

**SCHOOL ENVIRONMENT FOR EFFECTIVE LEARNING AND TEACHING PROCESS IN SECONDARY SCHOOLS OF GUJI ZONE, OROMIA REGIONAL STATE**

**MA Thesis**

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**Haramaya University, Haramaya**

**School Environment for Effective Learning and Teaching Process in Secondary Schools of Guji Zone, Oromia Regional State**

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**By**

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Final approval acceptance of the Thesis is contingent upon the submission of its final copy to the council of Graduate Studies (CGS) through the candidate’s department or school graduate committee ( D G C or S G C ) .

## **DADICATION**

I dedicated this Thesis to my father Edema Berisso and my mother, Bone Hesa for nursing me with affection, and my wife Birke Jega for their dedicated partnership in the success of my life.

## **STATEMENT OF THE AUTHOR**

First, I declare that this is my original work and that all source of material used for this thesis have been duly acknowledged. This thesis have been submitted in partial fulfillments of MA degree in school leadership at Haramaya University library to be made available to borrowers under rules of library. I strongly declare that this thesis is not submitted to any other institution anywhere for the award of any an academic degree, diploma or certificate.

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## **ABBREVIATIONS AND ACRONMYS**

ESDP	Education Sector Development Program
MoE	Ministry of Education
NASP	National Association of School Psychologists
NGO	Non- Governmental Organization
NEA	National Education Association
OECD	Organization for Economic Cooperation and Development
PTA	Parent Teacher Association
SIP	School Improvement Program



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## **School Environment for Effective Learning and Teaching Process in Secondary Schools of Guji Zone, Oromia Regional State**

**Satena Edema**

### **ABSTRACT**

*This study was intended to assess the major school environmental factors that influence effective learning and teaching process in Secondary Schools of Guji Zone, Oromia Regional State. The study involved 373 students, 110 teachers, 12 principals, 6 supervisors and 42 members of parent teacher associations. Questionnaires, interviews, focus group discussion and document analysis were employed as data gathering instruments. 483 questionnaire were distributed to the students and teachers and from the distributed questionnaires 478(98.9%) were returned back. Based on the data obtained through data gathering tools, analysis was made using descriptive statistical tools as frequency, percentage, and mean. Additionally, inferential statistics like independent sample t-test was employed to analyze the data obtained. Consequently, the findings showed that there were major school environmental factors that influence effective learning and teaching process, there were shortage of school facilities and instructional materials, weak relationship among students, teachers, principals, supervisors and supportive staffs or schools community, low community participation in the school affairs, and weak respects among students, teachers and school leaders. There were inadequate tutorial class for female, low achievers, and top ten students, inadequate continuous assessment given to students, low cooperative learning, low participation of students in co-curricular activities were found as the results. Poor managements and utilization of instructional materials, low motivation of students to do their home work and participation in their lesson were also results. These major school environmental factors highly influence the effective learning and teaching process and the overall efficiency of the school activities. Therefore, in order to alleviate these problems, the school should fulfill the school facilities, properly manage and utilize the instructional materials, prepare participatory school improvement operational and strategic plan, strengthen school-community relation, NGOs and other stakeholders, and strengthen continuous assessment, encouraging students and teachers as they participate in co-curricular activities are recommended.*

## 1. INTRODUCTION

In this chapter, background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of study, limitation of the study and operational definition of key terms were explained.

### 1.1. Background of the Study

Education is a process of which drawn, out the best in child with aim of producing well balanced personalities, culturally refined, emotionally stable, ethically sound, mentally alert, physically strong, socially efficient, spiritually upright, vocationally self-sufficient and internationally liberal (Aggrawal, 2004). Education is a process by which man transmits his experiences, new findings and values accumulated over the year in his struggle for survival and development through generations (MoE, 1994). Education also plays a vital role in every country's development as it is the tool for the liberation of the minds of people as well as the facilitation of social integration and development. The education system constitutes the principal mechanism for the development of essential body of knowledge, skills, attitude and values (Ellen, 2010).

The school environment refers to factors within the school that influence the learning and teaching process. The school environment includes classrooms, library, technical workshops, teachers' quality, teaching methods, peers, among others variables that can affect the teaching-learning process (Ajayi, 2001). School facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school providing adequate sanitary facilities and balanced visual environment as well as appropriate thermal environment. Furthermore, emphasis has shifted towards giving individual attention to students as against teaching large classes which presupposes that all students in a class have the ability to learn at the same pace (Ihuoman, 2008).

In light with the above idea, to make learning and teaching process effective, the environment which the students learn plays a great role. If the physical environment is suitable for children psychologically, they feel safe and secure to learn in a better way. Children always learn better through social interaction with others. In this way, school

plays a supporting role for children. School is a small society which is responsible for the recreation of child's mind. It is a responsibility of the school to prepare the children for better and comfortable living. It is a general fact that if a school provide suitable and friendly environment to the children and if the environment is healthy and pleasant, the performance of the student becomes enhanced and achievements will be greater. As compare to the environment of school is not suitable for children, the performance must be affected (Saifullah, Syed, Akram and Jamila, 2011).

The conditions of some schools are appalling broken doors and windows, missing chairs and ceiling fans, graffiti on the walls, etc. Disengaged students roam the corridors, making noise in the classrooms and generally distracting others and disrupting the teaching and learning process (Sharifah and Samsilah, 2009).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of toilet and a clean water supply, classroom maintenance, the availability of space and furniture all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class. Even when schools do have adequate infrastructure, parents may be reluctant to allow children especially girls to attend if they are located too far away from children's homes (UNICEF, 2000).

Based on the above research findings, if the school environments are not conducive for effective learning and teaching process, it will be difficult to produce competent, creative, skilled and democratic citizens who participate fully in social, economic and political development of the country. A strong improvement in students achievement through a consistent focus on the enhancement of teaching -learning process and transformation of the school into motivational and child friendly learning environment (MoE, 2010). As stated in MoE (2010), in ESDP IV document, the main goals are to improve access to quality education in order to make sure that all children, youngsters and adult with

particular emphasis on females acquire the competence, skills, values and attitude enabling them to participate fully in the social, economic and political development of Ethiopia. Therefore, school environment play a vital role for effective learning and teaching process so as to improving the academic achievements of the students and help them as they actively participate in the social, economic and political affairs of the country.

As stated in Bedilu (2011): school environment is one of the four domains of the school improvement program which would play a great role in the realization of the objective of the school improvement program. If the environment is safe, healthy, sound effective, the students will be able to learn more.

From the researcher experience as principal, his keen observation at schools and reports, conferences and workshops of the Guji Zone in the past two years, the school environment of the zone is not conducive for effective teaching and learning process and the problem more not adequately assessed. This initiates the researcher to assess the school environment for effective learning and teaching process. This study, therefore, tries to assess and discover to what extent school environment contributing to effective learning and teaching process of secondary schools in Guji Zone of Oromia Regional State.

## **2.2. Statement of the Problem**

As stated in Organization for Economic Cooperation Development (2009), the classroom climate has not only found to affect student outcomes and attainment but also it is a prominent policy issue in a number of countries and regions. The actions of students within classrooms and the creation of a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work. Teacher co-operation does not only tend to be strongly associated with classroom disciplinary climate but also it is in more progressive forms of collaboration such as team teaching which were more likely to feel more effective.

The high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, little is known on the impact of school environment on students' academic Performance's (Omorote, 2013).

As pointed by UNICEF (2010), there are other problems plaguing the quality of education in Ethiopia: There are large class size at a 1:64, class-student ratio; high average number of students per teacher, at 1:59 in contrast to the national standard of 1:51; low motivation of teachers and students; lack of or non-use of teaching-learning aids; insufficient provision of reference materials; weak capacity to correctly interpret, plan, implement and in adequate resources for operations.

Many schools are constructed in non-durable materials, and this decrease children's motivation to attend their lessons staying long in the school. The problem of poor quality facilities is especially serious in remote rural regions and contributes to problems of equity. The absence of support for school construction through government funds forces the poorest communities to invest in facilities. A minimum standard of construction should be imposed on these community-built schools to ensure both safety and an acceptable quality student repetition and drop-out rates decreased through higher quality of teaching and learning, and the creation of a conducive environment for learning and teaching, with due attention given to females (MoE, 2010).

The research conducted by MoE in 2002 on the Quality and Effectiveness of Teacher Education in Ethiopia quoted by UNICEF (2010) identified various major constraints of school environments on children education. These are large and heterogeneous classes, minimum teaching resources, poor physical environment and infrastructure, weak pre-service preparation and lack of continuing in-service professional development, an overly academic-often irrelevant and not well-understood curriculum, an examination system that discourages active learning, creative thinking and the development of higher-ordered thinking skill and poor leadership and weak management skills, lack of internal professional values, ethics and self-esteem, poor socio-economic status and regard within society; and low morale, inadequate rewards and poor living conditions.

Besides the above research finding, the researcher experiences from different conferences, workshops, and reported at woredas, zonal and regional levels at different time shows that there are problems in the secondary schools study area. These include unclean school environment, shortage of school facilities and low participation of family, parents, community and other stakeholders on the school affairs. These challenges are affecting the students' academic achievements, increase students' dropout, repetition, late comers, and students' disciplinary problems and it reduce the overall performance of the school in general.

The Guji Zone Secondary Schools were selected for the purpose of this study for several reasons. Firstly, in the same topic there was inadequate research conducted in the area. For example the research conducted by Solomon in (2012) on the Bedawacho Woreda at Hadiya Zone on School Improvement Program shows present there is a gap between policy demand and the skill as well as the competencies of stakeholders. The study was focused on stakeholders' participation. It does not show the results specifically about the contribution of conducive school environment for effective learning and teaching process. Thus, this study was conducted to fill the gap created on conducive school environment for effective learning and teaching process. Secondly, from researcher's knowledge and familiar with the area the problem of school environments affected the effectiveness of teaching and learning process. This also initiated the researcher to conduct research on school environment that affect effective learning and teaching process in Secondary Schools of Guji Zone, Oromia Regional State.

### **3.3. Research Questions**

The basic research questions set to address the problems are as follows.

1. What are the major schools environmental factors that influence effective learning and teaching process?
2. To what extent do schools environmental factors influence effective learning and teaching process?

3. What are the steps that have been taken to make school environment conducive for effective learning and teaching process?

4. What are the possible strategies to make school environment conducive for effective learning and teaching process?

### **3.4. Objectives of the Study**

The objective of this study was to assess the environmental factors that influence the effective learning and teaching process in Guji Zone Secondary Schools. Thus, the general and specific objectives are presented below.

#### **1.4.1. General objective of the study**

General objective of this study was to assess the major factors that influence the school environment for effective learning and teaching process in secondary schools of Guji Zone.

#### **1.4.2. Specific objectives**

Specifically, specific objectives of this study were intended to:

- Assess the major schools environmental factors that influence effective learning and teaching process.
- Assess the extent to which school environmental factors influence effective learning and teaching process.
- Investigate the various steps taken to make school environment for effective learning and teaching process.
- Investigate various strategies to create conducive school environment for effective learning and teaching process.

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

Assessing factors that influence the school environment for effective teaching and learning process helps educational sector to improve the teaching and learning process.

Moreover, it plays a crucial role to improve the students' academic achievement and creativity by informing and initiating the school leaders and school stakeholders to design strategies on school environmental factors which highly influences the effective learning and teaching process. The study may also help in providing information to stakeholders like teachers, students, principals, parents, academicians, and policy makers to improve school environment for effective learning and teaching process. Moreover, the study could be significant in giving information in advance for school stakeholders to address the problems.

Moreover, the study would provide data for experts and officials in Woreda Education Offices, Woreda administration organs, and Zone Education Office to fulfill the necessary facilities which ensure the quality of education and to enhance the learning and teaching process. Finally, the research may also pave the way for further studies to be conducted in the area.

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

This study mainly focused on school environment for effective learning and teaching process in secondary schools of Guji Zone, Oromia Regional State. But, because of budget and time limitation, the study was delimited only to 6 woredas and 6 secondary schools (grade 9-10) from woredas in the zone. In the school improvement program there are four domains. These are learning teaching process, school administration and leadership, conducive school environment and community participation. To make the activities of the study manageable, only the school environmental factors were focused. It emphasized on internal and external school environmental factors that influences effective learning and teaching process. Some of the internal factors to be included in this study were school facilities, improper utilization of school resources, leadership role, low participation of teachers and students in co-curricular activities, low achievements of students, and low participation of PTA on the school issues. On the other hand, external factors that were included in this study were low school- community relationship and other school stakeholders on the school affairs. Since it link inside and outside school experiences, these factors can also highly influential for effective learning and teaching



process in secondary schools. Other factors like organization, school structures, shortage of teachers, and time management were not included in this study because factors may be studied by other researchers.

In this study, mixed research method was employed. This was mainly because it was appropriate for this study and it was helpful to show as currently existed situation. In this study, simple random sampling was used. Data collection instruments to be used were questionnaires, semi structured interview, focus group discussion and document analysis. Method of data analysis used for this study was quantitative and qualitative methods.

### **7.7. Limitation of the Study**

The study would have been more comprehensive, if more schools had been included from other areas in the region. The shortage of reference material and inadequate skills on the using statistical tools to analyze and interpret the collected data by using SPSS software were other challenges that the researcher encountered during this thesis work

### **1.8. Operational Definition of Key Terms**

**Assessment:** Is the systematic collection, review, and use of information about the educational programs undertaken for the purpose of improving student learning and development (Catherine and Trudy 1999).

**Collaborative:** defined as formal working partnerships between schools, families and various local organizations and community representatives.

**Effective teaching and learning:** Providing the learning environment and learning experiences that enable the all students to learn through making from experience (Julie, 2006).

**Guji zone:** is one of the 18 zones found in Oromia Regional State and located in Southern Ethiopia.

**Parent Involvement-**defined as the participation of parents in regulatory, two-ways, and meaningful communication involving student academic learning and with the school

**Secondary School:** General secondary educations which will enable students identify their interests for further education (MoE, 1994).

**School environment** is defined as physical, social and psychological environments that enhance effective learning and teaching learning process.

### **1.9. Organization of study**

This study was organized under five chapters. The first chapter deals with introduction, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study. Chapter two deal about review of related literatures. Chapter three deals with research design and methodology: research design, research study area, source of data, population, sample and sampling techniques, data collection instruments, procedure of data collection, methods of data analysis and ethical consideration. Chapter four deal about data presentation, analysis, discussion and interpretation of the findings. Finally, chapter five deals about summary, conclusion and recommendation of the findings.

## **2. REVIEW OF RELATED LITERATURE**

In this chapter, literature was reviewed for conceptualizing the research problem; informing the planning and executing the study, to expose and clarify the relationships between concepts and to suggest possible relationships. Considering this, firstly concept of school environment was presented. Secondly school environment and its historical development, creating conducive school environment, collaborating with community, school family involvements, school facilities, improving classroom environment, curriculum instruction and professional development were explained. Finally school improvement program was discussed.

### **2.1. The Concept of School Environment**

School environment is the special place where teaching and learning process took place. Regarding this, Howard and Linda, (2007) stated that schools are more effective and caring places when they are an integral part of the community. This contributes to enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. For communities, collaboration with schools can strengthen students, their families, their schools, and the community in which they live.

School environment which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students themselves are essential in learning and teaching process. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good

social, political and economic emancipation, effective teaching and learning process and academic performance of the students (Omotere, 2013).

## **2.2. School Environment and Its Historical Development**

Educational environment where classes are held in different rooms with different teachers, it naturally follows that the unit of school climate measure is the school as a whole, whereas the individual classroom would be the appropriate measurement unit where students spend all or most of the day with a single teacher. Since the end of the 1990s and continuing today, researchers have attempted to link school climate to different outcomes including school achievement (Keith, 2010). Based on this school environments goes beyond 20 centuries and it is highly linked with the human being. It can affect the academic achievements of the students'.

## **2.3. Creating Conducive School Environment and Effective Learning and Teaching Process**

To create the school environment conducive for effective learning and teaching process' it needs the participation of everybody. Relating to this, different researchers on their finding point out that in order to provide a school environment conducive to learning, school staff, and community partners must together address both behavior and community safety issues in comprehensive and coordinated fashion (Andres, 2007).

A good environment reinforces of the teachers by providing a good stimulus for effective teaching and learning to take place. Such stimulus is not only provided by ensuring good physical plant planning but also through proper maintenance of such physical facilities. A good school environment where good working facilities exist is a catalyst for effective teaching and learning. In school where there is enough space for the teachers to walk round in the classroom while delivering lesson will promote rapt attention of students and good academic performance (Ayeni and Adelabu, 2011)

According to MoE (2010), the school environment which is facilitated by essential inputs such as library, laboratory with science kits, clean toilets, attractive class rooms, etc create a conducive atmosphere for learning to be improved. Besides to this, creating conducive school environment need to be meaningful participation of all stakeholders and visionary leadership. Therefore, conducive school environment facilitate for effective teaching and learning process and it encourage students' participation on their

learning and enhance the academic achievements of the students. Such kinds of school environment reduce the educational wastage (repetition, dropout, and low academic achievement of the students').

### **2.3.1. The Role of school stakeholders**

The school alone cannot be creating the conducive school environment for effective learning and teaching process. To create safe and maintained school environments it needs, the genuine participation of all stakeholders to ensure quality of education. Creating and sustaining environments to support learning and teaching officials, directors and other central and area office staff support efforts of school personnel, family members and community collaborator to create safe and supportive learning environments, (Andres, 2007).

On the other hand, unsafe and unconducive school environment contributes to low academic achievements of students, and it affects the overall learning and teaching process in the school. So, creating conducive school environment need the commitment of all stakeholders. A greater task ahead of school administrators, teachers and other stakeholders in meeting the challenges of unattractive and poor condition of school buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surrounding which perhaps contribute to poor quality teaching-learning process and the non-attainment of quality education by students in secondary schools (Ayeni and Adelabu, 2011).

Teacher student interaction, miss co-operations of parents with teachers, bad mutual relationships of teacher-teacher and parent-teacher, strict behavior of teachers, overcrowded classrooms, lack of co-curricular activities, punishment, social status of parents, authoritarian behavior of head teacher, teacher's personality, basic facilities, skilled teachers and their motivation level are the main causes of unsuitable environment particularly in primary schools. Facilitative environment which have better use of audio visual aids, teachers mutual relationships, their grip on the subject matter and psychology of the students, trained and skilled teachers, appropriate and relevant curriculum, linking the school timing with local community needs, affectionate

environment towards students and even teachers, may enhance the level of learning among the students (Saifullah et.al., 2011).

An effective instructional leadership is setting and creating an environment of great expectation for all stakeholders and learners, promoting collegial and collaborative relationships among educators and creating a commitment among staff and students toward a school's goals, facilitating and encouraging teachers to spend their time on direct instruction, encouraging staff development programs, supervision and evaluation, and being a dynamic and educative leader. Instructional leaders should become leaders of leaders by working and learning with school stakeholders, such as teachers, students, and parents in order to improve implementation of instructional quality, mission and goal setting, communication, problem solving, shared instructional leadership, staff coordination and development programs, supervision and evaluation, and collaboration among stakeholders (Berhan e, 2012).

Depending on this, school stakeholders play a great role to create conducive and supportive school environment for effective teaching and learning process by mobilizing the resources from different sources and fulfilling school facilities that enhance the students learning performance and students success.

### **2.3.2. Role of school leader**

School leader is influential person in creating students friendly school environment that enhance the effective teaching and learning process in secondary schools. The school leader need to inspire other to work together to make school environments attractive for the students, teachers, supportive staff, parents and the community at large. According to (UNICEF, 2000) the principal described his role as being critical in creating a learning environment by saying that: leaders have to be visionaries. Effective principals are expected to create and facilitate a conducive teaching and learning environment. This implies that a principal must be knowledgeable about instructional effectiveness and staff development A principal maintain a healthy and positive school climate through honesty and open communication, tolerance of different ideas, modeling a proper human relations skills, building up and uphold high morale, and acknowledging the

accomplishment of others (Berhane, 2012).

The principals believed that the physical aspects of the school are important and contribute to a conducive environment for learning. A new entrance to the school, new rooms and the planting of trees and gardens were all brought about through the concerted creative efforts of parents, teachers and students. The principal worked on the strengths of the parents. Through fundraising events held both by the Parents Teacher Association and also the students, money was collected to help improve facilities and beautify the school (Sharifan and Samsilah, 2009).

According to the Wallace Foundation (2013), effective principals have the responsibilities of shaping a vision of academic success for all students, one based on high standards; creating a climate hospitable to education in order that safety, a comparative spirit and other foundations of fruitful interaction prevail; cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; improving instruction to enable teachers to teach at their best a student to learn to their utmost and managing people, data and process to foster school improvement.

Depending on the above research findings, school leader is the key person to create conducive school environment for effective learning and teaching process. His responsibility is playing his role and influencing other stakeholders to improve school environment and effective learning and teaching process.

### **2.3.3. The role of teachers**

The teacher is the guardian for learning in the classroom environment. If the teacher goes in unprepared, unwilling to share, unfocused on the process of developing a context that will encourage and stimulate an interest and a thirst for further knowledge, then that teaching is shirking the responsibility of being teacher. As the teacher becomes more involved in the learning process, as the passion for knowledge is shared with the students, so the effective nature of that teaching and learning environment will be evident (Philip, 2007). A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behavior with clear rules that are consistently

enforced, are all relevant to maximizing the learning that can take place. These environmental factors are necessary for good learning rather than its direct components (Robert, et al., 2014).

Based on this, teachers have a great role to create conducive school environment for effective learning and teaching process by encouraging the students, parents and community participation on the school affairs. In addition to this, they can mobilize the school communities to create conducive school environment for effective learning and teaching process.

#### **2.3.4. The Role of co-curricular activities**

Co-curricular activities fall outside the realm of the normal curriculum of school education. Often a range of activities in the form of classes, clubs and sports activities is available to learners which might occur during normal school hours, lunch break or after school. Co-curricular activities which are mostly voluntary are offered throughout the school career from the pre-primary to the secondary level where co-curricular activities are compulsory they are viewed as a means to enhance social interaction, leadership, healthy recreation, self discipline and self-confidence (Petro, 2011).

Depending on the above, co-curricular activities are one of the major variables to create conducive school environment for teaching and learning process. These contribute to conducive school environments for effective learning and teaching process.

### **2.4. Effective Learning and Teaching Process**

A majority of educators now a day agrees that active learning is the better form of learning, where students are more actively involved in classes rather than just attending them without any form of participation. Teaching is only effective when curriculum content and instructional approaches are continuously tailored to individual needs of students. If student does not learn teacher makes modifications to ensure success. Effective teaching support to climate and learning, frequently opportunities for instruction with student actively engage in learning, presentation of new knowledge linked to known, focus on background knowledge, and review of learned/mastered skills



and knowledge, learning is significant and relevant to the needs of students and immediate, constructive and specific feedback is provided (Colophon, 2014).

Based on this, effective learning and teaching process play a great role to improve students' learning competence and academic achievement. To realize this school leader, teachers, PTA and all school communities need to work together.

## **2.5. Collaborating with Community and Effective Learning and Teaching Process**

Community is one of the partners of the school. Without collaboration of community, the school cannot be creating conducive school environment for effective learning and teaching process. As stated in (Andres, 2007), family members often experienced social, emotional, physical and financial barriers to meaningful engagement with the school. Well-coordinated referrals and two-way communication with parents can result in active involvement in creating and maintaining a safe and supportive school environment.

Comprehensive collaboration represents a promising intervention to address barriers to learning enhance health development and strengthen families and neighborhoods. Building such collaboration requires stakeholders' readiness, an enlightened vision, creating leadership, and new and multifaceted roles for professionals who work in schools and communities, as well as for family and other community members who are willing to assume leadership. Family-school-school collaborative must be driven by a comprehensive vision strengthening youngsters, families, schools and neighborhoods. This encompasses a focus on safe schools and neighborhoods, positive development and learning; personal, family and economic well-being; and more (Howard and Linda, 2007). In light with this, to create health and safe school environment the school needs to make collaboration with the community. This is mainly because, without active involvement of the community the school cannot create conducive school environment for effective learning and teaching process.

According to Ayeni and Adelabu (2011), there is the need for effective collaboration between the school and other stakeholders to proactively and significantly contribute towards the development of solid learning infrastructure, so, as to create conducive working environment for a sustainable high quality education assurance practices in secondary schools. Regarding to this, to create conducive and safe school environment the school need to collaborate with the community and other school stakeholders. This kind of collaboration is very important to ensure quality education and to accomplish effective learning and teaching process. In addition to this, it enhances the students' academic achievements and performances.

## **2.6. School Family Involvements and Effective Learning and Teaching Process**

School family involvement is one of the crucial factors to create the safe and conducive school environment for effective learning and teaching process. Therefore, family involvement enhances the materials support for the school, follow up their students' learning, reduce the repetition rate and dropout of students. Generally, it improves the internal efficiency of the school. Regarding to family involvements on school issues, many researchers state out the following ideas.

Family has an over-riding role in shaping personality and determining the well-being of a child. The family's involvement in child's education takes variety of forms, including involvement in home (e.g, helping with home), involvement in the school ( e.g, attending school functions), parent –teacher-communication, and parent-to parent communication (Ellen, 2010).

Howard and Linda (2007) stated that family and community engagement and involvement in schooling; student and family assistance; and weaving together school and community resources to provide positive development and remedial activities, prevention and resiliency promotion, and clinical services all of which are important for positive academic achievement, school connectivity, and positive school climates. It is critical that family members and youth become more actively engaged as partners in creating supportive learning environments. This will require the effective use of structured,

coordinated, and integrated community partnerships to complement school-provided services, resources, and supports to students and their families. Creating and sustaining environments to support learning and teaching officers, directors, and other central and area office staff support efforts of school personnel, family members, and community collaborators to create safe and supportive learning environments.

Proactive engagement of families as meaningful partners is a critical to academic achievement of students. Teachers, school administrators and member general school community are becoming increasingly concerned about school safety and the potential for violence that exist. Research and evaluation studies indicate that a safe, civil, and orderly school environment contributes to the academic achievement of student's, and that pro-active support by families for the creation and maintenance of this environment is critical to the school's success (Andres, 2000).

The home and school have just joint responsibility for a child's development. What happens to him in either place affects his total behavior. Working separately, the school and the home fail to provide adequately for child welfare. Parents and teachers are both engaged in educating and teaching the same child. In the interests of the same child, the contact and cooperation between parents and teachers should denote a partnership. Therefore, the Parent-Teacher Association (PTA) should bring the school and the community closer together in an atmosphere conducive to uniting the work of home and school. An effective PTA-the cementing agent in such a union can then do much toward bringing about higher levels of education, better mental and physical health, closer home relationships, and world understanding (UNESCO, 2005).

Parent involvement leads to improved educational performance, fostering students classroom behavior, parent are who participate in schools in decision making exercise greater feelings of ownership and are more committed to supporting the schools, increases support of school parent involvement improves school attendance , create a better understanding of roles and relationships between and among. Parent involvement improves student's emotional well-being and affects results of students (MoE, 2002).

Beside on the above, parent involvement is an important aspect of education and that it does not happen by itself. Parental involvement play a great role for the effective teaching and learning process by following their students, helping their students by financial, material and psychological to improve the academic performance of the student's. In other words, school and family need to work together to create conducive school environment for effective learning and teaching process.

## **2.7. School Facilities and Effective Learning and Teaching Process**

School facilities are important to accomplish the learning and teaching process. According to (Andres, 2007), school buildings must be designed with safety in mind. Technology enhancements such as security cameras, metal detectors, pass keys, access controls, and radios have their advantages. School facilities are critical issues to ensure quality education. These school facilities are classroom arrangement, library services, laboratory services, students text books, necessary building, ICT room, clean water, telephone, computers, plasma, school fence, students chair with desk , reference materials, vegetations , etc. These school facilities play a great role to run the effective teaching and learning process . To fulfill these school facilities school leaders, teachers, community, society, government and NGOs need to work together.

There is actually, a general belief that the condition of school's learning environment including infrastructure has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to facilitate effective teaching and learning in education institution include the classrooms, offices, libraries, laboratories, conveniences and other buildings as furniture items and sporting equipment (Ayeni and Adelabu, 2011).

Problems were observed in the use and manage of water and sanitation facilities, equipment, such as computers, and musical instruments, and in the organization libraries, and pedagogical centers to facilitate maximum learning. The poor management and use of facilities could be addressed though continuous awareness raise and facility management training ( U N I C E F , 2 0 0 0 ) .

School equipments are available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. They are used in the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library and sports etc. The supplies are the accessories for operation of various equipments. Furniture are also available in the classrooms, offices, cafeteria, laboratories and workshops, outdoor, residential halls, common rooms, and those designed for the physically challenged. Information and Communication Technology (ICT) facilities also include among others software on classroom management, facility management, inventory control, maintenance management, online procurement, food services and general management (Ihuoman, 2008).

According to Greany (2005) physical elements in the school environment can be shown to have discernible effects on teachers and learners. In particular, inadequate temperature control, lighting, air quality and acoustics have determinates effects on concentration, mood, well-being, attendance and, ultimate, attainment. Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure (UNICEF, 2000). The learning environment has physical as well as a relationship dimension. Physically it may be building full of particular furniture and equipment, curriculum materials. The curriculum also has a place in the relationship dimension of the environment in that the students and teachers are focused on the certain processes and have a relationship (Solomon, 2012).

## **2.8. Improving Classroom Environment and Effective Learning and Teaching Process**

According to (Howes,2000) the classroom is the place where students develop their academic understanding and social relationships, recently, a strong trend in classroom research has been the prediction of a variety of students affective and cognitive outcomes based on students participation of classroom learning environments. Clean, well ventilated and properly lightened classrooms encourage maximum learning, leading to effective enrolment, performance and achievement. A poor learning environment, on the

other hand, could hinder students' engagement with learning, leading to a lack of interest and possible dropout (UNICEF, 2000).

Classroom climate- is the vital school environment to enhance the teaching and learning process. Regarding to this, as stated in (OECD, 2009), Classroom climate not only has been shown to affect student outcomes and attainment but is a prominent policy issue in a number of countries and regions. The actions of students within classrooms and the creation of a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work. Classroom climate is one of the influential factors to accomplish effective teaching and learning process. If the classroom is not conducive (Large class size, shortage of chairs and desk, lack of backboard, shortage of text book, lack of plasma, etc) it is difficult to accomplish teaching and learning process.

## **2.9. Instructional Materials and Effective Learning and Teaching Processes**

All students are to be educated in learning environments that are safe and nurturing. Staff, students, parents, and the community all have important roles in creating a safe and supportive setting in which teaching and learning will be maximized. At every grade level, students should be taught through research- and evidence-based curricula that equip the learner with the skills and knowledge needed to recognize, assess, and respond appropriately to divergent and sometimes challenging interpersonal and intrapersonal engagements. The curricula should address a number of issues including, but not limited to drug abuse and violence prevention, social-emotional learning, anger management, conflict resolution, and others. These affective and social competencies should generate a climate more suitable to positive interactions between students and between students and staff (Andres, 2007).

Therefore, instructional materials play a crucial role to create safe and conducive school environment by shaping the behavior of the students and create harmonious relationship between students and teachers. It contributes to effective learning and teaching process and improves students' academic achievement.

## **2.10. Professional Development and Effective Learning and Teaching Process**

Continuous professional developments play a great role in order to create safe and conducive school environment for learning and teaching process. According to (Andres, 2007), high quality and continuing professional development is critical to creating and maintaining safe and supportive learning environments. All staff must be well-prepared to employ the curricula and strategies and management systems that are designed to enhance the learning environment. effective professional development is related to decreased principal, teacher, and staff turnover; improved school climate and safety; increased time on task within the classroom; greater and more effective engagement of family members and the community; improved attendance; and, improved academic performance. School Climate has consistently been shown to be strongly associated with academic performance, social-emotional learning, and school connectivity.

The overall aim of continuous professional development is to raise the achievement of students in Ethiopian schools participating in high quality and appropriate continuous professional development which impact up on classroom practice to ensure improved student learning and achievement. Depending on this, professional development and creating school environment conducive for teaching and learning process has positive linkage. when teachers and school principals accomplishing the professional development the facilitate the situation for effective learning and teaching process. In addition to this, while they conducting continuous professional development they participate in solving the problem of the school.

## **2.11. School Improvement Program and Effective Learning and Teaching Process**

School improvement programs undertaken by the community should include; donating land for the school and play ground; construction of school compound walls, painting of backboards, repairing school furniture; supply of free uniform and other articles; supply of radio and TV Sets, provision of drinking water; helping school in enrolment and retention of students, construction of few room of the entire building; repairs to school building

g; providing first aid the like (Aggarwal, 2004).



Based on the above idea, school improvement program, play a crucial roles to create conducive and health school environments for effective teaching and learning process by participating all stakeholders on the planning activities and in the implementation processes. It can also improve the learning out come and academic achievement of the students’.

## **2. RESEARCH DESIGN AND METHODOLOGY**

In this chapter, the research materials and methods were explained. To make it readable, this chapter was divided into the following sections: research design, research study area

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source of data, population, sample size and sampling techniques, data collection instruments, pilot test, procedure of data collection, methods of data analysis and ethical consideration were presented.

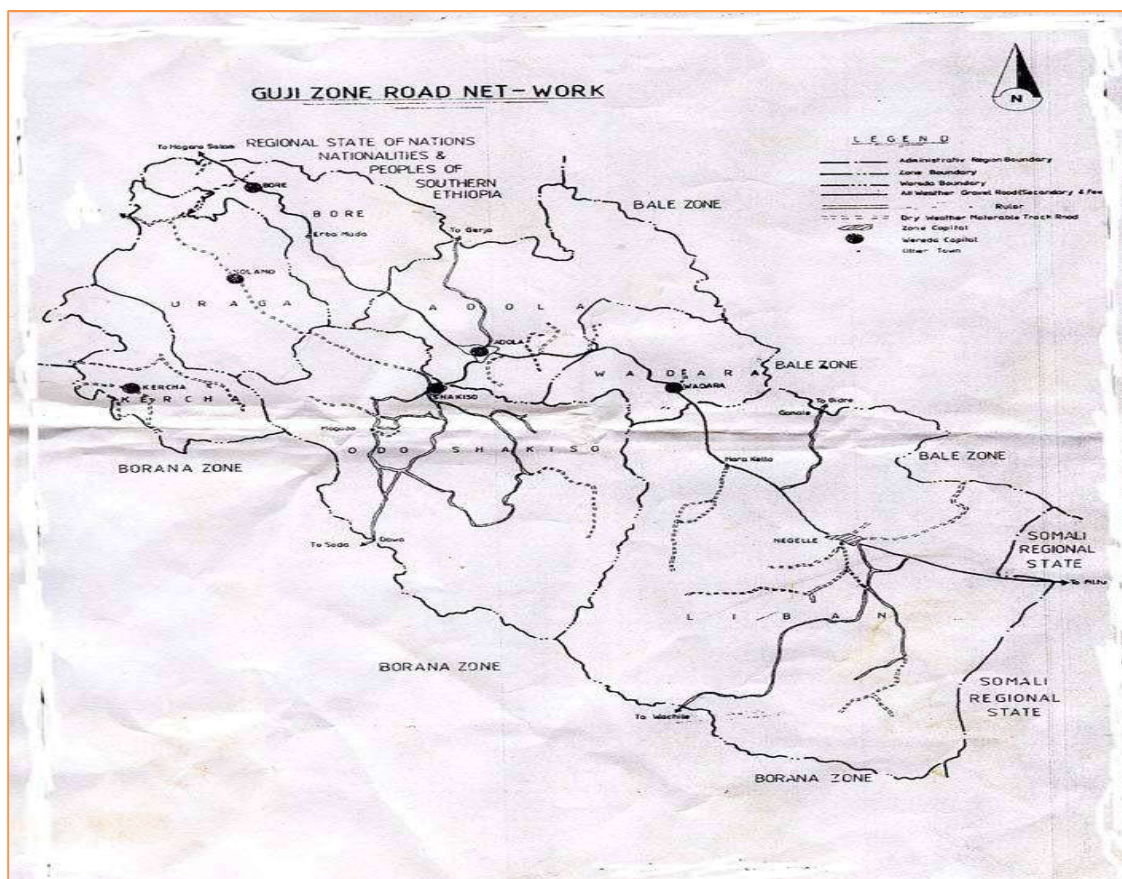
### **1.1. Research Design**

The main purpose of this study was to assess the factors that influence the school environment for effective learning and teaching process of secondary schools in Guji Zone. In this research, descriptive survey design was used. Descriptive survey primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. Basically survey method helps to obtain first hand information from small samples representing large size population and also enable the researcher to have access to multiple methods of collecting information.

### **3.2. The Research Study Area**

The study was take place in Oromia Regional State, Guji Zone mainly in 6 selected secondary schools. Guji Zone is one of the 18 administrative zones of Oromia Regional State that is found in the Southern part of Ethiopia. Its distance from Addis Ababa is 590km. The Guji Zone is bordered by South Nation, Nationalities and People from North, by Bale Zone from southeast, by Borena Zone from the Southwest. The majority of tribe who live in the zone is Guji Oromo and other nations and nationalities of Ethiopia living in the zone by respecting each other. Majority of people in the zone are engaging in animal rearing and agricultural activities for their livelihood. Majority of people in the zone are speaking Afan Oromo. Guji Oromo, as a common among all oromo subgroups where organized under the gada system. Gada system is a very comprehensive institution of the oromo people. Gada transferred his power to another gada with in 8 years peacefully.

**Figure 1 Guji Zone Administration Map**



**Source:** Ethiopia Technical support feedback report on acute watery diarrhea outbreak 2006 Guji Zone, Oromia Regional State

### 3.3. .Source of Data

In this study, primary and secondary sources of data were used. Because, to gather necessary information and come to data analysis and to make conclusion of the finding.

#### 3.3.1. Primary sources of data

To answer the stated basic research questions, relevant data were obtained from teachers, students, principals, supervisors and PTA through questionnaire, interview and focus group discussions.

### 3.3.2. Secondary sources of data

Documents of schools such as school inventory, annual reports, minute of PTA meeting and community was taken as secondary source of data.

### 3.4. Population, Sample Size and Sampling Techniques

The target population of this study was schools teachers, students, directors, supervisors, and parent teachers association (PTA) in the case of some selected secondary schools of Guji Zone. Geographically, Guji Zone Secondary Schools were found in high land, and low areas. Then categorizing the schools according to their geographical location In the zone, there are 16 woreda from these woredas 6 woredas were selected by using stratified random sampling. Because the school environment's of low land and high land are different. In the selected woredas there are 14 secondary schools (grade 9-10). From these schools 6 schools were selected as a simple random sampling. The total number of samples in the selected schools 151 teachers, 5585 students, 12 principals, 6 supervisors and 42 PTA members. The sample of the teachers were 110 and 373 students were selected by using simple random sampling. On the other hand for this study 12 principals, 6 supervisors and 42 PTA members are selected by availability technique because the number of this group is small.

The study was carried out on simple random sampling for the teachers and students. On the other hand, for the principals, supervisors and PTA availability sample technique was used because of limited numbers of population. For this particular study, 6 secondary schools of Guji zone namely Mea Boko, Bore, Dama, Maleka, Shakiso and Wadera were selected randomly. These schools selected because of the problem high and the researcher has the experience about the selected schools environment's as it affects the learning and teaching process. The sample of teachers out of 151 population 110 sample was selected. The total number of students 6 secondary schools are 5585 out of these 373 was selected by using sampling formula. 12 principals, 6 supervisors and 42 PTA will be selected from the 6 selected secondary school through available sampling methods. The sampling formula that the researcher used was presented below.

$$n = \frac{N}{1 + N * (e)^2}$$

Where:

n-the sample size

N-the population size

e-the acceptable sampling error

\*95% confidence level and  $\alpha=0.5$  are assumed

**Source:** GfK Polonia, 2013

Table 1 Population, Sample Size and Sampling Techniques

Category of Respondents	Population/ Sample	Secondary schools						Total	Sample techniques
		Mea Boko	Dama	Shakiso	Bore	Maleka	Wadera		
Teachers	Population	20	16	33	32	24	26	151	simple random sampling
	Sample	15	12	24	23	17	19	110	
Students	Population	658	515	1570	1490	508	844	5585	simple random sampling
	Sample	44	34	105	100	34	56	373	
Total	Population	678	531	1603	1522	532	870	5736	
	Sample	59	46	129	123	51	75	483	

**Source:** Guji Zone Educational Bureau

### 3.5.Data Collection Instruments

Three instruments were used in the process of gathering the necessary data for the study.



Questionnaires, semi-structured interview and focus group discussion were used. The principals, teachers, supervisors and students representative were participating on questionnaires that were prepared to gather necessary information about assessment of school environment for effective learning and teaching process. Then interview and FGD were used for school principals, supervisors and PTA to obtain additional data and to check the reality of the information collected by the questionnaires.

### **3.5.1. Questionnaire**

The researcher decided to use questionnaires because it is almost appropriate to obtain quantitative and qualitative information related to the problem and it is favorable for the researcher to construct the question to collect mass information from the respondents. In this study, questionnaires were open ended and close ended items that develop based on the research objectives. The questionnaires consisted five rating scale like very low, low, medium, high and very high to assess the factors that influence the school environment for effective learning and teaching process. These questionnaires were prepared in English language because the medium of instruction in secondary schools is English language. The questionnaire distributed to students was translated into Afan Oromo to get meaningful information from them. The similar questionnaires were administered for 373 students and 110 teachers. In order to test the reliability of questionnaire Cronbach's Alpha reliability test was employed on the items physical school environmental factors, social school environmental factors, learning and teaching school environmental factors and psychological school environmental factors that influence effective learning and teaching process. In addition to this, the questionnaires that were employed to assessment of the steps that have been taken by the school to make physical, social, teaching-learning and psychological school environments conducive for effective teaching and learning process by the school. The questionnaires were distributed for 10 teachers and 60 students. The distributed questionnaire was collected from participants of pilot test. In this way it was appeared that the cronbach alpha reliability was 0.89 and helped to predict the questionnaires were reliable.

### **3.5.2. Interview**

The researcher conducted interview with 12 principals, and 6 supervisors in English language. The researcher intended to use interview to get supplementary information from the respondents. During the interview, ethical issues like getting willingness of respondents, keeping their name and work places and informing them before conducting the interview with them. The researcher note takes while conducting interview with respondents.

### **3.5.3. Focus group discussion**

Focus group discussion was made with PTA to collect information about assessment of school environment for effective learning and teaching process in Guji zone secondary schools. The number of focus group were 6, the number of participants within each focus group were 7 PTA members respectively. The discussion was emphasized on the role of them to create conducive school environment for effective learning and teaching process. The researcher was decided to use focus group discussion because of it is more related to research topic and to substantiate the information obtained by other method of data collection; and for triangulation of research.

### **3.5.4. Document analysis**

In addition to the above instruments of data collection, document analysis was used to gather secondary data. Document analysis is defined as collecting data from documents and other materials, the content of which is reviewed and analyzed by a process known as content analysis (Seliger and Shohamy, 1989). Therefore, reliable information was obtained from the six selected secondary schools. Essential documents at schools analyzed were school inventory reports, annual reports, minute of PTA meeting and community. Checklist was used to gather data for necessary documents.

## **3.6. Procedure of Data Collection**

In this study, questionnaires were prepared and used to collect information from the respondents. There are three basic instruments used in the process of data collection. These were: close indeed questionnaires, semi-structure interview and focus group



discussion. Before collecting the data researcher informing respondents and bring the recommendation letters to the school administration to get consent and permission. The teachers and students were participated in questionnaires. Principals and supervisors were participated in interview. Then PTA members were participated in focus group discussion. The researcher carefully follow up the questionnaires that was distributed to the respondents and collecting the questionnaires by himself.

### **3.7. Method of Data Analysis**

The method of data analysis was quantitative and qualitative. To analyze the quantitative data, percentage, mean, frequency and independent t-test were used to guide the analysis and interpretation of the finding. The researcher analyzed the quantitative data by using SPSS (V.20) software. This is mainly because to investigate statistical significance difference and degree to which agreements in various variables. For basic research questions such as to what extent the school environmental factors influence learning and teaching process the researcher used frequency, percentage, mean, p-values and t-test were employed to investigate statistical significance difference and the degree to which agreements in various variables. For basic research question what are the major schools environmental factors that influence effective learning and teaching process was used frequency and percentage. For the basic research question what are steps that have to been taken by the school to make conducive school environment for effective learning and teaching process used frequency, percentage, mean, p-value and t-test.

The data gathered through open-ended questions and interview were analyzed qualitatively through descriptive narration for the purpose of triangulation. The data collected through interviews and questionnaires were analyzed and interpreted qualitatively. The handwriting notes was transcribed, categorized and compiled together into themes. The results of questionnaires were also summarized with findings, conclusions and some possible recommendations.

### **3.8. Ethical Consideration**

According to Best and Khan (1999), involving participants in a research work, it is

important considering the ethical principals lay down to protect them. Thus, in this research work, consideration will given to ethical issues like willingness of the research participants for collecting the data from them, keeping their names and place of work, and informing them before go to the school for the data collection purpose.

## 4. RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data that are categorized into two major parts, part one presents the characteristics of respondents and part two deals with the analysis and interpretation of the data obtained through questionnaire, interview, focus group discussion and document analysis regarding major school environmental factors that influence effective learning and teaching process in Guji Zone Secondary Schools.

The questionnaires were distributed to 373 students and 110 teachers. Among the distributed questionnaires 370(99%) students and 108(98%) were filled and returned. In addition to these, 12 principals and 6 supervisors were interviewed. The response of them to each of question given were analyzed and interpreted. Finally, Focus group discussions were made with 42 parent teacher associations. The response of each discussion were analyzed and interpreted. Most of the data collected were organized using tables. Presentation of data is followed by discussion and interpretation in line with basic research questions.

### 4.1. Background of the Participants

**Table 2 Teachers respondent characteristics**

No	Item		Respondents	%	Total	%
1	Sex	Male	105	95.5	110	100
		Female	5	4.5		
2	Age	20-24	15	13.6	110	100
		25-29	75	68.2		
		30-34	12	10.9		
		35-39	8	7.3		
3	Qualification	Diploma	5	4.5	110	100
		First Degree	105	95.5		
		MA/MSc	-	-		
4	Work Experience	1-4	48	43.6	110	100
		5-8	45	40.9		

9-12	14	12.7
13-16	2	1.8
Above 17	1	0.9

As Table 4.1 above shown that the description of teacher's sex, age qualifications and work experiences in teaching of Secondary Schools of Guji Zone, as stated in Table 4.1, 105 (95.5%) of the overall respondents were males and the remaining 5 (4.5%) were females. This may be associated with the attitudinal gaps and with reference to gender difference.

Item 2 of Table 4.1, shows that 15 (13.6%) of the teachers' age range from 20-24, 75 (68.2%) of them in age range 25-29, 12 (10.9%) age range in 30-34 and 8 (10.9%) age range in between 30-34. This indicates that most of the teachers were young and they can change their school environment.

In Table 2 of item 3 shows that, the qualification of the teacher, 5 (4.5%) of teachers had diploma holders and 105 (95.5%) of them had 1<sup>st</sup> degree. This clearly showed that most of the teachers in the school were qualified and fit the standard of secondary school. Thus, they expected to make teaching and learning process effective and efficient.

Similarly, regarding the work experience of the teachers, 48 (43.2%) of teachers serves between 1-4 years, 45 (40.9%) of them between 5-8 years 14 (12.7%) of the teachers serves between 9-12 years, 2 (1.8%) of the teachers service between 13-16 years and 1 (0.9%) of the teacher service above 17.

The implication is that the respondents' work experience fall between 1-4 and 5-8 years. Thus school needs to implement continuous professional development in the school and induction course for the newly employed teachers to create conducive school environment for effective learning and teaching process.



## 4.2. Description of the characteristics of students' respondents

**Table 3 Student Respondents Characteristics**

No	Item	Respondents	%	Total	%	
1	Sex	Male	247	66.2	373	100
		Female	126	33.8		
2	Age	13-15	74	19.8	373	100
		16-18	209	56		
		19-21	75	20.1		
		22-23	8	2.1		
		Above 24	7	1.9		
3	Grade	Grade 9	209	56	373	100
		Grade 10	164	44		

As Table 3 above shown that the description of student's sex, age and grade level, 247(66.2%) of the overall respondents were males and the remaining 126(33.8%) were females.

Item 2 of Table 3, shows that, 74(19.8%) of the students were in the age of 13-15 years, 209(56%) of the students were in the age of 16-18 years, 75(20.17 %) of the students were in the age of 19-21 years and 8(2.1%) of the students were in the age between 22-23 and 7(1.9%) of the students were above 24 years. The implication was the respondents were to give appropriate and reliable information on the major school environmental factors that affect the effective teaching and learning process.

Item 3 of Table 3, shows that 209(56%) of students were grade 9 and 164(44%) of students were grade 10 respectively.

## 4.3. School Environmental Factors that Influence Effective Learning and Teaching Process

Based on the four basic research questions questionnaires were set out for the two respondents. Then the collected data had been administered and analyzed by using the descriptive statistics, such as frequency and percentage. In this study analysis was elaborated by ranking order. Then interpretation was made. The data collected through interview, focus group discussion and documents analysis were interpreted in narrative

for the purpose of triangulation of the results of the finding.

#### 4.3.1. Physical school environmental factors that influence effective learning and teaching process

Views of teachers and students on the physical school environmental factors were discussed and presented in the following table. Then it was analyzed and interpreted.

**Table 4 Physical school environmental factors that affecting learning and learning process.**

No	Item	F	%	Rank
1	Absence of laboratory classes such as chemistry, physics and biology with its equipments and chemicals.	15	3.10	6
2	Insufficient library service in the school	80	16.56	3
3	Shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers	183	37.88	1
4	Shortage of separate toilet for male and female students	119	24.63	2
5	Absence of pedagogical center with its equipments.	55	11.38	4
6	Shortage of offices like record offices, store class, department offices and clubs.	30	6.21	5
7	Shortage of electricity power in the school.	11	2.77	7

R=rank, F=frequency

Table 4 show that the respondents' responses concerning the physical school environmental factors that influences effective learning and teaching process. The results of finding indicate that, the major physical school environments were shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers, 183 (37.88%) respondents rank as first, shortage of separate toilet for male and female 119(24.63%) respondents rank as second, absence of pedagogical center with its equipments, 80(16.56%) rank as third, insufficient library service in the school 55(11.38%) respondents rank as fourth and shortage of offices like

record offices, store class, department offices and clubs 30(6.2%) respondents rank as fifth. Thus, this implies that these major physical school environmental factors influence effective learning and teaching process and affect the academic achievements of the students.

This was also confirmed, during the interview conducted with the school principals of the secondary schools explain that: *“The main problem of our school is shortage of classroom, and other school facilities, in this time our priority is not laboratory classes and its equipments first we need to fulfill other facilities. Most of the secondary schools are not separated from the elementary school. Shortage of separate toilet for male and female students. Because most secondary schools are opened in the recent year and it is constructed by the participation of the community without its standard”*

According to Nina (2014) classroom and school contexts the operating environment within schools affects the quality and degree of students' learning and potential outcomes. School organizational and classroom practices can influence the amount and depth of students' opportunities to use the educational system as a stepping stone to further education, productive work experiences, and ultimately, a contributing factor toward meaningful and satisfying adult lives within a democratic society.

Depending on the above finding it is possible to conclude that, from the physical school environmental factors shortage of school facilities such as shortage of class room, insufficient library service, shortage of pedagogical center and lack separate toilet for female and male students. Therefore these affecting the effective learning and teaching process and academic performance of the students.

#### **4.3.2. Social school environmental factors that influence effective learning and teaching process**

Views of teachers and students on social school environments were analyzed and interpreted in the preceding table .



**Table 5 Social school environmental factors that affecting learning and teaching process.**

No	Item	F	%	Rank
1	Weak relationship between students, teachers, principals, supervisor and supportive	175	36.23	1
2	Low community participation	67	13.87	3
3	Low parent' follow up of their students' learning	145	30.02	2
4	Weak respecting among students, teachers and school leaders.	47	9.73	4
5	Low participation of stakeholders including NGOs to make school environment conducive for effective learning and teaching process.	33	6.83	5
6	Inadequate support of local government body and woreda education office to create conducive school environment for effective learning and process.	10	2.07	6

R=rating, F=frequency

Table 5 shows that the respondents' response rank on the social school environmental factors that influences effective learning and teaching process indicate that, weak relationship between students, teachers, principals, supervisor and supportive staff 175(36.2%) respondents rank as first, low parents' follow up of their students' learning 145(30%) respondents rank as second, low community participation 67(13.87%) respondents rank as third, weak respecting among students, teachers 47(9.7%) respondents rank as fourth and low participation of stakeholders including NGOs 33(6.8%) respondents rank as fifth.

This finding shows that there was low relationship between school and its stakeholders. Unless the active participation of the stakeholders in the school affairs the school cannot be accomplish the effective learning and teaching process. This condition can highly affect the academic achievements of students.

In order to support the above finding supervisors explain that, there is weak relationship between students and teacher, principals and low community participation. This is mainly because the awareness of the community towards education is low. Again there was disagreement between teachers and school leaders. These problems are highly affecting the effective learning and teaching problem.

As stated in Jennifer (2006) the research conducted in southern Ethiopia explain that parents, and usually fathers or other male relatives in particular, also participate in the school by meeting with teachers about their children. In nearly all reported cases, teachers initiate meetings, most commonly to collect money or confer about misbehavior, and occasionally to discuss irregular attendance or academic performance. "When students disturb class, teachers call us and we discuss, because this is one responsibility of families school in particular, discussions revealed a pervasive dynamic of poor communication between school and community actors. Overall, teachers appeared minimally aware of how their attitudes might affect parents' participation, and some corroborated the reports of students and parents and other community members participate in meetings called by the school director to discuss the state of the school or student achievement in general. However, these meetings are infrequent and rarely address ways to improve the school, aside from infrastructure repair.

It can be concluded that the problem of social school environments are affecting the effective teaching and learning process. This influences the academic achievements of the students and overall internal performance of the school.

#### **4.3.3. Teaching and learning school environmental factors that influence effective learning and teaching process**

The views of teachers and students on the teaching and learning school environmental factors were discussed and presented in the following table. Then it was analyzed and interpreted.

**Table 6 Teaching and learning school environmental factors that affecting**

R=rating, F=frequency

No	Item	F	%	Rank
3	Inadequate continuous assessment given to students.	102	21.11	2
4	Low participation of students in co-curricular activities	84	17.39	4
5	Inadequate internal supervision made by department and school leaders.	15	3.10	7
6	Properly uncover portion of students' text books.	30	6.21	6
7	Poor management and utilization of instructional materials	52	10.76	5
8	Low cooperative learning in the school.	86	17.80	3

Table 6 shows that the responses' of respondents regarding the major learning and teaching school environmental factors that affect the academic performance of the students were inadequate tutorial class given for female, low achievers and top ten students 113 (23.39%) respondents rank as first, inadequate continuous assessment given to students 102(21.1%) respondents rank as second, cooperative learning 86(17.8%) respondents rank as third and low participation of students in co-curricular activities (17.39%) respondents rank as fourth. Therefore the major learning and teaching school environmental factors that influences effective learning and teaching process were inadequate tutorial class given for female, low achievers and top ten students, inadequate continuous assessment given to students, low cooperative learning and low participation of students in co-curricular activities. These major teaching and learning school environmental factors can affect the participation of the students on their daily lesson

and reduce the students' results.

This was also confirmed, during the interview with the principals of the secondary schools explain that: *“the severe problem of the teaching and learning school environmental factors in Guji Zone Secondary Schools were inadequate tutorial class given for female, low achievers and top ten students, inadequate continuous assessment given to students, low cooperative learning and low participation of students in co-curricular activities. Because there was the shortage of classroom, chair, desks, and other school facilities in the school.”*

According to Hilary and David (1993) associations between academic achievement and characteristics of the school environment can result from direct environmental influences of the school, or from placement of children into particular school environments based on prior ability.

The data gathered from questionnaires and interview shows that the major teaching and learning school environmental factors are inadequate tutorial class, continuous assessment, low cooperative learning and low participation in co-curricular activities. If there is inadequate tutorial class, continuous assessment and low cooperative learning and low participation of students in co-curricular activities it can highly influence the effective learning and teaching process and affects students' academic achievements.

#### **4.3.4. Psychological school environmental factors that influence effective learning and teaching process**

Views of the teachers and students were presented and analyzed in the following table. Therefore views of the teachers and students on the psychological school environmental factors that influence effective learning and teaching process.

**Table 7 Psychological school environmental factors that affect learning and teaching process**

R=rating, F=frequency

No	Item	F	%	Rank
1	Weak satisfaction of students on their school facilities	60	12.42	4
2	Low motivation of students' to do their home work and participation in their lesson	160	33.12	1
3	Low commitment of students towards their learning and the sense of helping each other	85	17.59	2
4	The sense of dependence on the other students during the classroom and national examination	47	9.73	6
5	Low motivation of teachers towards effective teaching and learning	10	2.07	7
6	Lack of commitment of school principal to initiate students, teachers and community to create conducive school environment for effective teaching and learning process.	72	14.9	3
7	Lack of commitment of parents, community and other stakeholders to create conducive school environment.	51	14.7	5

Table 7 item 1. shows that the response of teachers and students on the low motivation of students' to do their home work and participation in their lesson 160(33.12%) of respondents said first. Thus, this indicate that, the major problem of psychological environment is low motivation of students to do their home work and participation on their lesson. Therefore, it can highly affect the effective learning and teaching process.

Item 2 Table 7 indicate that low commitment of students towards their learning and the sense of helping each other 85(17.59%) of respondents said second. Thus, this indicate that low commitment of students towards their learning and the sense of helping each other is the second major teaching and learning school environmental factor that affect the effective learning and teaching process.

Item 3 of Table 7 shows that lack of commitment of school principal to initiate students, teachers and community to create conducive school environment for effective learning and teaching process 72(14.9%) of respondent said third. Thus, this result shows that the school leaders were not committed to initiate students and school community to create conducive school environment for effective learning and teaching process. Therefore, this influences effective learning and teaching process.

According to Nina (2014) explained that student success is actually a construct of a broad array of skills, experiences and outcomes across a number of different domains, from social-emotional learning and health, to creative, critical thinking and qualities of democratic citizenship. All are central to student success at school and in their future lives as adults. Creativity, social and emotional learning, citizenship, and health have all pointed to the importance of quality learning environments in fostering a range of desirable student outcomes. Efforts to promote safe, caring and inclusive school environments, together with anti-bullying and restorative justice practices, are having an important impact on students' social awareness and interpersonal relationships. The whole school environment, including its individuals and their relationships, the physical and social environment and ethos, community connections and partnerships, and policies, are seen as important areas for action if a school is to promote health..

#### **4.4. School environmental factors influencing effective learning and teaching processes**

Based on the four basic research questions questionnaires were set out for the two respondents. Then the collected data had been administered and analyzed by using the descriptive and inferential statistics, such as frequency, percentage, weighted mean, and t-test. The significance of the items was determined by the value of t-test. The data collected through interview, was interpreted in narrative for the purpose of triangulation of the results of the finding.

##### **4.4.1. Physical school environmental factors influencing the effective learning and teaching process**

View of teachers and students on the extent to which social school environmental factors





influencing effective learning and teaching process presented in the following table. The n the analysis and interpretation was made according to the finding that was presented in the table below.

**Table 8 Physical school environmental factors influencing effective teaching and learning process**

No	Item	Teachers				Students					
	R										
	F										
	%										
	Mean										
	F										
	%										
	Mean										
	W. mean										
	t-value										
	p-value										
1	Absence of laboratory classes such as chemistry, physics and biology with its equipments and chemicals affects the effective teaching and learning process	V.L	4	3.6	4.48	25	6.3	3.69	3.78	1.71	0.88
		L	17	15.5		43	11.5				
		M	3	30		58	15.1				
		H	32	29.1		140	37.5				
		VH	24	21.8		107	28.7				
		T	110	100		373	100				
2	Large classroom influences effective teaching and learning process.	V.L	3	2.7	3.29	4	1.1	3.6	3.53	2.97	0.003
		L	25	22.7		71	19				
		M	26	23.6		40	10.7				
		H	50	45.5		212	56.8				
		VH	6	5.5		46	12.3				
		T	110	110		373	100				
3	Insufficient library service in your school affects the effective teaching and learning process.	V.L	7	6.4	3.7	26	7	3.76	3.75	0.42	0.63
		L	-	-		38	10.2				
		M	12	10.9		11	2.9				
		H	87	79.1		221	59.2				
		VH	4	3.6		77	20.6				
		T	110	100		373	100				
4	Shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers influence the effective teaching and learning process	V.L	6	5.5	4.62	6	1.6	4.39	4.44	2.56	0.11
		L	7	6.4		7	1.9				
		M	-	-		8	2.1				
		H	-	-		166	44.5				
		VH	97	88.1		186	49.9				

	ss.	T	110	100		373	100				
5	Shortage of separate toilet for male and female students affects the effective teaching and learning process.	V.L	7	6.4	4.58	10	2.7	4.22	4.3	3.42	0.001
		L	6	5.5		6	1.6				
		M	-	-		34	9.1				
		H	-	-		162	43.4				
		VH	97	88.2		161	43.2				
		T	110	100		373	100				
6	Absence of pedagogical center with its equipments affects the effective teaching and learning process.	V.L	8	7.3	4.46	12	3.2	4.25	4.3	1.86	0.064
		L	8	7.3		7	1.9				
		M	-	-		34	9.1				
		H	-	-		140	37.5				
		VH	94	85.5		180	48.3				
		T	110	100		373	100				

Sources=researcher survey key R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH = very high, N=483, degree of freedom 481, W. Mean= Weighted mean,, Table value is 1.96, p-value is 0.05

Table 8 item 1 shows that the absence of laboratory classes such as chemistry, physics and biology with its equipments and chemicals, this indicate that, 56(50.9%) majority teachers' responded as high and the results of students show that 247(66.2%) responded as high. The mean of teacher respondent is 4.48 and the mean of student's respondent is 3.69. In this regard the computed t-value is 1.73. The p-value is 0.88. Therefore, the calculated p-value is greater than the table value at significance level of 0.05 with degree of 481 freedoms. Thus, this shows, there is no significance difference between two respondents. This indicates that, the problem is highly affecting the effective learning and teaching process.

To strength the above finding during the interview conducted with schools principals explain that: in our school there is no laboratory services and science kit. This is highly affecting the academic achievements of the students. To construct the laboratory classes we are discussing with the community and woreda education office.

According to Ihuoman (2008) school facilities, constitute the major components of both direct a

nd indirect action elements in the environment of learning. There is close relationship exists between the physical environment and the academic performance of students. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students. The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities

Therefore laboratory services play a great role to enhance academic achievements of students. Thus absence of laboratory classes and its equipments can highly affect the students learning outcome and the creativity ability of the students. Because, they are not supported by practical activities.

Result of item 2, depicts that large class size influences effective learning and teaching process, this indicate that, 56(51%) majority of teachers responded as high and 228(69.1%) of students responded as high. The mean of teacher is 3.29 and the mean of student's respondents is 3.6 The calculated p-value is 0.003. Thus, calculated p-value is less than the table p-value at the significant level of 0.05 with degree of 481 freedoms. Thus, this shows that, there is significance difference between two groups. Thus, the problem is high in the secondary schools of Guji Zone Secondary Schools.

To support this finding the principal of the school explained that in our school there is shortage of class room. Our school is not separated from the junior school. Because of this there is classroom student ratio is very large.

Therefore, large class size in the secondary school highly affects the effective teaching and learning process. Thus it is difficult to use students' centered teaching method, continuous assessment and controlling the disciplinary problem of the students.

Result of item 3 reveals that, insufficient library service in the school, this shows that, the majority of respondents 91(82.7%) of teachers responded as high and 298(79.8%) of students responded as high. The mean of the teacher was 3.7 and the mean of student is 3.76. The calculated p-value is 0.14. Thus the calculated p-value is greater than the table value of at the significance level of 0.05 with degree of 481 freedoms. Thus, this shows that, there is significant difference between two groups.

To triangulate the above finding the interview conducted with the supervisor explained that there is inadequate library service and shortage of updated reference materials. In addition to this students motivation to use library is low. So the combination of these factors highly affecting the studying ability of students and reduce academic achievements of students.

From this one can concluded that, insufficient library service in the secondary schools is highly affecting the effective learning and teaching process and reduce academic achievements of the school.

Result of item 4 indicate that, shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers influence the effective learning and teaching process, 97(88.1%) of teachers responded as high and 352(94.4%) of students responded as high. The mean of teacher is 4.6 and the mean of student is 4.3. The result of weighted mean is 4.44. The calculated p-value is 0.11 is greater than the table p-value at the significant level of 0.05 with the degree of 481 freedoms. Thus, there is no significant difference between two groups. This shows that shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers in the secondary schools were highly affecting the effective learning and teaching process.

This was also confirmed during the document analysis identified that there was shortage of students text books, broken tables, chair and desks in the schools. The management of the instructional materials had the problem.

Thus it is possible to conclude that shortage of school facilities like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers in the school are affecting the effective teaching and learning process. This problem can reduce the academic performance of the students and the whole activities of the school.

Results of item 5 shows that, shortage of separate toilet for male and female students, 97 (88.2%) of teacher's of responded as very high and 323(86.6%) of students responded as high. The mean of teacher respondent is 4.5 and mean of student is 4.2. Thus, responses of teachers and students were high. This shows that, shortage separate toilet for male and female students affecting the effective learning and teaching process. The results of calculated p-value is 0.001 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, there is significant difference between two groups.

Therefore, without the separate toilet in the school it is very difficult to accomplish effective learning and teaching process. Thus, this problem can increase dropout of female students and reduce the participation of the female students. Finally, it can reduce the internal efficiency of the school.

The result of item 6 shows that, absence of pedagogical center with its equipments affects the effective learning and teaching process, majority 94(85.5%) of teachers responded as very high and 320(85.8%) of students responded as high. The mean of teacher is 4.5 and the mean student is 4.2. The calculated p-value 0.064 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups. Therefore, absence of pedagogical center with its equipments affects the effective learning and teaching process in the secondary schools. This problems influencing creativity of students and students were not supported by practical lesson and teaching aids.

Finding of study shows that majority of teachers and students responded as absence of laboratory classes such as chemistry, physics and biology with its equipments and chemicals highly affecting the effective learning and teaching process and discourage the creativity ability of the students. In addition to this large class size also influences effective learning and teaching process. Thus, this affects the students' performance and the overall teaching and learning process in the secondary school. Generally, the study has indicated that the physical environmental factors were highly affecting the effective learning and teaching process in the Secondary Schools of Guji Zone.

#### **4.4.2 Social school environmental factors influencing effective learning and teaching process**

View of teachers and students on the extent to which social school environmental factors influencing effective teaching and learning process presented in the following table. Then the analysis and interpretation was made according to the finding that was presented in the table below.

**Table 9 Social school environmental factors influencing effective learning and**



**teaching process**

No	Item	Teachers				Students					
		R	F	%	Mean	F	%	Mean	w. mean	t-values	p-value
1	Weak relationship between students, teachers, principals, supervisor and supportive staff affects the effective teaching and learning process.	V.L	9	8.2	4.47	11	2.9	4.35	4.38	1.13	0.256
		L	6	5.5		5	1.3				
		M	-	-		8	2.1				
		H	-	-		166	44.5				
		VH	95	86.4		183	49.1				
		T	110	100		373	100				
2	Low community participation influences effective teaching and learning process.	V.L	3	2.7	4.63	4	1.1	4.39	4.44	2.67	0.08
		L	8	7.3		8	2.1				
		M	-	-		11	2.9				
		H	-	-		163	43.7				
		VH	99	90		187	50.1				
		T	110	100		373	100				
3	Low parent follow up of their students' learning affects the effective teaching and learning process.	V.L	6	5.4	4.45	7	1.9	4.42	4.43	2.46	0.014
		L	11	9.9		10	2.7				
		M	-	-		24	6.4				
		H	-	-		191	51.2				
		VH	93	83.8		141	37.8				
		T	110	100		373	100				
4	Violation of principles, rules and regulation of the school by students influence the effective teaching and learning process.	V.L	8	7.2	4.37	8	2.1	4.4	4.39	0.311	0.756
		L	11	9.9		10	2.7				
		M	-	-		32	8.6				
		H	-	-		95	25.5				
		VH	91	82		228	61.1				
		T	110	100		373	100				
5	Inadequate support of local government body and woreda education office to school influence teaching and learning process.	V.L	6	5.4	4.43	8	2.1	4.05	4.11	2.42	0.016
		L	9	8.2		8	2.1				
		M	-	-		66	17.7				
		H	-	-		92	24.7				
		VH	95	86.4		199	53.4				
		T	110	100		373	100				

R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH= very high, N=483, degree of freedom 481, W. Mean = Weighted mean, table value is 1.97, p-value is 0.05

Table 9 item 1 shows that, weak relationship between students, teachers, principals, supervisor and supportive staff affects the effective learning and teaching process, this indicates that, 95(86.4) of teachers responded as very high and 349(93.6%) of teachers responded high. The mean of teachers is 4.47 and students respondents were 4.35. The calculated p-value 0.25 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups. Therefore, this results show that there was weak relationship between students, teachers, principals, supervisor and supportive staff affects the effective learning and teaching process. Thus, it is possible to conclude that there no cooperative among teachers, students, principal supervisor and supportive staffs. This can highly influence effective learning and teaching process and overall performance of the school.

Results of item 2 depicts that, low community participation influences effective learning and teaching process shows that, 99(90%) majority of teachers responded as very high and 350 (73.8) of students responded as high. The result of mean of teacher is 4.46 and the mean of student is 4.3. Thus, this indicates that, low community participation influences effective teaching and learning process in the secondary schools. The calculated p-value 0.08 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding discussion parent teachers association explained that: “They said that there was low community participation on the school affairs. When the school call the community to solve the problem of the schools few of the community members were participate. This is mainly because lack of awareness of the community on the education and lack of sense of ownership of the community to their school.”

Based on the above finding it is possible to conclude that there is low community participation on the school affairs. Without community participation school can no alone create conducive school environment for effective learning and teaching process.

Results of item 3 shows that, low parent follow up of their students' learning affects the effective learning and teaching process, indicates that, majority of teachers respondents 93(83.8) responded as very high and majority of students respondents 332(89%) responded as high. The results of teachers mean is 4.45 and mean of students is 4.4 The calculated p-value 0.014 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups. Thus, this indicate that, low parents' follow up of their students' learning affects the effective learning and teaching process in the secondary schools.

The focus group discussion was conducted with PTA members explained that: *“the relationship between school and parents' of the students is very low. They cannot follow up their students learning. The parents should participate in the academic life of the students but they are not willing to come and to discuss about their children academic life and teaching and learning process. The parent visits school only when the students commit serious problem. The parents would have to help and follow up their child learning.”*

According to NAE (2008) the parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs

Therefore, low participation and involvement of the parent and community on education can highly influence effective teaching and learning process. This reduces the students' participation and achievement of the students. Without participation and follow up of the parents the school alone cannot make school environment conducive for effective learning and teaching process.

Result of item 4 shows that, violation of principles, rules and regulation of the school by students influence the effective learning and teaching process, indicate that, 91(82%) of the teachers respondents responded very high and 323(86.6%) of the students responded as high. The result of teachers mean is 4.37 and the mean of students is 4.4. Violation of principles, rules and regulation of the school by students influence the effective learning

and teaching process in the secondary schools. The calculated p-value 0.75 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

The school principals explained that: “students violate rule and regulation of the school special during the final examination, they are not respecting their teachers, and repetitively they come late. To solve this problem it needs the parents follow up and the school stakeholder cooperation.”

Therefore, violation of rule, regulation and principles by the teachers and students can highly affects effective learning and teaching process. This can disturb the peace and stability of the school and reduce the relationship between teachers, students and the school administration.

Item 5 depicts that, inadequate support of local government body and woreda education office to school influence learning and teaching process, shows that, 95(86.4%) of the teachers responded as very high and 291(78.1%) of students responded as high. The result of mean of teachers is 4.5 and the mean of student is 4.2. The calculated p-value 0.025 is less than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups. Thus this indicates that, inadequate support of local government body and woreda education office to school highly influence learning and teaching process.

The interview conducted with principals explained that: “local government body and woreda education office were not well supporting the school. To fulfill the school facilities they were not allocate block grant budget according the standard. They come to the school when the school face the serious problem”

According to NASP (2013) all levels of government need to take preemptive measures to strengthen the ability of schools to provide coordinated services to address mental health and school safety. Government to set the standard and issue guidance on how various government, law enforcement, and community agencies can work together to provide services to students and families .

The finding of the social school environments in the views of teachers and students respondents shows that there was weak relationship between students, teachers, principals, supportive staffs, and supervisors. This can affect the effective teaching and learning process. There was low community participation, low follow up of parents' to their children, violation principles, rules and regulations of the schools and inadequate support by the local governments and woreda education offices to the schools. Therefore, the above findings indicated that the social school environment highly affecting the academic achievements of the students and effective learning and teaching process. Thus, it can affect the student's academic achievements and the overall performance of the school.

#### **4.4.3. Teaching and learning school environmental factors influencing effective learning and teaching process**

View of teachers and students on the extent to which learning and teaching school environmental factors influencing effective teaching and learning process was presented in the following table.

**Table 10 Teaching and learning school environmental factors influencing effective learning and teaching process**

No	Item	Teachers			Students				t-value	p-value	
		R	F	%	Mean	F	%	Mean			W. mean
1	Teachers' centered teaching and learning methods influences the students' participation and achievement of students.	V.L	14	12.7	4.3	15	4	4.05	4.11	2.42	0.016
		L	6	5.5		5	1.3				
		M	-	-		132	20.6				
		H	-	-		77	35.4				
		VH	90	81.8		144	38.6				
		T	100	100		373	100				
2	Inadequate tutorial class for female, low achievers and top 10 students affects students' academic achievements.	V.L	4	3.6	4.19	5	1.3	4.05	4.08	1.37	0.169
		L	17	15.5		13	3.5				
		M	-	-		41	11				
		H	22	20		212	56.8				
		VH	67	60.9		103	27.3				
		T	110	100		373	100				
3	Inadequate continuous assessment given to students' affects students' academic achievements.	V.L	11	10	4.04	12	3.2	4.00	4.01	0.38	0.7
		L	13	11.8		11	2.9				
		M	-	-		38	10.2				
		H	22	20		215	57.6				
		VH	64	58.2		97	26				
		T	110	100		373	100				
4	Low participation of students in co-curricular activities affects students' academic achievements.	V.L	16	14.5	3.86	18	4.8	3.9	3.89	0.31	0.756
		L	9	8.2		8	2.1				
		M	15	13.6		89	23.9				
		H	-	-		135	36.2				
		VH	70	63.6		123	33				
		T	110	100		373	100				
5	Inadequate internal supervision made by department and school leaders affects students' academic achievements.	V.L	13	11.8	3.56	38	10.2	3.2	3.28	2.75	0.006
		L	8	7.3		72	19.3				
		M	26	23.6		78	20.9				
		H	26	23.6		147	39.4				
		VH	37	33.6		38	10.2				
		T	110	100		373	100				
6	Poor management and utilization of instructional materials affects effective teaching and learning process.	V.L	10	9.1	3.94	36	9.7	3.58	3.66	2.53	0.12
		L	12	10.9		49	13.1				
		M	15	13.6		55	14.7				

H	6	5.5	128	34.3
VH	67	60.9	105	28.2
T	110	100	373	100

R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH= very high, N=483, degree of freedom 481, W. Mean =weighted mean, Table value is 1.96, p-value is 0.05

Table 10 item 1 depicts that, teachers' centered teaching and learning methods influences the students' participation and achievement of students, shows that, 90(81.8%) of the teachers responded as very high and 221(74%) majority of students responded as high. The result of teachers mean is 4.3 and the mean of students is 4. Thus this indicates that, teachers' centered teaching and learning methods influences the students' participation and achievement of students. The calculated p-value 0.016 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

This was also confirmed during the interview with school supervisors said that: "most of the teachers used the lecture method in the teaching and learning process because due to shortage of classroom and the students' class room ratio is very large. To solve this problem we are working the school principal, community and other school stakeholders."

According to Julie (2006) effective teachers create a supportive climate in which students feel comfortable asking questions and contributing to lessons, without embarrassment or fear of ridicule, design lessons that students are actively involved in and provide frequent opportunity to provide instruction on targeted concepts and knowledge, provide instruction to ensure student achievement—adjusting the difficulty of their presentation, learning tasks and assessment tasks to match level and needs, systematically present new knowledge, concepts by linking new information, focusing on background knowledge and reviewing previously mastered skills and knowledge.

Therefore, teacher centered teaching method is highly affecting the effective learning an

d teaching process in the Secondary Schools of Guji Zone. This is due to lack of internal supervision and low follow up of the school leaders while learning and teaching process.



Results of item 2 shows that, inadequate tutorial class for female, low achievers and top 10 students, 87(80.9%) of teachers responded as high and 315(84.1%) of students responded as high. The result of mean teachers is 4.2 and the mean of students is 4. Thus this indicates that, inadequate tutorial class for female, low achievers and top 10 students affect the academic achievements of students. The calculated p-value 0.17 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

Regarding of the above finding school principals explain that: “there was inadequate tutorial classes for female, low achievers and top ten students separately because of shortage of classroom, and low motivation of students towards education. When students return back to their home they were participated in the business and other income generating activities.”

From the above finding one can conclude that there inadequate tutorial classes given to females, lower achievers and top ten students. This can affects the academic achievements of the students and the students cannot be competent in the social, political and economic activities in the country.

Result of item 3 shows that, inadequate continuous assessment given to students' affects students' academic achievements, depicts that, 84(78.2%) of teachers responded as high and 312(83.6%) of students responded as high. The result of mean of teachers is 4 and the mean student's is 4. Thus this indicates that, both respondents responded as high. So, inadequate continuous assessment given to students' affects students' academic achievements. The calculated p-value 0.7 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups. Therefore without continuous assessment the school cannot improve the student's results and make school environment conducive for effective learning and teaching process.

Result of item 4 shows that, low participation of students in co-curricular activities affects students' academic achievement indicate that, 70(63.6%) of teachers responded as very high and 258(69.2%) majority of student responded as high. The result of mean

teacher is 3.86 and the mean of student is 3.9. Thus this indicates that, both groups responded as the problem is high in the secondary schools. This shows that low participation of students in co-curricular activities highly affects students' academic achievements and creativity. The calculated p-value 0.75 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

The school principals explained that: "the majority of the students were not participated in the co-curricular activities. Because lack of commitment towards their education. In addition to this teachers were not encourage the students as they actively participate in the co-curricular activities. To solve this problem we need to encourage cooperative learning and education army."

Ihuoman (2008) shows that, the educational system has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmers and extra-curricular activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community.

Result of item 5 shows that, inadequate internal supervision made by departments and school leaders affects students' academic achievement indicates that, 63(67.2%) majority of teachers responded as high and 285(49.6%) of responded as high. The result of teachers mean is 3.75 and the students mean is 3.37. Thus this indicates that, inadequate internal supervision made by departments and school leaders affects students' academic achievement highly affecting the effective teaching and learning process in the secondary schools. The calculated p-value 0.003 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

Regarding the internal supervision made by department and school leaders during the interview with supervisors said that: "there was inadequate internal supervision made by department heads and school principals. This was mainly due to lack of planning and

commitment department head and school principal.”

Since there was inadequate internal supervision made by the department head and school leaders, the teachers cannot get sufficient supports to improve their way of teaching. Therefore it can affect the effective learning and teaching process and academic achievements of students.

Result of item 6 shows that, poor management and utilization of instructional materials affect effective teaching and learning process indicates that, 73(66.4%) majority of teachers responded as high and 233(62.5%) of responded as high. The result of teachers mean is 3.9 and the mean of students is 0.6. Thus this indicates that, poor management and utilization of instructional materials affects effective learning and teaching process affecting the effective learning and teaching process in the secondary schools. The calculated p-value 0.12 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding principals explain that: *“poor management and utilization of the instructional materials highly affects the effective teaching and learning process. The utilization of students’ text book was poor, in the classroom there was broken desk and chairs, the safety of the wall of the school was not good. To solve these problems we are working with the home room teachers and unit leaders.”*

According to NASP (2013) safe and successful learning environments are fostered through collaboration among school staff and community-based service providers while also integrating existing initiatives in the school. Effective schools and learning environments provide equivalent resources to support instructional teacher quality, high academic standards, curriculum, organizational management shared governance, accountability, budget decision, and learning supports integrate all services for students and families by framing the necessary behavioral, mental health, and social services within the context of school culture and learning .

The finding of the teaching and learning school environmental factors in the views of teachers and students respondents indicates that, teaching and learning school environmental factors were high in the secondary schools. The finding indicates that, teachers' centered teaching method was high. In addition to this there was high inadequate tutorial class given for female, for lower achievers and top ten. There was inadequate continuous assessment given for the students in the secondary schools. There was low participation of students in co-curricular activities, inadequate internal supervision made by department heads and principals. Finally, there was poor management and utilization of instructional materials in the secondary schools. Therefore, it can highly affect the effective learning and teaching process and reduce the academic performance of students.

#### **4.4.4. Psychological school environmental factors influencing effective learning and teaching process**

View of teachers and students on the extent to which psychological school environmental factors influencing effective learning and teaching process was presented in the following table.

**Table 11 Psychological school environmental factors that influencing effective learning and teaching process**

No	Item	Teachers				Students				t-value	P-value
		R	F	%	Mean	F	%	Mean	W.Mean		
1	Weak satisfaction of students on their school facilities affects the effective teaching and learning process.	V.L	10	9.1	4.39	11	2.9	4.14	4.2	2.2	0.028
		L	9	8.2		9	2.4				
		M	-	-		39	10.5				
		H	-	-		170	45.6				
		VH	91	82.7		144	45.6				
		T	110	100		373	100				
2	Low motivation of students' to do their home work and participation in their lesson influences academic achievement of students.	V.L	21	19.1	4.03	38	10.2	3.89	3.92	0.99	0.323
		L	6	5.5		6	1.6				
		M	-	-		54	14.5				
		H	-	-		135	36.2				
		VH	83	75		140	37.5				
		T	100	100		373	100				
3	Low commitment of students towards their learning and the sense of helping each other affects the effective teaching and learning process.	V.L	8	7.3	4.54	9	2.4	4.19	4.27	3.38	0.001
		L	6	5.5		4	1.1				
		M	-	-		43	11.5				
		H	-	-		166	44.5				
		VH	96	87.3		151	40.5				
		T	110	100		373	100				
4	The sense of dependence on the other students during the classroom and national examination affects academic performance of the students.	V.L	5	4.5	3.95	28	7.5	3.61	3.69	2.74	0.006
		L	9	8.2		7	1.9				
		M	35	31.8		142	38.1				
		H	-	-		101	27.1				
		VH	61	55.5		95	25.5				
		T	110	100		373	100				
5	Low motivation of teachers towards effective teaching and learning	V.L	6	5.5	3.55	8	2.1	3.66	3.63	0.98	0.234
		L	13	11.8		40	10.7				
		M	35	31.8		97	26				
		H	28	25.5		152	40.8				
		VH	28	25.5		76	20.4				
		T	110	100		373	100				
6	Lack of commitment of school principal to initiate students, teachers and community to cre	V.L	6	5.5	4.48	28	7.5	3.98	4.09	3.67	0.00
		L	11	10		40	10.7				
		M	-	-		8	2.1				

ate conducive school environ	H	-	-	131	35.1
ment for effective teaching an	VH	93	84.5	166	44.5
d learning process.	T	110	100	373	100

R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH= very high, N=483, Degree of freedom 481 W. Mean= Weighted mean,, Table value is 1.96, p-value is 0.05

Table 11 item 1 shows that, weak satisfaction of students on their school facilities affects the effective learning and teaching process, indicates that, 91(82.9%) majority of teachers responded as high and 314(83.2%) of responded as high. The result of teachers mean is 4.4 and the mean of teacher is 4. The calculated p-value 0.028 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

In order to support the above finding principals explain that: “the students were not satisfied on their school facilities. Because there was shortage of class room, reference materials, clean water, pedagogical center and absence of plasma lesson due to electric power.”

Thus this indicates that, weak satisfaction of students on their school facilities affects the effective learning and teaching process in the secondary schools. From this finding it is possible to conclude that, students were not satisfied on the facilities of their school and there was shortage of school facility in school. Then it can highly influence the motivation of students towards their learning and affect effective learning and teaching process.

Result of item 2 shows that, low motivation of students’ to do their home work and participation in their lesson influences academic achievement of students indicates that, 83(75%) majority of teachers responded as high and 275(73.7%) of responded as high. The result of teachers mean is 4.14 and the mean of student is 3.9. The calculated p-value 0.32 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups. Thus this indicates that, low motivation of students’ to do their home work and participation in

their lesson influences academic achievement of students highly affecting the effective learning and teaching process .

In order to support the above finding principals explain that: “most of the time students did not their home work because the parents’ follow up was very low and the commitment of the students towards their lesson is very low. In addition to this there was shortage of students’ text books in the school.”

Therefore, from the above finding it is possible to conclude that, there was low students motivation to do their home work and participation in their lesson. This can highly affect the effective teaching and learning process. Teachers and parents of the students cannot properly follow up their students learning and the school cannot work collaboratively with parents and teachers.

Result of item 3 shows that, low commitment of students towards their learning and the sense of helping each other affect the effective learning and teaching process, indicates that, 96(87.3%) majority of teachers responded as high and 316(95%) of responded as high. The result of mean teachers is 4.5 and mean of student is 4. Thus this indicates that low commitment of students towards their learning and the sense of helping each other highly affecting the effective learning and teaching process in the secondary schools. The calculated p-value is 0.001 less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

Interview conducted with school principal explain that “majority of the students in our school have the lack of commitment towards their education. They are do not like helping each other rather than doing their activities individually. There is education army in the school but they do not like it special higher achiever students.”

The above finding indicates that there was low commitment of the students towards their learning and helping each other. Therefore teachers and students were not motivated the students as they committed towards their lesson and develop the habit of helping each other. Thus, this can highly affect the effective learning and teaching process.

Result of item 4 shows that, the sense of dependence on the other students during the classroom and national examination affects academic performance of the students. Thus



this shows that, 61(55.5%) majority of teachers responded as high and 195(52.6%) of responded as high. The result of teachers mean is 3.9 and the mean of student is 3.6. Thus this indicates that, the sense of dependence on the other students during the classroom and national examination highly affecting the effective learning and teaching process in the secondary schools. The calculated p-value 0.006 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

In order to support the above finding principals explain that: “there was high sense students’ dependence on the other students during the national exam and final exam. Because they were not study hard and develop the self esteem. During the national exam most of the students prepare themselves for cheating rather than study hard. This was bad practice and we are working with the stake holders to avoid this behavior.”

The result of above findings shows that, the sense of dependence on the other students during the classroom and national examination highly. This indicate that teachers and school principal did not prepare and advice the students well to avoid this bad behavior. The refore it can highly affecting the effective learning and teaching process and academic achievements of students.

Result of item 5 shows that, low motivation of teachers towards effective learning and teaching indicates that, 56(51%) majority of teachers responded as high and 228(61.2%) of responded as high. The result of mean of teachers is 3.5 and the mean of students is 3.6 Thus, this indicates that, low motivation of teachers towards effective learning and teaching highly affecting the effective learning and teaching process in the secondary schools. The calculated p-value 0.32 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding principals explain that: “there was low motivation of teachers towards the learning and teaching process. Because of school facilities were not fulfilled in good condition. In addition to their monthly income and the expenditures not balanced. So, the turnover of teacher was very high.”

From the above finding it is possible to conclude that there was low motivation of teachers towards, effective learning and teaching process. Thus school did not motivate teachers as they love their teaching. Therefore, it can highly affect the effective teaching and learning process.

Result of item 6 shows that, lack of commitment of school principal to initiate students, teachers and community to create conducive school environment for effective learning and teaching process, indicates that, 93(84.5%) majority of teachers responded as high and 297(79.6%) of responded as high. The result of teachers mean is 4.4 and the students mean is 3.9. Thus this indicates that, lack of commitment of school principal to initiate students, teachers and community highly affecting the effective learning and teaching process in the secondary schools. The calculated p-value 0 is less than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

This was also confirmed the interview with the supervisors explained that: *“there was low commitment of principals to initiate students, teachers and community to make school environment conducive for effective teaching and learning process. Most of time the school leaders requesting support from the woreda education offices and supervisor. The school leaders should have to mobilize teachers, students, communities and all stakeholders to create conducive school environment for effective teaching and learning process.”*

According to NAS (2013) explain that the effective principals and assistant principals recognize the potential they have to create a school environment where teachers thrive and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of stakeholders within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's

mission. Principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence.

The findings of the psychological school environmental factors in the views of teachers and students respondents indicates that, psychological school environmental factors that affecting the effective learning and teaching was high in the Secondary Schools of Guji Zone. There was weak satisfaction of students on their school facilities, low motivation of students' to do their homework and participation in their lesson, and low commitments of students towards their learning and the sense of helping each other was low. In addition to this the sense of dependence of students was high during the national examination, low motivation of teachers towards effective learning and teaching process and lack of commitment of school principal to initiate students, teachers and community to create effective learning and teaching process. Generally, from the results of the p-test and the data obtained from the interview the study has indicated that psychological school environmental factors items were highly affect the effective learning and teaching process and reduce the academic performance of the students. Thus the school do not motivated students and teachers perform their activities well and this can highly influence effective learning and teaching process.

#### **4.5. Steps involved to create conducive school environment for effective learning and teaching process**

Based on the four basic research questions questionnaires were set out for the two respondents. Then the collected data had been administered and analyzed by using the descriptive and inferential statistics, such as frequency, percentage, mean, and t-test. The significance of the items was determined by the value of p-value. The data collected through interview, was interpreted in narrative for the purpose of triangulation of the results of the finding.

##### **4.5.1. Steps involved to create physical school environment conducive for effective learning and teaching process**

View of teachers and students on the steps that have been taken to create conducive

physical school environment for effective learning and teaching process was presented in the following table.

**Table 12 Steps involved to create physical school environment conducive for effective learning and teaching process**

No	Item	Teachers				Students					
		R	F	%	Mean	F	%	Mean	W.Mean	t-value	P-value
1	There is participatory SIP operational and strategic plan to create conducive school environments for effective teaching-learning process	SD	42	38.2	2.38	63	16.9	2.29	2.31	0.76	0.447
		D	16	14.5		211	56.6				
		UN	31	28.2		48	12.9				
		A	15	13.6		29	7.8				
		SA	6	5.5		22	5.9				
		T	110	100		373	100				
2	School creating income generating activities to fulfill school facilities and to make physical school environments attractive.	SD	33	30	2.5	39	10.5	2.51	2.61	1.29	0.196
		D	23	20.9		175	46.9				
		UN	31	28.2		67	18				
		A	18	16.4		61	16.4				
		SA	5	4.5		31	8.3				
		T	110	100		373	100				
3	The school properly utilizing the school resources	SD	37	33.6	2.5	107	28.7	2.14	2.22	2.93	0.003
		D	16	14.5		181	48.5				
		UN	31	28.2		32	8.6				
		A	21	19.1		30	8				
		SA	5	4.5		23	6.2				
		T	110	100		373	100				
4	The school conducting inventory activities at the end of the academic year.	SD	41	37.3	2.4	70	18.8	2.23	2.27	1.38	0.166
		D	16	14.5		219	58.7				
		UN	31	28.2		33	8.8				
		A	19	17.2		28	7.5				
		SA	2	1.8		23	6.2				
		T	110	100		373	100				

R=rating, F=frequency, SD=strongly disagree, D=disagree, UN=undecided, A=agree, SA=strongly agree  
N=483, degree of freedom 481, W. Mean= Weighted mean, Table value is 1.96, p-value is 0.05

Table 12 item 1 shows that, there is participatory SIP operational and strategic plan to

create conducive school environments for effective learning and teaching process, indicate that, 58(52.7%) of teachers responded as disagree and 274(73.5%) majority of the students responded as disagree. The mean of teacher's respondents is 2.38 and the mean of student is 2.29. This indicates that there is no participatory SIP operational and strategic plan in the secondary schools. The calculated p-value 0.44 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding focus group discussion was conducted with PTA explained that: "there was no participatory SIP operational and strategic plan in the schools. This is because principals and few teachers were prepared the plan for sake of formality. And also it stored in the shelf and the school not used it as a guideline to make school environment conducive for effective learning and teaching process."

From the above finding it is possible to conclude that, this was no participatory school improvement plan. The school leader and SIP committee are not committed to prepare school improvement operational and strategic plan. Thus, it can highly influence the effective learning and teaching process and academic achievements of students.

The result of item 2 shows that, school creating income generating activities to fulfill school facilities and to make physical school environments attractive, indicate that, 56(50.9%) of teachers responded as disagree and 214(67.4%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.49 and the mean of students is 2.65. This indicates that the school did not creating income generating activities to fulfill school facilities and to make physical school environments attractive for effective learning and teaching process. The calculated p-value 0.19 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above findings PTA explained that: “we were trying to create income to fulfill the problem of school facilities but it was not enough .We were planting the tree, producing grasses for sell and cultivating the land for the cereal crops. Our problem was not mobilizing all stake holders on the school affairs to solve the school facilities.”

From the above finding one can conclude that, the school did not work on the all income generating activities to provide necessary materials like stationary, computers, chalk, reference materials and other instructional materials to make school environment conducive for effective learning and teaching process. Thus, PTA and school leaders were not play their role properly to generate internal revenue for the school.

Result of item 3 shows that, the school properly utilizing the school resources, indicate that, 53(58.1%) of teachers responded as disagree and 288(77.2%) majority of the students responded as disagree. The mean of the teacher’s respondents is 2.5 and the mean student’s is 2.14. This indicates that the school did not properly utilizing the school resources. The calculated p-value 0.003 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two respondents.

In order to support the above finding school principals explained that: “the school not properly utilized the school resources because we had shortage of supportive staff especially store keeper. The students also not properly utilize their instructional materials.”

In light with this Ihuoman (2008) explain that school facilities give meaning to the teaching and learning process. Facilities management is therefore an integral part of the overall management of the school. School managers should carry out comprehensive assessment of the facilities to determine areas of need. This requires an integrated effort of all stake holders who possess the expertise needed for accurate and up-to-date assessment of all aspects of school facilities. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Furthermore, advances in science and technology, necessitate that the school manager should

a d o p t m o d e r n m e t h o d s o f f a c i l i t i e s

management. This will improve the quality of teaching and learning.

From this one can conclude that school cannot utilize the instructional and other school resources properly. Thus, the school leader did not delegate activities for the supportive staff and there was low follow up of utilization of instructional materials. Therefore it can highly influence the effective learning and teaching process.

Result of item 4 shows that, the school conducting inventory activities at the end of the academic year, indicate that, 57(51.8%) of teachers responded as disagree and 289(77.5%) majority of the students responded as disagree. the mean of the teachers respondents 2.3 and the mean of students is 2.2. This indicate that The school conducting inventory activities at the end of the academic year. The calculated p-value 0.166 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

This was also confirmed the interview with the principals explained that: “the school did not conduct the inventory of the school resources at the end of the year. This time we are very busy because we are preparing the different school reports and preparing the roster for the students and school closing ceremony. We are conducting school resources inventory at list one term in two up to three years.”

The findings of the assessment of steps that have been taken by the school to create physical school environment conducive for effective learning and teaching process in the views of teachers and students respondents indicates that, the school did not prepare participatory SIP operational and strategic plan, income generating activities, utilize school resources properly and conducting inventory activities at the end of academic year. Generally, from the results of the p-value and the data obtained from the interview the study has indicated that the school did not used appropriate steps that enhance to physical school environment conducive for effective teaching and learning process.

#### **4.5.2 Steps involved to create social school environment conducive for effective learning and process**

View of teachers and students on the steps that have been taken to create conducive

social school environment for effective learning and teaching process was presented in the following table.

**Table 13 Steps involved to create social school environment conducive for effective learning and teaching process**

No	Item	Teachers				Students				t-value	p-value
		R	F	%	Mean	F	%	Mean	W.mean		
1	The school mobilizing the community, NGOs and other stakeholders to fulfill school facilities to make teaching-learning process effective.	SD	29	26.4	2.5	35	9.4	2.3	2.35	1.53	0.126
		D	28	25.5		250	67				
		UN	31	28.2		37	9.9				
		A	17	15.5		28	7.5				
		SA	5	4.5		23	6.2				
		T	110	100		373	100				
2	The school enhancing school-community relation to make the school environment conducive for effective teaching-learning process	SD	16	14.5	2.4	69	18.5	2.48	2.46	0.63	0.525
		D	14	37.3		182	48.8				
		UN	31	28.2		32	8.6				
		A	17	15.5		52	13.9				
		SA	3	2.7		38	10.2				
		T	110	100		373	100				
3	The school strengthening harmonious relationship among students, teachers, school leaders and supportive staff to create conducive school environment for effective teaching-learning process	SD	41	37.3	2.4	74	19.8	2.45	2.44	0.43	0.667
		D	16	14.5		182	48.8				
		UN	31	28.2		32	8.6				
		A	17	15.5		42	11.6				
		SA	5	4.5		43	11.5				
		T	110	110		373	100				
4	Making the school communities as they respect principles, rule and regulation of the school.	SD	31	28.2	2.42	54	14.5	2.5	2.49	0.68	0.493
		D	24	21.8		188	50.4				
		UN	40	36.4		50	13.4				
		A	12	10.9		48	12.9				
		SA	3	2.7		33	8.8				
		T	110	100		373	100				

R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH= very high, N=483, degree of freedom 481, W. Mean= Weighted mean, Table value is 1.96, p-value is 0.05



Table 13 item 1 shows that, the school mobilizing the community, NGOs and other stakeholders to fulfill school facilities to make learning and teaching process effective, indicate that, 57(51.9%) of teachers responded as disagree and (83.2%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.5 and the mean of teacher is 2.3. This indicates that the school did not mobilizing the community, NGOs and other stakeholders to fulfill school facilities to make learning and teaching process effective. The calculated p-value 0.126 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding during the interview the school principals explained that: "the school did not mobilize the community and NGOs and other school stakeholders to fulfill the school facilities and to make school environments conducive for effective learning and teaching process. We called the community as they participated in the school affairs but they did not come to the school. They come the school when the students commit the high disciplinary problem."

From the above finding it is possible to conclude that the school did no mobilized the community and NGOs and other stakeholders to fulfill the school facilities and create conducive school environment for effective learning and teaching process. Thus, the school leaders do not work on the awareness creation to the community and stakeholders as they actively participate in the school affairs.

Result of item 2 shows that, the school enhancing school-community relation to make school environment conducive for effective teaching-learning process, indicate that, 57(51.9%) of teachers responded as disagree and 251(67.3%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.4 and the mean of students is 2.48. This indicates the school did not enhancing school-community relation to make school environment conducive for effective learning and teaching process. The calculated p-value 0.525 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding focus group discussion was conducted with the parent teachers association explained that: “There was weak communication between school and community. The relationship between school community play significant role in the teaching and learning process. The school did not encourage the community as they actively participate in the school affairs. This was mainly because of lack of commitment and motivation of the school leaders.”

The result of document analysis also identified that community were came the school at the end of the academic year for the school closing ceremony and there was no regular community meeting.

According to Howard and Linda (2006) school can be more effective and caring places when they are integral and positive part of the community. This plays out as enhanced academic performances’, fewer discipline problems, higher staff moral and improved use of resources.

Result of item 3 shows that, The school strengthening harmonious relationship among students, teachers, school leaders and supportive staff to create conducive school environment for effective teaching and learning process, indicate that, 57(51.9%) of teachers responded as disagree and 256(68.6%) majority of the students responded as disagree. The mean of teacher’s respondents is 2.4 and the mean of students is 2.45. This indicate the school did not strengthening harmonious relationship among students, teachers, school leaders and supportive staff to create conducive school environment for effective teaching–learning process. The calculated p-value 0.667 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

Therefore, the school did not strengthening harmonious relationship among students, teachers, principal supervisors and supportive staff to create conducive school environment for effective learning and teaching process. Thus, the school leaders have lack of commitment and motivation to strength the harmonious relationship among the teachers and students, and supportive staff. Therefore, it can highly affect the effective learning and teaching

p r o c e s s .

Result of item 4 shows that, making the school communities as they respect principles, rule and regulation of the school, indicate that, 56(50%) of teachers responded as disagree and 272(64.9%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.4 and mean of students is 2.5 The calculated p-value 0.49 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this indicates that there is no significant difference between two groups. Therefore, the school did not making the school communities as they respect principles, rule and regulation of the school properly.

According to John (2007) schools need to work closely with families to enable children to achieve their full potential. The family environment can reinforce health and safety messages learnt at school. Conversely, children are potential vehicles for introducing ideas about good practice in health and safety into the family.

The findings of the assessment of steps that have been taken by the school to create social school environment conducive for effective learning and teaching process indicates that, the school did not mobilizing the community, NGOs and other stake holders to fulfill school facilities, strength the harmonious relationship among the teachers and students, and supportive staff, and making the school communities as they respect principles, rule and regulation of the school. Therefore school did not used appropriate steps that enhance social school environment conducive for effective teaching and learning process. Therefore, these influence effective learning and teaching process.

#### **4.5.3. Steps involved to create learning and teaching school environment conducive for effective teaching and learning process**

View of teachers and students on the steps that have been taken to create conducive learning and teaching school environment for effective teaching and learning process was presented in the following table.

**Table 14 Steps involved to create learning and teaching school environment conducive for effective teaching and learning process**

No	Item	Teachers			Students			Mean	W. Mean	t-value	p-value
		R	F	%	Mean	F	%				

1	Preparing permanent tutorial class for the students according to their level of achievements.	SD	42	38.2	2.38	63	16.9	2.3	2.32	0.688	0.492
		D	16	14.5		210	56.3				
		UN	31	28.2		48	12.9				
		A	15	13.6		29	7.8				
		SA	6	5.5		23	6.2				
		T	110	110		373	100				
2	Strengthening continuous assessment to improve the students' achievements.	SD	33	30	2.29	39	10.5	2.53	2.48	0.398	0.691
		D	23	20.9		196	52.5				
		UN	31	28.2		67	18				
		A	18	16.2		40	10.7				
		SA	5	4.5		31	8.3				
		T	110	100		373	100				
3	Strengthening internal and external supervision	SD	37	33.6	2.4	107	28	2.23	2.29	2.93	0.003
		D	17	15.5		181	48.5				
		UN	31	28.2		32	8.6				
		A	21	19.1		30	8				
		SA	3	2.7		23	6.2				
		T	110	100		373	100				
4	Encouraging students and teachers as they participate in co-curricular activities.	SD	41	37.3	2.5	70	18.8	2.34	2.38	1.38	0.166
		D	16	14.5		219	58.7				
		UN	31	28.2		33	8.8				
		A	17	15.5		28	7.5				
		SA	5	4.5		23	6.2				
		T	110	100		373	100				
5	Strengthening cooperative learning	SD	30	27.2	2.5	35	9.4	2.34	2.38	1.53	0.126
		D	28	25.5		250	67				
		UN	31	28.5		37	9.9				
		A	17	15.5		28	7.5				
		SA	4	3.6		23	6.2				
		T	110	100		373	100				

R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH= very high, N=483, degree of freedom 481, W. Mean= Weighted mean, Table value is 1.96, p-value is 0.05

Table 14 item 1 shows that, preparing permanent tutorial class for the students according to their level of achievements, indicate that, 58(52.7%) of teachers responded as disagree and 273(73.2%) majority of the students responded as disagree. The mean of the teachers

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respondents is 2.38 and the mean of students is 2.3. This indicates that the school did not prepare permanent tutorial class for the students according to their level of achievements. The calculated p-value 0.49 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding the interview with the principals explained that: “the school did not prepare permanent tutorial class for female, lower achievers and top ten students because of shortage of the classroom in the school. “

From the above finding it is possible to conclude that the school did not provide sufficient tutorial classes for female, lower achievers and top ten students. Thus, the school did not prepare permanent tutorial class and motivated the teachers as give tutorial class for female, lower achievers and top ten students. This can highly affect the academic achievements of students and it influence effective learning and teaching learning process.

Result of item 2 shows that, strengthening continuous assessment to improve the students' achievements, indicate that, 56(50.9%) of teachers responded as disagree and 235(63%) majority of the students responded as disagree. The mean of the teachers respondents is 2.49 and the mean students is 2.5. Thus this indicates the school did not strengthening continuous assessment to improve the students' achievements. The calculated p-value 0.69 is less than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus this indicates that indicate that there is no significant difference between two groups.

From the above finding it is possible to conclude that the school did not provide sufficient continuous assessment in order to enhance academic achievements of the students. This implies that school leaders and teachers were not committed and plan to use continuous assessment in order to improve student's learning. Therefore, this can highly influence effective learning and teaching process.

Result of item 3 shows that, there strengthening internal and external supervision,

indicate that, 54(49.1%) of teachers responded as disagree and 288(76.5%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.5 and the mean students respondents is 2.1. The calculated p-value 0.003 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is significant difference between two groups.

In order to support the above finding the interview was conducted with school principal explain that we are conducting the internal supervision but it is not adequate. Again we are not empowering the department head as they conduct internal supervision.

Therefore, one can conclude from the above finding that the school did not strengthening the internal and external supervision to enhance effective teaching and learning process. Thus, the school leaders, department heads and supervisors were not work properly together to create conducive school environment for effective learning and teaching process.

Result of item 4 shows that, encouraging students and teachers as they participate in co-curricular activities, indicate that, 57(52.1%) of teachers responded as disagree and 289(77.5%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.4 and the mean of students is 2.3. Thus, this indicates that the schools and teachers did not encouraging students and teachers as they participate in co-curricular activities. The calculated p-value 0.166 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding the interview with the principals explained that: "the school did not encouraging the students and teachers in co-curricular activities. This was mainly because of commitment and lack awareness of the school leaders towards the importance of the co-curricular activities on the students' participation and creativity."

From the above finding it is possible to conclude that school did not encourage the students and teachers as they participate in co-curricular activities. Therefore, the school did not use appropriate steps to participate the teachers and students in co-curricular

activities. Thus without active participation of teachers and students in co-curricular activities the school can be conducive for effective learning and teaching process.

Result of item 5 shows that, strengthening cooperative learning, indicate that, 58(52.7%) of teachers responded as disagree and 285(76.4%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.5 and the mean of students is 2.34. Thus, this indicates that the schools and teachers did not strengthening cooperative learning. The calculated p-value 0.126 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups.

In order to support the above finding the interview with the parent teachers association explained that: "the school did not strengthening the cooperative learning because the perception of teachers and students is not good. This makes the students and teachers busy. So, the school did not give attention for the cooperative learning."

The findings of the assessment of steps that have been taken by the school to create teaching and learning school environment conducive for effective teaching and learning process indicates that, the school did not preparing permanent tutorial class for female, lower achievers and top ten students, strengthening continuous assessment, strengthening internal supervision, encouraging students and teachers as they participated in co curricular activities and strengthening cooperative learning to make teaching and learning school environment conducive for effective learning and teaching process in the secondary schools. Thus, it influences effective teaching and learning process.

#### **4.5.4 Steps involved to create psychological school environment conducive for effective learning and teaching process**

View of teachers and students on the steps that have been taken to create conducive psychological school environment for effective teaching and learning process was presented in the following table.

**Table 15 Steps involved to create psychological school environment conducive for effective learning and learning process**

R=rating, F=frequency, VL=very low, L= low, M=Medium, H= high, VH= very high, N=483, degree of freedom 481, W. Mean= Weighted mean, Table value is 1.96, p-value is 0.05

No	Item	Teachers				Students				t-value	p-value
		R	F	%	Mean	F	%	Mean	W. mean		
1	The school inspiring the teachers towards their teaching and learning process.	SD	42	38.2	2.4	75	20.1	2.43	2.42	0.276	0.782
		D	16	14.5		182	48.8				
		UN	30	27.27		32	8.6				
		A	17	15.5		46	12.3				
		SA	4	3.6		38	10.2				
		T	110	100	373	100					
2	The school gave rewards for the higher achievers students.	SD	40	36.4	2.4	68	18.2	2.5	2.48	0.85	0.39
		D	17	15.5		182	48.8				
		UN	31	28.2		32	8.6				
		A	17	15.5		44	11.8				
		SA	5	4.5		47	12.6				
		T	110	100	373	100					
3	The school encouraging teachers as they love their school and their career.	SD	31	28.2	2.42	55	14.7	2.5	2.48	0.6	0.549
		D	24	21.6		188	50.4				
		UN	40	36.4		51	13.7				
		A	12	10.9		46	12.3				
		SA	3	2.7		33	8.8				
		T	110	100	373	100					
4	The school leaders committed to influence community and other school stakeholders to create conducive school environment.				2.53			2.33	2.38	1.84	0.066
		SD	29	26.4		35	9.4				
		D	27	24.5		253	67.8				
		UN	31	28.2		35	9.4				
		A	17	15.5		26	7				
		SA	6	5.5	24	6.4					
		T	110	100	373	100					

Table 4.14 item 1 shows that, the school inspiring the teachers towards their learning and teaching process, indicate that, 58(52.7%) of teachers responded as disagree and 257(68.9%) majority of the students responded as disagree. The mean of the teacher's respondents is 2.4 and the mean of students is 2.3. The calculated p-value 0.78 is less than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows



ws that there is no significant difference between two groups. This indicate

that there is no the school inspiring the teachers towards their learning and teaching process.

In order to support the above finding during the interview with the school principals explained that: “the school did not inspiring the teachers towards their teaching. This is because lack of budget and provision of instructional materials. In addition to this most of the teachers did not perform their activities in good manner and they want change their career due to low satisfaction on the salary they get.”

From the above finding it is possible to conclude that, the school did not inspiring the teachers towards their teaching and learning. Thus, the teachers were not perform their activities properly and as needed. Therefore it can influence effective learning and teaching process.

Result of item 2 shows that, the school gave rewards for the higher achievers students, indicate that 57(51.9%) of teachers responded as disagree and 250(67%) majority of the students responded as disagree. The mean of the teacher’s respondent’s is 2.4 and the mean of students is 2.5. The calculated t-value 0.39 is greater than the table value at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there is no significant difference between two groups. The school did not give rewards for the higher achievers students.

From this finding one can conclude that the school did not give sufficient reward for higher achievers students and teachers. This can demoralize the teachers and students. Therefore, the school did not use appropriate steps motivate the teachers. Thus, this can influence the effective learning and teaching process and reduce the academic performance of the students.

Result of item 3 shows that, the school encouraging teachers as they love their school and their career., indicate that, 55(50%) of teachers responded as disagree and 243(65.1%) majority of the students responded as disagree. The mean of the teacher's respondents 2.4 and the mean of students is 2.5. The calculated t-value 0.54 is greater than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this indicates that there is no significant difference between two groups. This implies that school did not encouraging teachers as they love their school and their career. Therefore it is possible to conclude that, the school not committed to encourage the teachers as the love their work and career. Thus, it can highly affect the effective learning and teaching process and academic achievement of student's.

Result of item 4 shows that, the school leaders committed to influence community and other school stakeholders to create conducive school environment, indicate that, 56(50.9%) of teachers responded as disagree and 288(77.2%) majority of the students responded as disagree . The mean of the teacher's respondents is 2.5 and mean of teachers is 2.3. The calculated t-value 0.066 is less than the table value of at the significant level of 0.05 with the degree of 481 freedoms. Thus, this shows that there no significant difference between two groups. This indicates that school leaders were less committed to influence community and other school stakeholders to create conducive school environment.

In order to support the above finding the interview with the supervisors explained that: “ school leaders were not committed well to influence community and other stake holders to create conducive school environment for effective learning and teaching process.”

Therefore it is possible to conclude that, the school leaders were not committed well to encourage community and other stake holders to create conducive school environment for effective learning and teaching process. Thus, the school leaders have lack training on the school leadership and not use appropriate strategies to create conducive school environment for effective learning and teaching process.

The findings of the assessment of steps that have been taken by the school to create psychological school environment conducive for effective teaching and learning process in the views of teachers and students respondents had found that the all items calculated

p-value is greater than the table values. This shows that there is no significance difference. This indicates that, the school did not inspiring the teachers towards their learning and teaching process, the school did not gave sufficient rewards for higher achievers students and teachers, the school did not encouraging well as the teachers love their school and career and the school leaders were not committed well to make psychological school environment conducive for effective learning and teaching process in the secondary schools. Generally, from the results of the t-test and the data obtained from the interview and focus group discussion the study has indicated that the school did not used appropriate steps that make psychological school environment conducive for effective teaching and learning process. This can influence effective learning and teaching learning process and overall performance of the school.

According to Tadesse (2014) school facilities in the school needs a proper attention as they have a great value in the support of teachers and students morale, motivation and plays a significant role to improve the quality of education.

#### **4.6. Possible strategies to make school environment conducive for effective learning and teaching process**

The suggestions and opinions of teachers and students on the strategies the school need to be use to make school environments conducive for effective teaching and learning process were presented as follows.

Teachers and school leader needs to working cooperatively on the school improvement programs such as teaching and learning process, community mobilization, conducive school environment and school leadership. The school leader, PTA, teachers, students and supportive staffs need to creating income generating activities and mobilizing the community, NGOs and government on the fund raising activities to create conducive school environment for effective learning and teaching process. Fulfill school facilities like classroom, furniture, library, pedagogical center, library, ICT room with its materials, and electric services that facilitate effective teaching and learning process. In addition to this, separating, sport field, toilet for male, female and teachers with water facility and fulfilling recreation area for teachers and students separately in the school.

To make school environments conducive for effective learning and teaching process, empowering teachers, students and community in the decision making, preparing participatory operational and strategic plan, and participating them in overall activities accomplish in the school. On the other hand the school leader need to preparing, tutorial class and make up class program for lower achievers, female students and top ten students, encouraging teachers as they use continuous assessment and different teaching methodology and empowering students as they actively participate in co-curricular activities, strengthening internal supervision and inspiring teachers and students by giving reward as they motivated for further achievements.

1. According to NAS (2013) school leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals and set the parameters of high expectations for the school.

Therefore, the suggested strategies can create conducive school environments for effective learning and teaching process. This can facilitate the condition for the students learning and improve the learning and teaching process and enhance the academic achievements of the students. Generally, if the school can properly implement these forwarded strategies it can improve students critical thinking, students and teachers satisfied in their school and motivated for the further higher achievements and strengthen cooperative among the whole school stake holders.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Summary**

The main focus of this study was to examine major school environmental factors that

influence effective learning and teaching process in Secondary Schools of Guji Zone, Oromia Regional State. To meet its objectives the following were the questions which were formulated and treated.

In order to answer this research questions and carry out the study, a descriptive method with quantitative and qualitative approach was employed, and the study came up with the following findings.

The major findings of the study:

Q1. What are the major school environmental factors that influence effective learning and teaching process?

- The major physical school environmental factors that influence the effective learning and teaching process in the secondary schools were shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, plasma TV computers and absence of internet service, shortage of separate toilet for male and female students, absence of pedagogical center with its equipments, insufficient library service in the schools were major problems in the Secondary Schools of Guji zone.
- The major social school environmental factors that influence effective learning and teaching process in the Secondary Schools of Guji Zone were weak relationship between students, teachers, principals, supervisors and supportive staffs, low parents' follow up of their students, low community participation, and weak respecting among students, teachers and school leaders
- The major teaching and learning school environmental factors that influence effective learning and teaching process in the Secondary Schools of Guji Zone were inadequate tutorial class for female, low achievers, and top ten students, inadequate continuous assessment given to students, low cooperative learning and participation of students in co-curricular activities and poor managements and utilization of instructional materials.

- The major psychological school environments that influence effective learning and teaching process were low motivation of students to do their home work, low commitment of students towards their learning and the sense of helping each other, low commitment of school principals to initiate students, teachers, and community to create conducive school environment for effective learning and teaching process.

Q2. To what extent school environmental factors that influence effective learning and teaching process

- There was shortage of school facilities and inadequate tutorial class given for female, low achievers and top ten students, and continuous assessment given to students' in the school and this was highly affecting the effective learning and teaching process in the Guji Zone Secondary Schools.
- Regarding the psychological school environments there was, low motivation of students' to do their home work, sense of dependence on the other students, low motivation of teachers towards their work and lack of commitments of school leaders to initiate students, teachers and community to create conducive school environment and these were highly affecting the effective learning and teaching process.

Q3. What are the steps that have been taken to make school environment for effective learning and teaching process?

- The school did not preparing participatory school improvement operational strategic plan, creating sufficient income generating activities, properly utilize school resources, and conducting inventory activities at the end of the academic year, strengthen well community, relation, NGOs and other stake holders, strengthening harmonious relationship between students, teachers, principal, supervisors and supportive staffs and inspiring the teachers towards their teaching and learning process, gave rewards for the higher achievers students, encouraging teachers as they love their work and career and school leaders were not committed to influence the communities and other school stakeholders to create conducive school environments for effective learning and teaching process.

Q4. What are the possible strategies to make school environment for effective learning and teaching process?

- Strategies to be used to make school environmental factors were working collaboratively on the school improvement program, creating income generating activities, fulfilling the school facilities, improving the library services, preparing participatory action and strategic plan, mobilizing community and other stakeholders, giving tutorial class for students according to their level of achievements and encouraging students and teachers on co-curricular activities.

## **5.2. Conclusion**

Based on the above findings the following conclusions can be drawn. As result this study revealed, the major physical school environmental factors that influence effective learning and teaching process where shortage of school furniture's and instructional materials, shortage separate toilet for male and female students, shortage of pedagogical center with its equipments, and insufficient library service This affects the effective learning and teaching process and academic achievements of the students.

The major social school environmental factors that influence effective learning and teaching process in the secondary schools were weak relationship between students, teachers, principals, supervisors and supportive staffs, low parents' follow up of their students and low community participation. This implies the school did not create favorable condition the harmonious relationship among the school communities. Thus, this influences effective teaching and learning process and academic achievements of the student's.

The major teaching and learning school environmental factors that influence effective learning and teaching process were inadequate tutorial class for female, low achievers, and top ten students, inadequate continuous assessment given to students, low cooperative learning, low participation of students in co-curricular activities and poor managements and utilization of instructional materials. This leads to reduce the overall performance of the school and influence the effective learning and teaching process.



The major psychological school environments that influence effective learning and teaching process were low motivation of students to do their home work and participation in their lesson, low commitment of students towards their learning and the sense of helping each other, low commitment of school principals to initiate students, teachers, and community to create conducive school environment for effective teaching and learning process and weak satisfaction of students on their school facilities. This reduces motivation of students and teachers on effective learning and teaching process. Therefore, it affects academic achievements of students.

Physical school environment was not conducive for effective learning and teaching process in the Secondary Schools of Guji Zone. This highly influence the academic performance of the students and schools efficiency and the internal efficiency of the school.

The study revealed that, social school environment was not comfortable for effective learning and teaching process in the Secondary School of Guji Zone. This might be affect the effective teaching and learning process and reduce the academic achievements of the students.

The finding of the study shows that there was inadequate tutorial class given to female students, lower achievers and top ten students and continuous assessment given to students, low participation of students in co-curricular activities, and internal supervision made by department heads and school principal. Learning and teaching school environment was not conducive for effective learning and teaching process in the Secondary Schools of Guji Zone. This influences the academic achievements and the overall performance of the school.

The study depicts that, the school did not prepare participatory school improvement plan, utilize properly school resources and conducting the inventory activities at the end of academic year, prepared permanent tutorial class to support the students, strengthening the internal supervision, encouraging students and teachers as they participate in co-curricular activities and strengthening cooperative learning, inspiring the teachers towards their teaching and learning process, and school leaders were not committed to

mobilize communities and other school holders to create conducive school environment for effective teaching and learning process. This affects the effective learning and teaching process and overall efficiency of the school.

### **5.3. Recommendations**

On the basis of the findings obtained and conclusions arrived at, the following suggestions were forwarded to make the school environments conducive for effective learning and teaching process in secondary schools of Guji Zone.

1. In order to make the conducive school environment the school leaders should be fulfill the school facilities, separate toilet for female and male students, pedagogical centers with its equipments and laboratory classes such as chemistry, physics and biology with its equipments and chemicals by mobilizing the community and other school stakeholders.
2. The school leaders, teachers and students should be properly manages and utilizes the instructional materials and conducting the inventory of the resources of the school to make learning and teaching process effective and to improve the internal efficiency of the school.
3. The school leaders and supervisors should be prepare and implement participatory school improvement operational and strategic plan to create school environments conducive for effective learning and teaching process in the secondary schools.
4. The school leaders and PTA should be strengthen harmonious relationship among students, teachers, principal, supervisors and supportive staffs, strengthen school community relation, NGOs and other stake holders to solve the school problems and to make school environment conducive for effective learning and teaching process.
5. School leaders and teachers should be prepare permanent tutorial schedule for the students according to their level of achievements and strengthening continuous assessment to improve the students' academic performance.

6. Teachers should be encouraging students as they actively participate in co-curricular

7. activities and strengthening the cooperative learning. These might be develop the experience sharing among teachers and students and encourage students' creativity.
8. Woreda education office should be give short term training for the school leaders in the form of work shop and seminars for those who did not took leadership course and assign qualified principals and vice principals for schools who are qualified in educational management and leadership.
9. Since this study is not the end in the area of teaching and learning, further study should be carried out focusing on the major factors that influence effective learning and teaching processes in secondary schools.

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## **7. APPENDICES**

**APPENDIX-I: Questionnaire for teachers****HARAMAYA UNIVERSITY****Postgraduate Program Directorate****COLLEGE EDUCATION AND BEHAVIORAL SCIENCES****DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT**

**Title: School Environment for Effective Learning and Teaching Process in Secondary School of Guji Zone, Oromia Regional State**

**A Questionnaire of secondary School Teachers**

This study is aimed to assess school environment for effective teaching and learning process in secondary schools of Guji zone, Oromia Regional state and you are chosen to participate in this study. The purpose of this study is to generate information on school environment for effective teaching and learning process may help the concerned bodies to take action based on the finding. Dear respondents in order to effectively attain the objective of the study, the researcher seek your help. Your honestly answer to this question will help the researcher in better understanding of school environment for effective teaching and learning process, so the researcher request your truthful and keen participation in the questionnaire. Read the instruction and each item in the questionnaire carefully before you give your response. If you want to change any your response, make

sure that you have cancelled unwanted ones.

N.B:-No need of writing your name.

Thank you for you in advance for your cooperation|

### Part I. Background Information

1. Name of school \_\_\_\_\_
2. Sex: A. Male  B. Female
3. Age: A. 20-24  B. 25,-29  C. 30-34  D. 35-39  E. Above 40
4. Qualification: A. Diploma  B. First Degree  C. MA/MSC.
5. Work Experience A.1-4  B. 5-8  C. 9-12  D. 13-16  E.Above17

### Part II: Assessment of School Environmental Factors that Influence the Effective Learning and Teaching Process

**Direction.** Rank the following school environmental factors that influence effective teaching and learning process on the space provided.

No	Items	Rank
I	<b>Physical school environmental factors that affect the effective Learning and Teaching process</b>	
1	Absence of laboratory classes such as chemistry, physics and biology	

	with its equipments and chemicals.	
2	Insufficient library service in your school	
3	Shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers and absence of internet service in the school.	
4	Shortage of access of clean water, and separate toilet for male and female students.	
5	Absence of pedagogical center with its equipments.	
6	Shortage of buildings like classroom, record offices, store class, department offices and clubs.	
7	Shortage of electricity power in the school.	
II	<b>Social School Environmental Factors that Influences Effective Learning and Teaching Process</b>	
1	Weak relationship between students, teachers, principals, supervisor and supportive staff.	
2	Low community participation.	
3	Low parents' follow up of their students' learning	
4	Weak respecting among students, teachers and school leaders.	
5	Low participation of school stakeholders including NGOs to make school environment conducive for effective teaching and learning process.	
6	Inadequate support of local government body and woreda education office to school.	
II	<b>Learning and Teaching Environmental Factors that Affects Students' Achievements</b>	
1	Teachers' centered teaching and learning methods	
2	Inadequate tutorial class for female, low achievers and top 10 students	
3	Inadequate continuous assessment given to students'	
4	Low participation of students in co-curricular activities	
5	Inadequate internal supervision made by department and school leaders	

6	Properly uncover portion of students' text books	
7	Poor management and utilization of instructional materials	
8	Low cooperative learning in the school	
<b>I V</b>	<b>Psychological School Environmental Factors that Influences Effective Learning and Teaching Process</b>	
1	Weak satisfaction of students on their school facilities	
2	Low motivation of students' to do their home work and participation in their lesson.	
3	Low commitment of students towards their learning and the sense of helping each other.	
4	The sense of dependence on the other students during the classroom and national examination	
5	Low motivation of teachers towards effective teaching and learning	
6	Lack of commitment of school principal to initiate students, teachers and community to create conducive school environment for effective teaching and learning process.	
7	Lack of commitment of parents, community and other stakeholders to create conducive school environment.	

**Part III: Assessment of the Extent to which School Environmental Factors Influence Effective Learning and Teaching Process**

**Direction.** Based on the rating scale (V. Low =1, Low=2, Medium= 3, High = 4 and V. High=5) put thick mark (√) on one the five alternatives on the space provided.

No	Item	5	4	3	2	1
<b>I</b>	<b>Extent to which Physical School Environmental Factors Influence Effective Learning and Teaching Process</b>					
1	Absence of laboratory classes such as chemistry, physics and biology with its equipments and chemicals.					
2	Insufficient library service in your school					

3	Shortage of school furniture's and instructional materials like chairs, desks, tables, books, teaching aids, text books, plasma TV and computers and absence of internet service in the school.					
4	Shortage of access of clean water, and separate toilet for male and female students.					
5	Absence of pedagogical center with its equipments.					
6	Shortage of buildings like classroom, record offices, store class, department offices and clubs.					
7	Shortage of electricity power in the school.					
II	<b>Extent to which Social School Environment Influences the Effective Learning and Teaching Process</b>					
1	Weak relationship between students, teachers, principals, supervisor and supportive staff.					
2	Low community participation.					
3	Low parents' follow up of their students' learning					
4	Weak respecting among students, teachers and school leaders.					
5	Low participation of school stakeholders including NGOs to make school environment conducive for effective teaching and learning process.					
6	Inadequate support of local government body and woreda education office to school.					
III	<b>Extent to which Learning and Teaching School Environmental Factors Affects Students' Achievements.</b>					
1	Teachers' centered teaching and learning methods					
2	Inadequate tutorial class for female, low achievers and top 10 students					
3	Inadequate continuous assessment given to students'					
4	Low participation of students in co-curricular activities					



5	Inadequate internal supervision made by department and school leaders					
6	Properly uncover portion of students' text books					
7	Poor management and utilization of instructional materials					
8	Low cooperative learning in the school					
IV	<b>Extent to which Psychological School Environment Influences Effective Learning and Teaching Process</b>					
1	Weak satisfaction of students on their school facilities					
2	Low motivation of students' to do their home work and participation in their lesson.					
3	Low commitment of students towards their learning and the sense of helping each other					
4	The sense of dependence on the other students during the classroom and national examination.					
5	Low motivation of teachers towards effective teaching and learning					
6	Lack of commitment of school principal to initiate students, teachers and community to create conducive school environment for effective teaching and learning process.					
8	Lack of commitment of parents, community and other stakeholders to create conducive school environment.					

**Part IV: Assessment of Steps that have been taken to Create Physical School Environment for Effective Learning and Teaching Process**

**Direction.** Based on the rating scale (strongly agree =5, agree =4, undecided 3, disagree =2 and strongly disagree=1) put thick mark (√) on one the five alternatives on the space provided.

No	Item	5	4	3	2	1
.						

I	<b>Assessment of Steps that have been taken to Create Physical School Environment for Effective Learning and Teaching Process</b>					
1	There is participatory SIP operational and strategic plan to create conducive school environments for effective teaching-learning process					
2	School creating income generating activities to fulfill school facilities and to make physical school environments attractive.					
3	The school properly utilizing the school resources					
4	The school conducting inventory activities at the end of the academic year.					
II	<b>Assessment of Steps have been taken to Create Social School Environment for Effective Learning and Teaching Process</b>					
1	The school mobilizing the community, NGOs and other stakeholders to fulfill school facilities to make teaching-learning process effective.					
2	The school enhancing school-community relation to make school environment conducive for effective teaching-learning process					
3	The school strengthening harmonious relationship among students, teachers, school leaders and supportive staff to create conducive school environment for effective teaching-learning process					
4	Making the school communities as they respect principles, rule and regulation of the school.					
III	<b>Assessment of Steps have been taken to Create Learning and Teaching School Environment for Effective Teaching and Learning Process</b>					

1	Preparing permanent tutorial class for the students according to their level of achievements.					
2	Strengthening continuous assessment to improve the students' achievements.					
3	Strengthening internal and external supervision					
4	Encouraging students and teachers as they participate in co-curricular activities					
5	Strengthening cooperative learning					
IV	<b>Assessment of Steps have been taken to Create Psychological School Environment for Effective Learning and Teaching Process</b>					
1	The school inspiring the teachers towards their teaching and learning process.					
2	The school gave rewards for the higher achievers students.					
3	The school encouraging teachers as they love their school and their career.					
4	The school leaders committed to influence community and other school stakeholders to create conducive school environment.					

According to your opinion what are the major school environmental factors that influence effective teaching and learning process?

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What are the possible solution to create conducive school environment for effective teaching and learning process?

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**APPENDIX-II: Questionnaire for students (Afan Oromo)**

**YUNVARSIIITII HARAMAAYAA**

**DAAREKTOREETII QO'ANNAA XUMURAA**

**Kolleejjii Saayinsii Barnootaa fi Amalaa**

**Muummee**

**Saayinsii Peedagoojii Sagantaa Hoggansa Barnootaa**

Gaaffii Barattoota mana barnoota sadarkaa lamaffaatiin kan guutamu.

Gaaffiileen kun naannoo mana barnootaa hawataa gochuun baruu fi barsiisuu bu'aa qabeessa taasisuu keessatti dhimmoota rakkoo ta'an mana barnoota sadarkaa lamaffaa Godin a Gujii keessatti qabu funaanuuf kan wixineeffameedha.

Kaayyoon qo'annaa kanaa guutumaa guututti beekumsaaf yoo ta'u, gaaffilee kunniin odeeffannoo barattoota irraa funaanuuf kan qopha'eedha. In kun gama kamiiniiyyuu nama hinmiidhu. Kanaafuu, qo'annaa kanaaf odeeffannoo dhugaa fi gatii qabeessa ta'e argachuuudhaaf deebiin isin laattan gudunfaa dhuma qo'annaa kanaa irratti godhamuuf gahee ol'aanaa qaba. Deebiin sirrii yokaan dogogoraa hin jiru. Waan kana ta'eef, gaaffilee isinitti kennamaniif deebii amansiisaa, ifaa fi kan yeroo eeggate akka kennitan isin gaafanna. Gaaffiileen kun kutaa afurbkan qabuudha. Kutaan duraa, gaaffilee raga dhuunfaa, waa'e nama deebii laatuargachuudhaaf kan qopha'eedha. Kutaan lammataa, odeeffannoo wanto ota naannoo mana barnootaa hawwataagochuun baruu fi barsiisuu akka hinmilkoofne godhan funaanuuf kan qopha'eedha. Kutaan inni sadaffaan rakkooleen kunneen hojii baruu fi barsiisuu bu'aa qabeessa akka hintaane hangam akka miidhan adda baasuuf kan qopha'eedha. Kutaan arfaffaan immoo rakkoolee kunneen maqsuuf tooftaalee manni barumsaa itti fayyadamaa ture sakatta'uu yoo ta'u, kutaan inni

shanaffaan furmaata rakkoo kanaa xinxaluun kallatti furmaataa kaa'uuf kan qopha'eedha .Gaaffii dhiyaate kamiyyuu, osoo deebii hinkenniniif yoo dhiisne qo'annaa kana gatii a manamummaa isaa gadi nixiqqeessa. Kanaafuu, gaaffiin hunduu deebii argachuu isa akk a mirkaneessitan haa ta'u.

Hubachiisa: Waraqaa deebii irratti maqaa keessan barreessuun hinbarbaachisu.

**Deebii gaaffii kanaa guuttanii xumuruu keessaif guddaa galatooma.**

**Kutaa I.** Odeeffannoo bu'uuraa namoota deebii laatanii

**Kallattii:** Deebii keessan iddoo deebiif qopha'e irratti mallattoo ( $\sqrt{\quad}$ ) barreessuun agarsiis a.

Maqaa mana barumsaa itti barachaa jirtanii \_\_\_\_\_

1. Saala: A. Dhiira  B. Dub
2. Umrii: A. 13-13  B. 16-18  C. 319-21  D. 21-23  E. 24 fi isaa ol
3. Kutaa: A. 9  B. 10

**Kutaa II: Sakatta'iinsa Naannoo Mana Barnoota Hojii Baruu fi Barsiisuu Bu'aa Qabeessa Ta'e Gochuu keessatti Dhiibbaa Uuman**

**Qajeelfama.** Wantoonni naanno mana barnootaa baruu fi barsiisuu bu'aa qabeessa akka hintaane godhan armaan gaditti dhiyaatan akkaataa ulfaatina isaaniitiin Kutaa I, II,III fi I Vjalatti dhiyaatan (1=baay'ee ulfaata,2=daraan olaanaa,3=olaanaa, 4=giddugaleessa,5=daraan gad aanaa,6 daaraan gad aanaa,7= dhiibaa xiqqaa uuma) jechuudhaan sadarkeessaa.

LaGosa		Sad
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k		.
I	<b>Naannoo fiizikaalaa mana barnootaa(Physical school environment al) baruu fi barsiisuu bu,aa qabeessa akka hintaane godhan</b>	
1	Kutawwaan laaboraatorii kan akka keemistirrii, fiiziksii fi baayooloo keemikaalotaa fi kiitiin saayinsii jiraachuu dhabuu	
2	Tajaajilli mana kitaabaa fi gahaa ta'uu dhabuu fi hanqinni kitaabilee w abii jiraachuu	
3	Hanqinni meeshalee baruu fi barsiisuukan akka teessoo, deskii, minjal a, kitaaba barataa, meeshalee deegarsa barnootaa, pilaazmaa, kompuut eraa fi tajaajilli internetii jiraaachuu dhabuu.	
4	Hanqinni bishaan dhugaatii qulqulluu, manni fincaanii kan barattoota shamarranii, dhiiraa fi barsiisotaa kophaa kophatti jiraachuu dhabuu.	
5	Handurri gabbina barnootaa jiraachuu dhabuu.	
6	Hanqinni kutaalee barnootaa, mana galmeew, mana kuusaa, mummeew waniifi gumiilee jiraachuu dhabuu.	
7	Hanqinni humna ibsaa jiraachuu.	
II	<b>Naannoo hawaasummaa(Social School Environmental) baruu fi barsiisuu bu'aa qabeessa ta'an miidhan</b>	
1	Hariiroon barataa, barsiisaa dura bu,ootaa,supparzayizaa fi hojjattoota deeggarsaa laafaa ta,uu.	
2	Hirmaannaan hawaasaa laafaa ta'uu.	
3	Hordoffii fi to'annoon maatii laafaa ta'uu	
4	Walkabajuun barattoota, barsiisiisotaaa fi dura bu'ootaa laafaa ta'uu	
5	Hirmaannaan dhimmamtoota barnootaa fi dhaabbilee mit-mootummaa laafaa ta'uu	
6	Deeggarsi gama caasaa gandaa fi waajjira barnoota aanaatiin jiru laafaa ta'uu.	
III	<b>Naannoo Baruun fi barsiisuu (Learning and Teaching Environmental) Ga'umsa Barattootaa Miidhan</b>	

1	Malli baruu fi barsiisuu barsiisaa giddugaleeffate jiraachuu	
2	Deeggarsi barattoota shamarranii,suutee fi ciccimoof kenname laafaa ta'uu	
3	Madaalliin walitti fufaan gahaan barattootaaf kennamuu dhabuu	
4	Hirmaannaan barattoonni barnoota walmaddeessaa keessatti qaban laafaa ta'uu	
5	Deeggarsi keessoo gahaan iittigaafatamaa muummee fi dura bu'aa mana barnootaatiin kennamuu dhabuu	
6	Qabiyyeen barnootaa seeraan xumuramuu dhabuu	
7	Meeshaalee barnootaa seeraan ittifayyadamuu dhabuu	
8	Raayyaan misooma barnootaa hanqina qabaachuu	
IV	<b>Xiinsammuu Naannoo Mana Barnootaa(Psychological School Environmental Baruu fi barsiisuu Irratti Miidhaa uuman</b>	
1	Itti quufinsi barattootaa faasiliwwan mana barnootaa irratti jiru laafaa ta'u.	
2	Kaka'umsi hirmaannaan barattootaa hojii manaa hojjachuu fi barnoota irratti qaban laafaa ta'uu	
3	Kutannoon barattoonni waldeeggaruuf qaban laafaa ta'uu	
4	Ofitti amanamummaan barattootaa yeroo qormaata daree fi biyyoolessaa laafaa ta'uu.	
5	Kaka'umsi barsiisonni hojii baruu fi barsiisuutiif qaban laafaa ta'uu.	
6	Kutannoon hoggansa mana barnootaa barattoota, barsiisotaa fi hawaasa kakasuun naannoo mana barnootaa hojii baruu fi barsiisuuf mijataa gochuu laafaa ta'uu.	
7	Kaka'umsi maatii, hawaasaa fi dhimmamtoota naannoo mana barnootaa hawaata gochuuf qaban laafaa ta'uu.	

**Kutaa III: Naannoo Mana Barnootaa Mijataa hintaane Hojii Baruu fi Barsiisuu Bu'aa Qabeessa ta' Hagam akka Miidhu Sakatta'uu**

**Qajeelfama.** Iskeelii armaan gaditti kenname (Baay'ee gad aanaa =1, Gad aanaa=2, Ol'aanaa,3= Giddugaleessa,4=Ol'aanaa, 5=Daraan ol'aanaa) mallattoo ( $\sqrt{\quad}$ ) irratti iddoo filann



o o f i s i n i i f k e n n a m e i r r a t t i k a a ' a a

**Kutaa IV: Sakata'iinsa Tarsiimoo Naannoo mana Barnumsaa Hojii baruu fi barsiisu hawataa Gochuuf manni Barnootaa Fayyadame**

Lak	Item	5	4	3	2	1
I	<b>Naannoo fiizikaalaa mana barnootaa(Physical school environmental) mijataa hintaane baruu fi barsiisu hagam miidha</b>					
1	Kutawwaan laaboraatorii kan akka keemistirrii, fiiziksi i fi baayooloo keemikaalotaa fi kiitiin saayinsii jiraachuu dhabuu					
2	Tajaajilli mana kitaabaa fi gahaa ta'uu dhabuu fi hanqinni kitaabilee wabii jiraachuu					
3	Hanqinni meeshalee baruu fi barsiisuukan akka teessoo, deskii, minjala, kitaaba barataa, meeshalee deegarsa barnootaa, pilaazmaa, kompuuteraa fi tajaajilli interneeti i jiraachuu dhabuu.					
4	Hanqinni bishaan dhugaatii qulqulluu, manni fincaanii kan barattoota shamarranii, dhiiraa fi barsiisotaa kophaa kophatti jiraachuu dhabuu.					
5	Handurri gabbina barnootaa jiraachuu dhabuu.					
6	Hanqinni kutaalee barnootaa, mana galmee, mana kuusaa, mummeewwaniifi gumiilee jiraachuu dhabuu.					
7	Hanqinni humna ibsaa jiraachuu.					
II	<b>Naannoo hawaasummaa(Social School Environmental) mijataa hintaane baruu fi barsiisuu hagam miidhan</b>					
1	Hariiroon barataa, barsiisaa dura bu'ootaa, supparzayizaa fi hojjattoota deeggarsaa laafaa ta'uu.					
2	Hirmaannaan hawaasaa laafaa ta'uu.					
3	Hordoffii fi to'annoon maatii laafaa ta'uu					
4	Walkabajuun barattoota, barsiisiisotaa fi dura bu'oota					

	a laafaa ta'uu					
5	Hirmaannaan dhimmamtoota barnootaa fi dhaabbilee mit-mootummaa laafaa ta'uu					
6	Deeggarsi gama caasaa gandaa fi waajjira barnoota aanaatiin jiru laafaa ta'uu.					
III	<b>Naannoo Baruu fi barsiisuu (Learning and Teaching Environmental) Mijataa hintaane Ga'umsa Barat tootaa Hagam Miidhan</b>					
1	Malli baruu fi barsiisuu barsiisaa giddugaleeffate jiraac huu					
2	Deeggarsi barattoota shamarranii,suutee fi ciccimoof k enname laafaa ta'uu					
3	Madaalliin walitti fufaan gahaan barattootaaf kennamu u dhabuu					
4	Hirmaannaan barattoonni barnoota walmaddeessaa kee ssatti qaban laafaa ta'uu					
5	Deeggarsi keessoo gahaan iittigaafatamaa muummee fi dura bu'aa mana barnootaatiin kennamuu dhabuu					
6	Qabiyyeen barnootaa seeraan xumuramuu dhabuu					
7	Meeshaalee barnootaa seeraan ittifayyadamuu dhabuu					
8	Raayyaan misooma barnootaa hanqina qabaachuu					
IV	<b>Xiinsammuu Naannoo Mana Barnootaa (Psychological School Environmental) Mijataa hintaane Baruu fi barsiisuu Hagam Miidhaa</b>					
1	Itti quufinsi barattootaa faasiliwwan mana barnootaa irratti jiru laafaa ta'u.					
2	Kaka'umsi hirmaannaan barattootaa hojii manaa hojjac huu fi barnootarratti qaban laafaa ta'uu					
3	Kutannoon barattoonni waldeeggaruuf qaban laafaa ta'uu					

4	Ofitti amanamummaan barattootaa yeroo qormaata dar ee fi biyyoolessaa laafaa ta'uu.					
5	Kaka'unsi barsiisonni hojii baruu fi barsiisuutiif qaban laafaa ta'uu.					
6	Kutannoon hoggansa mana barnootaa barattoota, barsii sotaa fi hawaasa kakasuun naannoo mana barnootaa hojii baruu fi barsiisuuf mijataa gochuu laafaa ta'uu.					
8	Kaka'umsi maatii, hawaasaa fi dhimmamtoota naanno o mana barnootaa hawaata gochuuf qaban laafaa ta'uu.					

**Qajeelfama.** Iskeelii armaan gaditti kenname (Baay'ee waliigala =5, Walii gala=4, Hin beeku 3, Walii hingalu=2 and Baay'ee walii hingalu=1) mallattoo kana ( $\sqrt{\quad}$ ) irratti iddoo f ilannoof isiniif kenname irratti kaa'aa.

lak.	Gosa	5	4	3	2	1
I	<b>Sakatta'iinsa Tarsiimoo Naannoo Fiizikaala (Physical School Environment) Hojii Baruu fi Barsiisuutiif hawataa Gochuuf Manni Barumsaa Fayyadame</b>					
1	Karoorri fooyya'iinsa mana barnumsaa hirmaachisaa ta'a'e qopha'era.					
2	Manni barumsaa galii keessaa cimsuun faasiliitiiwwan barnootaa akka guutaman godheera.					
3	Manni barumsaa meeshalee baruu fi barsiisuu haala garaariin akka hoojiirra oolu sirna bulchiinsa meeshalee diriirseera.					
4	Manni barumsaa qabeenya mana barnootaa xumura waggaa irratti inventerii ni gaggeessa.					
II	<b>Sakatta iinsa Tarsiimoo (Strategies) Naannoo Hawaasummaa Mana Barnootaa (Social School Environment) Hojii Baruu fi Barsiisuu Hawataa Gochuuf Manni Barumsaa Fayyadame</b>					

1	Manni barumsaa hojii baruu fi barsiisuu milkeessuuf sosochii hawaasaa, dhaabbilee mootummaa fi mit-mootummaa fi dhimmamtoota barnootaa uumuun faasilitii n mana barumsaa akka guutamu godheera.					
2	Manni barumsaa hariiroon maatii fi mana barumsaa akka cimu taasiseera.					
3	Manni barumsaa walitti dhufeenyi barataa, barsiisaa hoggansa mana barnootaafi hojjattoota deeggarsaa akka cimu taasiseera.					
4	Hawaasni mana barnootaa qajeelfamnii fi seerri ittiin bulmaata mana barumsaa akka kabajan godheera.					
III	<b>Sakatta'iinsa Tarsiimoo Naannoo Baruu fi Barsiisuu (Learning and Teaching) Hojii Baruu fi Barsiisuu Hawataa Gochuuf Manni Barumsaa Fayyadame</b>					
1	Sagantaa barnoota tuutorialii dhaabbataa baasuun barattoota shamarraanii, suutee fi ciccimoo akka deeggaraman taasiseera.					
2	Madaalliin walitti fufaa cimsuun qabxiin barattootaa akka cimu godheera.					
3	Supervizhiin keessoo akka cimu godheera.					
4	Barattoonnii fi barsiisonni Barnoota walmaddeessaa keessatti damaqinnaan akka hirmaatan taasiseera.					
5	Raayyaan misooma barnootaa akka cimu taasiseera.					
IV	<b>Sakatta'iinsa Tarsiimoo Naannoo Xiinsammuu (Psychological School Environment) Hojii Baruu fi Barsiisuu Mijataa Gochuuf Manni Barumsaa Fayyadame</b>					
1	Manni barumsaa barsiisotaa fi barattoota ni onnachiisa					

2	Manni barumsaa barsiisotaa fi barattoota hojii isaaniitiin adda duree ta'an badhaasuun caalmatti hojii itti aanuuf akka horatan ni kakaasa.					
3	Manni barumsaa barsiisonni hojii isaaniitiifi mana barumsa isaanii akka jaallatan nigodha.					
4	Hoggansi mana barnootaa hawaasaa fi dhimmamtoota barnootaa hirmaachisuun naannoon mana barnootaa baruu fi barsiisuuf mijataa gochuuf kutannoo niqaba.					

Naannoo mana barnootaa hojii baruu fi barsiisuutiif mijataa akka hintaane wantoonni dhiibbaa uuman maal fa'aadha?

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Akka yaada keessaniitti naannoo mana barnootaa hojii baruu fi barsiisuutiif mijataa gochuuf furmaanni maal ta'uu qaba?

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### APPENDIX III: Interview guides for principals

## HARAMAYA UNIVERSITY

### Postgraduate Program Directorate

Interview Guides for principals General Information

Name of the school-----

Interviewees Name-----Sex-----

No	<b>Physical school environment</b>
1	To what extent school environmental factors influence effective learning and teaching process?
2	School provides a safe and orderly physical environment for effective learning and teaching process?
3	To what extent you play your role to provide sufficient school facilities?
	<b>Social school environment</b>
1	Do you encourage students and teachers in decision making process?
2	How do you mobilize community and other stakeholders in school affairs?
3	To what extent you work with PTA to create conducive school environment?
	<b>learning and teaching environment</b>
1	Learning and teaching process is effective in your school? If it is not effective, what are the major challenges?
2	Does the school provide sufficient instructional materials to the students?
3	How did you follow up the learning and teaching process in your school?
	<b>Psychological school environment</b>

1	To what extent teachers and students satisfied on the school environment?
2	Do you have commitment to create conducive school environment for effective learning and teaching process?
3	As your opinion what are the possible solutions to create conducive school environment for effective learning and teaching process?

#### **APPENDIX –IV: Interview guides for supervisors**

### **HARAMAYA UNIVERSITY**

#### **Postgraduate Program Directorate**

Interview Guides for supervisors

General Information

Name of the school-----

Interviewees Name-----Sex-----

1. What are the school environmental factors that influence effective learning and teaching process?
2. To what extent school environmental factors influence effective learning and teaching process?
3. How did you support the school to create safe and health school environment for effective learning and teaching process?
4. Do you encourage students, teachers and school leaders to participate in co-curricular activities?
5. How did you conduct a supervision to enhance effective learning and teaching process?



6. To what extent you work with school leaders, community and woreda education office to make learning and teaching process effective?
7. What are the possible solution to create conducive school environment for effective learning and teaching process?

**APPENDIX –V: Focus group discussion guides for parent teachers association**

**HARAMAYA UNIVERSITY**

**Postgraduate Program Directorate**

Focus Group Discussion Guide for parent teacher association

Name of the school-----

Name-----Sex-----

1. What are the major school environmental challenges that affect effective learning and teaching process?
2. To what extent school environmental factors affect effective learning and teaching process?
3. How did you play your role as principals, supervisors and PTA to create school environment effective for learning and teaching process?
4. Do the communities actively participate in the school affairs? If no, what are the challenges?
5. According to your suggestion what are the possible solutions to create school environment for effective learning and teaching process?

**APPENDIX-VI: Document analysis checklist**

**HARAMAYA UNIVERSITY**

**Postgraduate Program Directorate**

Document Assessment Checklist

The purpose of this document analysis sheet is to assess the availability of documents that enhance effectiveness learning and teaching process in secondary schools of Guji Zone Oromia Regional State.

1. Does the school have documents such as school inventory documents, school improvement program annual and strategic plan, meeting minute of PTA and community and instructional materials?
2. Necessary documents are properly managed? If not, what are challenges?
3. When the school conduct the inventory of instructional materials? 1. In a semester 2. In a year 3. In a year

4. PTA and community meeting are held according to their plan? If, not what are the problems?
5. How did the PTA and community make a decision that enhance conducive school environment for effective learning and teaching process?
6. How does the school manage the instructional materials? Necessary documents are provided to manage instructional material properly?