን ለኔ የአካዳሚክ ስኬት ከፍተኛ ተስፋ/ግምት አላቸው።					
9	መምህራኖቼ በፈተና እና በስራዎቼ ላይ ጠቃሚ ግብረ-መልስ (Feedback) ይሰጣሉ።					
10	የክፍል ውስጥ ትምህርቶች አሳታፊ እና ሳቢ ናቸው።					
11	በዚህ ትምህርት ቤት ውስጥ ጠንክሬ ለመስራት ተነሳሽነት ይሰማኛል።					
12	ትምህርት ሲከብደኝ መምህራን እኔን ለመርዳት ፈቃደኛ ናቸው።					
ሐ	**የግንኙነት ሁኔታ (Interpersonal Relationships)**					
13	መምህራን ተማሪዎችን በአክብሮት ይይዛሉ።					
14	በዚህ ትምህርት ቤት ተማሪዎች እርስ በርስ ይከባበራሉ።					
15	በዚህ ትምህርት ቤት ውስጥ የኔነት (የባለቤትነት) ስሜት ይሰማኛል።					
16	የትምህርት ቤቱ ርዕሰ መምህር (ዳይሬክተር) ለተማሪዎች ቀረብ ያሉና ወዳጃዊ ናቸው።					
17	ተማሪዎች በትምህርት ጉዳይ እርስ በርስ ይጋገዛሉ።					
18	በዚህ ትምህርት ቤት ውስጥ ያሉትን አዋቂዎች (ሰራተኞች) አምናቸዋለሁ።					
መ	**ተቋማዊ ሁኔታ (ግብዓቶች እና መገልገያዎች)**					
19	የመማሪያ ክፍሎች ጽዳታቸው የተጠበቀ እና ምቹ ናቸው።					
20	ለሁሉም የሚዳረስ በቂ የመማሪያ መጽሐፍት እና ቁሳቁስ አለ።					
21	ቤተ-መጽሐፍቱ ለጥናት ምቹ፣ ጸጥታ ያለው እና በቂ ግብዓት የያዘ ነው።					
22	በክፍል ውስጥ ያለው የተማሪዎች ብዛት (Class size) በደንብ ለመማር ምቹ ነው።					
23	የትምህርት ቤቱ ሽንት ቤቶች እና የውሃ አቅርቦት ንጹህ እና ለተማሪዎች ክፍት ናቸው።					

ክፍል ሶስት፡ ስለራስ የአካዳሚክ አቅም ያለ አመለካከት

1. ከክፍል ጓደኞችዎ ጋር ሲነጻጸር የራስዎን የትምህርት አፈጻጸም እንዴት ይገመግማሉ?
   [ ] ከአማካይ በታች
   [ ] አማካይ
   [ ] ከአማካይ በላይ
   [ ] በጣም ጥሩ (Excellent)
2. የትምህርት ቤቱ ድባብ/አካባቢ የተሻለ ውጤት እንዲያመጡ ያዝዘኛል ብለው ያምናሉ?
   [ ] አዎ
   [ ] አይ
   [ ] እርግጠኛ አይደለሁም

ክፍል አራት፡ ክፍት ጥያቄዎች

ሓባክዎ አጠር ያለ መልሰ ይስጡ።

1. በዚህ ትምህርት ቤት የመማር ሂደትዎ ላይ አሉታዊ የሆነ ተጽእኖ የሚያሳድረው ዋናው **የትምህርት ቤት ድባብ (Climate)** *ተግዳሮት* ምንድን ነው?_____
   _____
   _____
   _____
2. የትምህርት ቤቱን ድባብ ለማሻሻል አስተዳደሩ ምን እንዲያደርግ ይመክራሉ? (አንድ መፍትሄ ይጥቀሱ)_____
   _____
   _____
   _____

ስለተሳትፎዎ እናመሰግናለን!

Appendix-III

INTERVIEW GUIDE

ADDIS ABABA UNIVERSITY DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Research Title: Influence of School Climate on Students' Academic Achievement in Government and Private Schools in Lideta Sub-City.
Researcher: Lijalem Getahun

Dear Director,
As part of my Master's thesis research, I am seeking your professional insights into the organizational climate of your school. Your responses will be treated with the strictest confidentiality and used solely for academic purposes. Please provide detailed written responses to the following questions.

For Government school directors

1. **Administrative & Leadership Dynamics:** My quantitative data suggests a perception of low principal visibility (M=2.17) among the school community. What are the primary administrative or systemic barriers that limit your direct engagement with staff and students?
2. **The Achievement Disparity:** Private schools in this Sub-city currently maintain a 33% pass rate compared to 6.06% in the government sector. How does this performance gap influence the academic expectations and morale of your teaching staff?
3. **Relational Climate:** Student data indicates a sense of low mutual respect (M=2.13). In your view, what factors contribute to the relational tension between teachers and students in this environment?
4. **Institutional Infrastructure:** Facilities such as water and sanitation were identified as major challenges (M=2.43). How do these physical conditions impact the daily academic focus of Grade 12 students?
5. **Strategic Recommendations:** What is the single most urgent change required in the school's organizational climate to improve Grade 12 national examination outcomes?

For Private school directors

1. **Leadership Visibility:** "Your school achieved a very high score for principal visibility and friendliness (M=4.28). What specific management strategies do you use to remain accessible to your students and staff?"
2. **Culture of Success:** "Teachers here report a high belief in student success (M=4.31). How do you foster this 'Academic Press' or high-expectation culture that leads to your 46.35% pass rate?"
3. **Parental Partnerships:** "Communication with parents is a major strength in your school (M=4.24M). How do you ensure that parents remain active partners in the academic life of the school?"

4. **Staff Professionalism:** "Teachers reported high mutual trust and support. What role does school leadership play in building this strong professional bond among teachers?"
5. **Environment as a Tool:** "How much of your academic success do you attribute to the physical and psychosocial environment of the school versus the curriculum itself?"

Thank you for your time and for sharing your valuable professional insights. Your contribution is vital to the success of this research and to our understanding of how to improve educational outcomes in the Lideta Sub-city. Please be assured that your responses will remain strictly anonymous and will be used only for academic purposes. If you have any additional comments regarding the school climate that were not covered by these questions, please feel free to add them below."

Researcher's Signature: _____
Lijalem Getahun (Master's Candidate, AAU)

በኦሮሚያ ክልል ቢሾፍቱ ከተማ አስተዳደር ከፍለ ከተማ
ትምህርት ጽ/ቤት
የሰው ኃይል ልማት
ክላስተር 23 ቀጠናዊ ደረጃ ትራፊት
አዲስ አበባ

Bifftuu Baraaraa Bakkiiffaa
Magaalaa Finfinnaa Kutaa
Magaalaa Idaraatii
Mana Barnoota Kaffeeglaac 23 sad. 2ffaa
Finfinnee

ቀጥር አ/ጋ/ት/ዕ/ዕ/
ቀን / 09 / 2018

ለአዲስአበባዩኒቨርሲቲ
በትምህርትዕቅድናአስተዳደርክፍል(EDPM)
አዲስ አበባ

ጉዳዩ፡- የመረጃ አሰባሰብ ማረጋገጫን ይመለከታል

አቶ ልጅአለም ጌታሁን በአዲስ አበባ ዩኒቨርሲቲ በትምህርት ዕቅድና አስተዳደር ክፍል የሁለተኛ ዲግሪ (MA) ተማሪ መሆናቸው ይታወቃል። አጥኚው "Influence of School Climate on Students' Academic Achievement in Government and Private Schools in Lideta Sub-City" በሚል ርዕስ ለሚያካሂዱት ጥናት በትምህርት ቢታችን መረጃ ለመሰብሰብ ባቀረቡት ጥያቄ መሠረት አስፈላጊውን መረጃ ሰብስበዋል።

በዚህም መሠረት ከየካቲት እስከ ሚያዝያ 2018 ዓ.ም ባለው ጊዜ ውስጥ በትምህርት ቢታችን ተገኝተው የማከፋፈላትን ተግባራት መከናወናቸውን እናረጋግጣለን፡-

1. ከአራት (4) የትምህርት ቤት አመራሮች (Directors) ጋር የጽሁፍ ቃለ-መጠይቅ ተካሂዷል።
2. ከአንድ (1) የወላጅ ኮሚቴ ተወካይ ጋር ቃለ-መጠይቅ ተደርጓል።
3. ከሰባ አራት (74) የ12ኛ ክፍል ተማሪዎች መጠይቅ (Questionnaire) ተሞልቷል።
4. ከሃምሳ አምስት (55) መምህራን መጠይቅ (Questionnaire) ተሰብስቧል።

አጥኚው መረጃውን በሚሰበስብበት ወቅት የትምህርት ቤቱን ደንብና ሥርዓት አክብረው በታላቅ ሙያዊ ስነ-ምግባር ተግባራቸውን አከናውነዋል። በመሆኑም ጥናቱ ሊታለመለት የታሰበውን ዓላማ እንዲመታ ትምህርት ቢታችን አስፈላጊውን ትብብር ማድረጉን እየገለጽን፣ ይህ የማረጋገጫ ደብዳቤ እንዲሰጣቸው አድርገናል።

ከሰላምታ ጋር

ኢብራሂም አፈንፊሱ ዋቆአመኖ
Ebraam Afanfissuu Wachoaamno
Ebraam Afanfissuu Wachoaamno
ሀላፊው
Bulchaa Waajjira Barnoota Kaffeeglaac 23 sad. 2ffaa
Pram ቡልቻ

☒ 41704
አዲስ አበባ
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☎ 0113-712933/UGM/Barnoota Kaffeeglaac 23 sad. 2ffaa Pram ቡልቻ
☎ 0113-201212
☎ 0113-200979

መልስ ሲሰጡን የእኛን ቁጥር ይጥቀሱ የማንጻይ ስም ከአለት ይጀምሩ
In Replaying Please quote our Ref.no

ልደታ ክፍለ ከተማ ወረዳ 6
ትምህርት ጽ/ቤት
የእውቀትለፍሬክፍተኛ2ኛ ደረጃ ት/ቤት

kutaa magaalaa Lideta
waajjira bamootaa aanaa 6 mana
barumsaa sad.2[ffa] lwuqet Lefree

Ref. No.ው/21 /ዕ/ 349 /2019
Date:- 11/09/2018 ዓ.ም

ለአዲስ አበባ ዩኒቨርስቲ (EDPM) ትምህርት ክፍል
አዲስ አበባ

ጉዳዩ፦ መረጃ መስጠትን ይመለከታል

ከላይ በርዕሱ ለመገለጽ እንደተሞከረው የእውቀት ሰፍራ አጠቃላይ ሁለተኛ ደረጃ ትምህርት ቤት በአቶ ልጃለም አማኑኘኑት መጠይቅ ማስሞላታቸውን ተገላያ እንዲሟፍላቸው ጠይቀዋል በዚህም መሰረት ክስር በተዘረዘረው መሰረት በተቋሙ መጠይቅ ማስሞላታቸውን አየገለጸን ለምታደርጉላቸው ትብብር ከወዲሁ ከትህትና ጋር እናመሰግናለን ::

1. ከአራት (4) የትምህርት ቤቱ አመራሮች (Directors) ጋር የጽሁፍ ቃለ-መጠይቅ ተደርጓል።
2. ከአንድ (1) የወላጅ ኮሚቴ ተወካይ ጋር ቃለ-መጠይቅ ተካሂዷል።
3. ከአርባ አንድ (41) የ12ኛ ክፍል ተማሪዎች መጠይቅ (Questionnaire) ተሞልቷል።
4. ከአርባ አራት (44) መምህራን መጠይቅ (Questionnaire) ተሰብስቧል።

በመሆኑም፤ ይህ የመረጃ አሰባሰብ ሂደት በትምህርት ቤታችን በትክክል መከናወኑን አየገለጽን ይህ ደብዳቤ ለዩኒቨርሲቲው በማረጋገጫነት እንድታቀርቡት መላፋችን እናሳውቃለን

ከሰላምታ ጋር

አሸናፊ ጋሬ
Ashenafi Gezu
ርዕሰመምህር
Director