



ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES COLLEGE OF
EDUCATION AND BEHAVIORIAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

Practice and Challenges of School Principals in Creating a Conducive
Teaching Learning-Environment in Private Secondary Schools in

Bole Sub-City, Addis Ababa

By: Seyoum Aragie

June, 2018

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DECLARATION

I declared that this thesis is my original work and has not been presented for the award of the degree in any other university, and that all source of materials used for this thesis have been duly acknowledged.

Name: Seyoum Aragie

Signature _____ Date_____

This is to certify that the thesis entitled “Practice and challenges of school principals in creating conducive teaching learning environment in private secondary schools in Addis Ababa, Bole Sub-City” is the original work of Seyoum Aragie,done under my close guidance and submitted for examination with my approval as a university advisor.

Name: Dr. Zenebe Baraki (Advisor)

Signature:_____ Date:_____

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Dedication

This work of research is dedicated to the late mother, Desta Haile, who always trusts my ability. Who is always in my heart May God rest her soul in peace!!

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ACRONYMS

ETGE:	Transitional Government Of Ethiopia
EDHS:	Ethiopia Demographic and Health survey
GEQIP:	General education quality improvement package
HS:	Healthy Students
MOE:	Ministry of Education
SPSS:	Statistical Package for Social Science
SIP:	School improvement program
SS:	Safe Schools
TQS:	Teacher Quality Standards
UNESCO:	United Nation Educational Scientific and Cultural Organization
UK:	United Kingdom
WHO:	World Health Organization

ABSTRACT

The main purpose of this study was to assess practice and challenges of school principals in creating a Conducive teaching Learning-Environment in Private secondary schools in Bole Sub city Addis Ababa In order to meet the objectives of the study; a descriptive survey design was employed. From the total population of 370 teachers, 21 supervisors, and 42 principals were selected using systematic sampling technique for this study. Questionnaires, interview and document analysis were used for collecting data. The data obtained through the questionnaires were analyzed using frequency, percentages, mean, standard deviations and t-tests. The information obtained through interviews was qualitatively analyzed to supplement the quantitative data. The findings revealed that parents involved in the formulation of school policies, Rewards special efforts by teachers with special opportunities for professional recognition, whole staffs participate in important service activities, teachers facilitate time to talk informally with students and other staff members, the school send students' progress reports to parents frequently in a year, the school gives reward for students who do superior or work with formal reward, the school principal let the parents to involve in discipline issues, school principal involve parents to give financial support for the school, school principle organize student councils which encourages the students to participate in the school leadership, school principal uses information and feedback from teachers to motivate students for their best academic performance, school principal involves and works cooperatively with teachers in making and implementing the school rules and regulations. The researcher concluded that for secondary school students to be effective, the environment needs to be conducive for learning. The teacher staff and administration relation came out to be the most effective stimulant for creating conducive teaching learning environment, Quality of education is vulnerable when students attend in schools that are poor policy, over crowded with various activities, unsafe, noisy and poorly supplied with facilities like the place where Khat house present, Shisha and etc. Therefore, in order to tackle those problems it is recommended Intensive work should be done to eradicate the problems especially by giving a better emphasis on internal and external environmental problems and illegal drug usage; Principals should give attention in light its positive impact upon the better teaching environment in the community, teachers and students relation. By cooperating with the community and concerned officials, principals should work to avoid Khat house, Shisha Bet, illegal drug smugglers from the school surrounding.

CHAPTER ONE

INTRODUCTION

This chapter tried to introduce a practice and challenges of school principals in creating a conducive teaching learning-environment in private secondary school in Addis Ababa Bole-sub city. As research, this section consists of background of the study, statement of the problem, objectives, significance, scope, limitations, definition of terms and organization of the research work.

1.1. Background of the study

Education is the aggregate of all processes by which a person develops abilities, attitudes and other forms of behavior of the positive value in the society in which he/ she lives (Good, 1973). According to UNESCO (1999), education is a single most powerful means to improve the quality of life, the most powerful weapons against poverty. World Bank (2008) also describes as Education plays a central role in preparing individuals to enter the labor force as well as equipping them with the skills needed to engage in lifelong productivity. Similarly, UNESCO (2009) as cited in Hirche (2012) states that education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work.

Teaching and learning is a deliberate intervention that involves the planning and implementation of instructional activities and teaching experience to meet intended learners' outcomes according to teaching plan. It can be defined as the relatively permanent change in an individual behavior (knowledge, skill and learning attitude that can...)

The government of Ethiopia gives good attention for quality of education and striving to provide the same by preparing a program called General Education Quality Improvement Package (GEQIP). The overall purpose of the package is to improve the quality of general education throughout the country (MoE, 2008). The package is composed of six programs. The first program is School Improvement Program (SIP). The major purpose of this school improvement program is to improve students result or achievement.

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning outcome. It serves as a frame of reference for coordinating activities, planning, monitoring and evaluation etc. of school tasks. The domains of SIP vary from country to country based on their priorities. For example, SIP in Egypt is carried out with the objective to improve accountability, efficiency and quality of primary education system having the purpose of improving children learning outcomes, increasing enrollment and retention rates, and reducing repetition and dropout rates. Similarly, SIP in Sudan intended to promote access and utilization of good quality and efficient basic education with focus on geographical and gender equity (Plan Sudan, 2006). The above examples show that, the major problem of schooling in the two countries, at least in those schools covered by the SIP program, is not only the issue of providing quality education but also problems related to access, efficiency and equality of education. On the other hand in western countries like UK and Wales, where issues of access, equality and efficiency of education are no more serious problems, the main objectives of SIP is searching for teaching approaches that are effective in achieving high academic standards whilst at the same time enhancing the students' range of learning skills as well as contributing to aspects of personal and social development (Hopkins, 2002).

In general, the above explanation shows that, even though the general aim of SIP seems to be providing quality of education to all pupils, particular challenges and problems in which particular nations or schools suffer from determine the objectives of the school improvement programs.

Ethiopia's vision to become a middle income country in 20-30 years is taking shape with several creating conducive policy and strategy directions. The Rural Development Strategy, the Capacity Building Strategy, the Industrial Development Strategy, as well as the Education and Training Policy and Strategy clearly indicate the need for large number of knowledgeable and skilled human capital in several areas of specialization. To transform the agricultural sector, to develop the rural economy and livelihood, to make the country competitive in the global economy or market, and to build overall capacity, it is imperative to have large number of qualified human resource (Teshome Yizengaw, 2003).

This study focuses on the practice and challenges of school principals in creating a conducive teaching-learning environment in private secondary schools in Addis Ababa, Bole Sub City.

1.2. Statement of the problem

The Ethiopian Education and Training Policy (TGE,1994) has been the major framework for higher education reform and transformation. It stresses issues of quality and relevance in educational programs, quality of teaching staff and facilities, improvement of learning process towards a focus on students, improvement of management and leadership, introduction of financial diversification, including income generation and cost-sharing by students and improvement in the system of evaluation, monitoring, autonomy and accountability. Moreover, the policy is sufficiently precise to guide decision-making and the allocation of resources necessary for the improvements and steady strengthening of the sector.

In addition, this policy and its strategies are consistent with the aspirations and the needs of national development in all its forms. They emphasize the development of problem-solving capacities and culture in the content of education curricula structures and approach. Along with this, they direct that there would be appropriate nexus between education, training, research and development through coordinated participation among relevant stakeholders. The policies aim to produce problem-solving professional leaders in their fields of study and in overall societal needs. It outlines clearly selected goals, means and decisions. It also defines to what ends education should be directed, what should be taught and how, decisions as to organization, facilities and administrative arrangements, as well as coordination amongst its several elements. Above all, it has spelt out the need for an effective and efficient delivery system. With the provisions of the policy and its strategy, the government and the higher education community have begun a concerted effort to design detailed strategies outlining the reform and the future directions of higher education in Ethiopia. However, the real problem is that they do not consciously address the issues stipulated in the policies in their activities and more importantly do not research and contribute for its refinement and successful implementation (Teshome Yizengaw, 2004).

In fact, to create conducive teaching and learning environment the schools atmosphere must be a supportive and non-threatening one in which both the students and the teacher are comfortable. This is critical for the child's cognitive, physical, social and emotional growth.

Within the classroom, teachers need to be sensitive to values which are promoted by family, peers, religious and cultural backgrounds. The health classroom provides numerous opportunities for students to share their personal ideas ask explicit questions and make confidential. That is when the climate of the classroom healthy, students may speak openly while being assured of the confidentiality, trust and respect of their classmates and teacher. The nature of some incidents may warrant professional intervention in which case school board policy must be followed.

It is important; too, that the learning environment of school to be extended to involve the home and the community for health is so intricately related to both. Throughout the teaching and learning process instruction should be guided by the goals and objectives of the program. Students must be actively involved and provided with the opportunity to experience success.

Learning must be meaningful and appropriate for the child's cultural environment. Learning experiences must be varied and an atmosphere of support must be provided. The active involvement of the whole child: the cognitive, aesthetic, physical and social dimensions, is key in a comprehensive school health program. But if the teaching learning process unable to maintain such things there may not take place healthy teaching learning process.

The case which motivated the researcher to undertake the study is that his experience of high school and his friend who has long years of experience as a high school principal. As the researcher realized, there are challenges regarding to creating conducive teaching learning environment. As the researcher understands from his intimate school principal friend there are a numerous challenging factors in creating positive school environment. So, the aim of the study was to explore practice and challenges of secondary school principals in creating conducive teaching-learning environment in private schools in Addis Ababa.

1.3. Research questions

In order to give a proper answer for the stated objectives of this study, the researcher raised the following basic questions:

1. What are the challenges of secondary school principals in creating conducive teaching learning environment?
2. What does the practice of school principal .in creating conducive teaching learning environment look like?
3. What techniques should be used in creating conducive teaching learning environment?

1.4. Objective of the study

Hereunder the general and specific objectives for this research are stated as follows.

1.4.1 General objective: The general objective of the study was to explore practice and challenges of principals in creating conducive teaching learning environment.

1.4.2 Specific objectives

1. To investigate challenges that encounters principals in creating conducive teaching learning Environment
2. To identify the practice of principals in creating conducive teaching learning environment
3. To examine techniques that should be employed by principals in creating conducive teaching learning environment.

1.5 Significance of the study

The output of this research is expected to benefit for private, public and community schools, academic/research sphere, as well as on practice/policy domains. It may also contribute to the long term strategies that mitigate the problem of teaching and learning environment. Furthermore, the study will be likely to provide valuable information to the academicians about the practice and challenges of the school principals in creating conducive teaching learning environment. In addition, it will also serve as a reference for future related researches.

1.6 Scope of the study

The main focus of this study were exploring practice and challenges of principals in creating conducive teaching learning environment in private secondary school in Addis Ababa Bole Sub-City. Because of the time and cost constraints, the scope of this study was delimited only to Addis Ababa, Bole Sub-City. In addition, even if there are private, public and community schools presented in the area, the study will focus on the private schools due to the above reason.

While the focus of this study will be the private secondary school, the study tried to exploring the government schools alone. In fact there are a lot of public and private schools that are found in the study areas, but, due to resource scarcity cannot cover all.

The geographic boundary of the research will be in Addis Ababa City Administration. In fact the practice and challenge of school principles elongated with different zones and regions. However, due to same reason as the above the researcher is supposing to focus in the indicated study area alone.

1.7 Limitation of the study

Factors which are considered for analysis were only those the researcher expected as most relevant to the level of advancement of practice and challenges of school principals in creating conducive teaching learning environment. That is, there will be other unconsidered factors which can affect the practice and challenge of school principles. These may lower the quality of the result.

As the study is cross-sectional in design, the possibility of recall biases resulting in under or over reporting and misreporting of events was expected. In addition, most of the information was questionnaire-based; so, questions that required a good memory are vulnerable to recall bias.

In spite of the researcher's efforts to gather the necessary information as objective as possible, the analysis of this study were based on the opinion of respondents, so the respondent may not

cooperate well to fill and gave all the necessary data. This may in turn limit the ability to make broader generalization

1.8. Definitions of key Terms

Teaching-learning - it is the core of the domain of education it also means the act of teaching or training so as to bring up and lead forth. It is the deliberation and systematic influence exerted by the mature person (teacher) on the immature (student) through instruction and discipline. It involves development of all the powers of the human being that is the physical, social, intellectual, aesthetic and spiritual (Fernandes, 2005).

School environment - is defined as a social environment of setting or learning environment in which students have different experience depending upon standards set by teachers and administrators (Moss, 1979).

Conducive environment -: is a pivotal linchpin in promoting a favorable mood or atmosphere in a classroom to ensure an effective teaching and learning process to take place

Learning environment - refers to the diverse physical location, contexts and culture in which students learn.

1.9. Organization of the Study

The research report consists of five chapters with different sections and sub-sections which is structured as follows: Chapter one includes background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope and limitations of the study, definition of terms. Chapter two will cover review of relevant related literature. In this second chapter, various publications relevant to the research area were assessed. Chapter three will encompass research design and method, population and sampling, data collection methods and analysis. In chapter four results and discussion of the study will be presented. Major findings from the study will also discuss in detail. And in the last chapter summary, conclusions and recommendations of the study will be reviewed. The summary of findings is made based on the results discussed under chapter four. Conclusions, recommendations and further area of research will also be pointed out in this section.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on basic concepts and issues that theoretical review, empirical part and conceptual framework were discussed by different authors.

2.1. Theoretical Overview

To have got effective teaching and learning process, schools should be well organized and need to fulfill the necessary facilities including conducive school environment. A school is an institution designed for the purpose of teaching students or “pupils” under the direction of teachers. Therefore, the environment would be a factor which contributes a lot on student’s achievement and behavior, either positively or negatively.

Professional interest has been linked to the provision of better teaching learning practice. When teachers envisage effective teaching as a skill that can be acquired, this feeling of self-efficacy can help them better analyze and solve problems. Conversely, those teachers confronting a low feeling of self-efficacy can experience self-doubt and become preoccupied with evaluative concerns if efforts proved unsuccessful (TALIS, 2009).

The outcome of the student is not affected only by the classroom climate and attainment but it is also affected by 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. For example, TALIS (2009) finds that one teacher in four in most countries loses at least 30% of lesson time to disruptive student behavior or administrative tasks, amicably some teachers lose more than half. Furthermore, according to the finding of the TALIS most of the surveyed school principal reports that classroom disturbances hinder learning. In all countries this is a problem in a relatively high proportion of schools and poses a significant challenge for effective teaching.

In fact, every student success is dependent on an accommodating, secure, challenging and academically robust learning environment. Teachers and school administrators should recognize

the value of creating a positive environmental atmosphere. A learning environment refers to a physical or non physical conducive space where effective knowledge or information is passed across from one person to the other (Danladi,). Michael (2002) described that schools are special environments which exist for the purpose of enhancing the learning process. For instance, the physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards.

Moreover, arranging the physical setting for teaching is a logical starting point for classroom management because it is a task that all teachers face before school begins. Many teachers find it easier to plan other aspects of classroom management once they know how the physical features of the classroom will be organized. When they plane to arrange the physical seating, the teachers, principals and the school owners should considerer the following main issues: keep high-traffic areas free of congestion, be sure students can be seen easily by the teacher, keep frequently used teaching materials and student supplies readily accessible, be certain students can easily see whole-class presentations and displays, the arrangement of student desks so as to the students are facing and can readily see the primary whole-group instructional area, and small group instruction areas so the teacher can monitor the rest of the class from the seated teaching position (UNC, 2015).

Provision of safe and sufficient water, sanitation, and shelter from the elements are basic necessities for a healthy physical learning environment. Student and teacher comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors; adequate usable space, noise control, lighting, temperature and climate control, and sanitation. The classroom is the most important area of a school because it is where students and teachers spend most of their time and where the learning process takes place (Michael A, 2002).

MoE (2006) and ACT (2009) divided school domains into four categories. According to ACT the four domains of the school includes: learning and teaching, safety and conducive learning

environment, leading and managing, and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school and the form a structure with which school can review question and analyze their systems and process (ACT, 2009).

2.1.1 Learning and teaching domain

The learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. Some educators claim good teaching cannot be defined because the criteria differ for every instructional situations and every teacher. Harris (2002) states that, while it cannot be denied that there are conditions at school level which can make class room improvement more possible, there teaching-learning process the main determinant of educational out comes.

Fulan (1992) as cited in Harris (2002) have stated that school improvement research highlights the center of teaching learning in the purist of sustained school improvement. Curriculums should be taken in to account in the process of teaching-learning process. In development and implementation of curriculum, teachers are the fundamental agents and direct in an institutional delivery and evaluation of the curriculum.

2.1.2 Safety and conducive learning environment domain

The study environment describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive in safe and productive learning environments students willingly engaged and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. In a safe school is secure and disciplined environment personal and school property are not subject to theft, destruction, students and staff respect each other and behave in ways that contribute to effective teaching and learning. Hence, safe conducive climate and health school environment plays significant role for school improvement. MoE (2006) states school environment consists of students focus, student

empowerment and students support and decisive domain for the implementation of school improvement program.

2.1.3 Leadership and managing domain

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leadership within the school is collegial student centered and teachers focus promoting a collective responsibility for improvement. Harris and Linda Lambert, (2003) described the concept of leadership as an enacted variable depend up on interactions between leader follower and context. South worth (2004:1) also noted the relationship of leadership and context; when he states that leadership is contingent upon environmental and contextual factors.

One characteristic that marks successful leaders of school to their ability to understand the contexts in which operate. Leadership is a shared function and only expresses itself with and through others. But, it cannot delegate. The expansion of leadership is empowering others to lead and improve schools. In empowerment as Arcaro, (1997:14) states “people are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision” leadership a critical and essential variable in the process of generating capacity for school improvement. It builds capacity for individuals to flourish and for schools to continually improve and change. School leadership plays a great role in implementing school improvement programs. To implement school improvement programs effectively and sustainably school leadership capacity has to be enhanced.

Hopkins *et al.* (2001) in Harries *et al.* (2003:122) point out school capacity is the collective competency of the school to bring about effective change in four components namely: knowledge, skills and dispositions of individual staff; a professional learning community in which staff work collaboratively; program coherence, and technical resource. School principals empower others to lead and the serves as catalysts for changes (Harris and Linda Lambert, 2003:38-39). Hal linger and Heck (1996) in Harris *et al.* (2003) indicated four areas in which head teacher influences the school. The first is through establishing and conveying the purposes

and goals of the schools. A second through the inter play between the schools organizations and its social network. A third is though influence over people and fourth is a relation to organizational culture. Successful change leaders articulate a vision for their schools so that everyone articulates a vision for their school. So that everyone understands the vision shares authority, responsibility and accountability to accomplish it (Lovis and Miles, 1990 in Harris and Walter Daniel, 2005:15).

2.1.4 Community involvement domain

The community involvement domain describes the development quality, ongoing, community partnerships and networks. Schools are responsive to community expectations, suitable environment for learning, school administration and community participation. Community involvement in educational affairs is one of the most over used but least understood concepts in developing countries. Community participation is a process through which stake holders influence and share control over development initiatives and the decision and resource which affect them. (Kruger, 1996:83), has also indicated the following activities as a means for parents to get involved in schools; helping children with homework; fund raising; maintenance building and grounds; transporting of pupil's; Organizing functions at school helping with extracurricular activities and supporting school activities. Several reports on community involvement indicate that the school in general and teachers and students in particular benefit a lot from the involvement of the community in the issue of schools.

The relation between these school domain and its constituent elements that affect students learning outcomes presented in MOE (2006) report. In fact, it is interrelated and has the same core issue or objective which improving student's results. Therefore, the main objective of school improvement initiative and successful implementation of the school domains are enhancing student's achievement. Suitable environment for learning student focus, student empowerment, student support, learning and teaching, evaluation curriculum, student result, school administration, strategies vision leadership behavior, school management, community participation working together with parents, participating the society, and promoting education.

A healthy school environment can directly improve children's health and effective learning and thereby contribute to the development of healthy adults as skilled and productive members of society (WHO, 2002). Conducive environment is one where students feel encouraged to participate and facilitate learning. So, environment has its own contribution on student's behavior and achievement.

According to Chan (1996), student achievement is to be highest in modern learning environments and lowest in obsolete learning environments. Technologies and adaptabilities of modern environments better equipped students for success disregard the physical difficulties of learning.

For education in school to be effective, the environment needs to be conducive for learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation. These standards are important as they will be what the school will focus on in order to improve student results. Hence, school environment has a great contribution on students' academic performance and behavior. Many of the environmental factors that affect workers in any businesses world exist in schools. Students would react to those factors in much the same way as the worker. That is the quality of school facilities to both student outcomes including achievement, behavior, and attitude as well as to teacher attitude and behavior (Uline, 2009). If teachers had negative attitude towards their work, teaching will have negative effect on students' achievement and behavior. Hence, the study tries to assess the practice and challenges of schools principals in creating conducive teaching-learning environment in private secondary school in Addis Ababa Bole Sub-City.

2.1.5 Conducive learning environment

Conducive learning environment depends heavily on the preparation and readiness of the facilitators on one hand and the participants (learners) on the other (Encyclopedia Britannica, 2010). While teachers and principals advance in terms of intellectual development, and the right skills, the participants must be physically prepared and ready to participate in the learning activity. These can be achieved if the environment is made conducive for learning.

Basically, the Teacher Quality Standards (TQS) outlines two areas that must be followed in order to be conducive to students learning. These are:

- I. Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secured. Being a teacher he/she feel that it is his/here number one job to ensure that all students in his/here class feel safe and cared for. Without having a safe and caring environment, learning would be impossible. The teacher spends time each day with every student, having a mini conversation and asking them a question, to build a strong relationship and show them how much the teacher care for them. Because, the teacher should sense a strong relationship with his/here students built on trust and care, they feel comfortable around the teacher face and are able to approach when they have concerns or problems. A teacher always wants his/here students to know, care for them, respect them, and display this through for the students.
- II. Teachers work independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. It is important to have a classroom that is mutually respectful. Students need to understand when they need to be quiet and when they need to collaborate with others. They need to know that some students have different learning styles and need to be respectful towards them. When students are a part of the process of creating conducive learning environment, they take more ownership in following them. Additionally, they are able to evaluate where they made a mistake and offer conducive learning environment in the formal education depends heavily on the preparation and readiness of the facilitators on one hand and the participants (learners) on the other. While the facilitator prepares in advance in terms of intellectual development, and the right skills, the participants must be physically prepared and ready to participate in the learning activity. These can be achieved if the environment is made conducive for learning.

Conducive learning environment is crucial to the success of learning of the adult learners. Conducive environment of the adult learners can be viewed from two perspectives, the learning

environment and the learning interaction. The learning environment refers to the environment the adult learners undergo in their learning. While the learning interaction refers to the relationship that exists between the adult learner and the adult educator (facilitator). Learning interaction is one of the cardinal factors that dictate the outcome of learning among adult learners. Jegede (2003) opined that the facilitator needs to be conscious of the characteristics of the adults and let that dictate what takes place in the classroom or in the process of learning interaction. In other way round Khalid (2008) rightly observed that the issue of conducive learning environment among adult learners cannot be addressed without referring to the *andragogical* assumptions on which adult education is based. The concept of *andragogy* according to Ugwoegbu (2003) refers to the art and science of helping adults to learn their own consequence. It is important to have an orderly classroom where learning can be maximized.

According to C.O. Madu and Ogechi R (2015), an environment that is conducive for learning must possess the following elements: there should be adequate classroom management; interaction and acclimate of innovation; the environment should be participatory in nature. This has to do with active involvement of the learners in the classroom situation; the environment of the learners should be free from stress. The educator should strive to avoid unhealthy competition among the learners, because, a competitive environment will create tension; the educator should incorporate a range of teaching strategies; the environment should be one that the learner is allowed to learn in a way that suits them best. That is any task that involves high speed should be discouraged; the learning environment should be one that the learner feels respected, relaxed and learning something that is relevant to them, i.e., the content; the environment must be friendly, informal and humorous. This means that the educator should be flexible enough as to accommodate learners' individual differences in the classroom; and the environment should be such that the adult learner can have option to ask questions without fear of embarrassment.

2.1.6. Objectives of Making Environment Conducive for Effective Learning

According to Khalid (2008:153), the objectives of making environment of the adult learners conducive include to make learning pleasurable and meaningful to the participants, to build on the positive experiences of the learners, to enhance the learning achievement of all learners, to

decrease the drop-out rate of learners, to promote good health, hygiene and sanitation practices, to make learning activities more practical and to improve the economic standard of learners.

2.1.7. Factors to Consider in making the Learning Environment Conducive

There are a number of factors that contribute to improve the learning environment conducive for the learners. Some of these factors include the following:

1. Learning Environments

A school's physical environment includes the school building and the surrounding. School environment refers to the social, academic and emotional contexts of a school the "personality" of the learning context and how it is perceived by students, staff and community. A positive school environment creates an optimal setting for teaching and learning. Blum (2005) defined a school environment as a social environment of setting or learning in which students have different experience depending upon standards set by teachers and administrators.

The learning environment should be carefully considered in facilitating the learner. Jegede (2003) averred that majority of the learners especially adults have many things occupying their minds because of many social roles they perform. They are therefore easily distracted. Noise will reduce their concentration and make learning tedious; the room should also be airy in order to make breathing easy. It should be spacious and well lit, to avoid straining of the eyes of the adult learners. It is essential therefore that these learners are made comfortable and the atmosphere both cordial and relaxed.

2. Seating and Classroom Layout

For learning to be effective for the learners, it is important to make sure all tables and chairs are in good condition. The classroom should be arranged such that learners should be able to clearly see all visual aids including blackboard, whiteboard, charts, presentations and displays from where they seat. Seating should be arranged so that the educator can move easily among learners to monitor their work and behavior. Placing the learners in small groups can provide opportunity for them to become more actively engaged in learning. Omolewa (1981) asserted that group discussions will help the learners to feel at home among themselves, and to rediscover

themselves. So, he was advised a circular arrangement of seating, with the teacher seated on one of the available and vacant seats, possibly in the middle.

3. Culture of the Participants

Culture of the target group is also crucial when timing learners' education program. For instance there are days women do not attend the class like during most public holidays. As a result, programs should not be put late into such periods to avoid disrespecting their culture. Any program fixed on such days will incur the wrath of the people (C.O. Madu and Ogechi R, 2015).

4. Motivation

Motivation plays an important role for effective learning to be achieved among learners. Motivation can either be intrinsic (internal) or extrinsic (external). Intrinsic motivation occurs when the learners (students) are interested and enjoy what they learn. While extrinsic motivation depends on rewards. Ugwoegbu (2003) pointed out that for learning to be effective, there must be motivation. He further stressed that it is necessary for students or educator to sustain the attention and interest of the adult learners. For any program to be carried out, the learning situation must be attractive and appealing to the participants. If there is no motivation, there is no learning. The teacher or instructor has a special responsibility to motivate and sustain the interest of the learner. If the teachers fail in their duty, they may succeed for all time in discouraging the desire and enthusiasm of the learner.

5. Physical Ability of the Learner

Learners with special learning needs like hearing or eye problems should always be assisted. They can be helped with hearing aids or asked to always sit in front of the class so that they can see the writing on the board and hear what the facilitator is saying during the lesson (C.O. Madu and Ogechi R, 2015).

6. Demographic status of the Learners

Education implies literacy, knowledge, and exposure to new ideas and can provide access to improved employment opportunities. It may have influence on the health of individuals and of their families and on their participation in community life (Jelaludin Ahmed *et al.*, 2001). In

recent years, the gender gap in education has become an issue on the international agenda. For the developing world as a whole, the female literacy rate is currently lower than the male one.

In addition, as the 1984 Ethiopian Population Census result indicated, slightly over one fourth (27.0%) of the country's population, aged 10 years and above, were reported to be literate. Most adults are also gone to school to preside their education. It is not ideal to find a 14 year old learner in the same class with 50 years old adult. This can affect free flow of communication among learners. In an ideal learning situation, participants in a literacy class can be grouped based on their age range in order to encourage peer learning among the learners and to create an atmosphere for free interaction among the adults (C.O. Madu and Ogechi R, 2015).

2.2 Components of internal school environment

2.2.1 Caring Environment

A positive school environment is built upon caring relationships among all participants such as students, teachers, staff, administrators, parents and community members. A warm morning greeting from the custodian can help determine a child's mood for the day, just as a teacher's cheerful send-off at day's end can help motivate the child to do homework. Learning requires a personal touch, and teaching fundamentally depends on interpersonal communication (Blum, 2005).

I. Student Teacher Relationships

No factor is more important for positive school outcomes than the children's perception of the teacher's attitude towards them. When students believe that their teachers care about them, see them as competent, respect their views and desire their success, they tend to work towards fulfilling those high expectations. Unfortunately, many schools have not fostered such positive students' teacher relationships.

II. Student-Student Relationships

School is the primary social structure for children. Friendships and social relationships with peers are a central part of students' lives. A positive school environment encourages communication and interaction and does not tolerate harassment, bullying or violence of any

kind. Social norms are often established and spread by members of the popular crowd, who tend to have a disproportionate influence on school climate. When popular students get good grades, the general sense of school attachment is strong, and more students emulate these leaders. If, however, the popular cliques favor fun over future, sports over studies or popularity over inclusiveness, they will undermine a positive learning environment. Because student leaders have a powerful impact on school culture, especially adult educators must pay close attention to the messages and attitudes conveyed from student to student. So to manage the school properly the teachers need to recruit those influential young people as allies. School attachment is particularly difficult for transfer students, who are concerned about making new friends and being included in extracurricular school activities. In addition, when friendship networks are disconnected, stratified or segregated by race, student relationships and school attachment both suffer (Blum, 2005:7)

III. Teachers, Staff and Administrators Relations

Positive relationships based on trust, respect and support among school adults are essential to professional fulfillment and school success. An atmosphere of collegiality influences teachers' efficacy satisfies emotional needs and leads to personal and professional learning. Teachers and staff need to enjoy their work and be willing to contribute to the schools positive learning environment. Furthermore, teachers cannot create a democratic classroom in an autocratic school. They cannot teach interpersonal respect when they are treated disrespectfully by administrators, and they cannot set high standards for students if administrators set low standards for them (Blum, 2005).

In any organization there is no substitute for good leadership, and schools are no exception. Principals and administrators create the vision, establish the agenda, communicate the goals and lead by example. The best leaders are well organized, task oriented and well informed. Effective principals are good listeners and are open to suggestions from every stakeholder in the school. They encourage progress toward goals. They foster healthy interpersonal relationships, provide constructive criticism and bestow generic and genuine praise (Blum, 2005)

IV. School Parent Community Relationships

Parents and community members should feel that their school has a welcoming environment. It should be accessible and open to parent participation, recognize parents' expertise and provide opportunities for their contributions. Effective communication and collaboration with parents and the community will promote better outcomes for students. Research demonstrates that parental support and value of education is a consistent predictor of children's academic achievement. These outcomes are enhanced when the entire community values education and demonstrates support for its schools (Blum, 2005:8).

2.2.2. Safety or Safe and Structured Environment

In a safe, structured environment, students can focus their attention on learning. Many factors combine to promote a feeling of safety, ranging from the physical environment to discipline policies to perceptions of fairness. A school environment should be one in which every student feels safe. Health is the state of complete physical, mental, and social wellbeing. Students' must feel safe when they use the water and toilet facility (Michael A., 2002:3).

The Safe Schools/Healthy Students (SS/HS) Initiative works to promote safe and healthy environments in which children can learn and grow. Violence and substance abuse in schools compromises the educational climate and endangers teachers and students. Having safe schools is having healthy students. Create a positive school climate that foster positive student behavior and ultimately, develop responsible, productive youth (Milwaukee, 2008).

2.2.2.1. Importance of Safety

When students do not feel safe in school, they are more likely to become truant, carry weapons, get distracted and experience lower achievement. A sense of safety for the entire school community has physical, academic, emotional and fair aspects.

- **Physical safety:** - comes from a sense of community, which decreases a feeling of personal risk. Environments that experience conflict are often those that accept aggressive behavior. Bullying, for example, is an all too common phenomenon and must not be tolerated. Children who feel threatened in school can't learn. If schools ignore even the most subtle forms of aggression, they convey the message that school is not an

arena of safety. A safe community is built through clear expectations for personal conduct; respect for others; conflict resolution techniques; and fair, enforceable and equally applied consequences for violations.

- Academic safety: - is defined as an atmosphere in which both students and teachers feel free to take intellectual risks. Students can raise their hands and present an idea without fear of ridicule. Teachers feel they can bring new ideas to the classroom and concerns to the administration without reprisal. Every person in the school community feels free to innovate with the knowledge that fresh ideas will be welcomed and valued, even if they are not all equally successful (Blum, 2005:13)
- Emotional safety: - occurs in an environment where bullying is not allowed; neither is teasing. It is an environment where one does not feel threatened because of the color of his/ her skin or the color of his/her sneakers. It is a school where neither one's language of origin or linguistic disabilities is a source of ridicule.
- Safe schools are fair:-. Most individuals have an innate sense of fairness and bristle when rules are unequally applied. Students must feel that treatment is fair and nondiscriminatory. A school declares its high behavioral expectations through consistent classroom management and clear, fair discipline. When discipline problems are addressed according to a thoughtfully established, well communicated code of conduct, a sense of order and a positive school climate are more likely to prevail (Blum, 2005:13).

2.2.3 Academic Environment

A sense of belonging is important to student success, but it alone is insufficient to produce desired outcomes. School leaders need to create an environment that is focused on excellence in teaching and learning and communicate this emphasis to students, teachers and parents. (Blum, 2005:17)

a) Participatory Environment

A more positive school environment is created when all stakeholders feel they are contributing to the school's success. This process begins with leadership and a shared agenda, both clearly

defined and clearly communicated. Leadership at its best is not confined to teachers and administrators but also involves parents and students in decision making and planning (Blum, 2005:21).

a) Space for Parents and the Community

Parents and community members could come into the school not only to follow up the performance and progress of their children's but also as resource persons to share their knowledge and experiences in relation to a particular topic being studied. For example, for a lesson on machines, local mechanics could talk about sharing their experiences on repairing and also talk about how they learnt to repair vehicles (Blum, 2005).

b) The Physical Environment

A school's physical structure and appearance send important messages. When the physical plant is well maintained and the surrounding grounds are well kept, they convey respect for the school community and the educational mission. In low-resource communities, students and parents often help in maintaining the facility to keep it looking good. Likewise, the physical organization of a school can create obstructions to engagement or foster opportunities for a positive learning climate. When teachers have easy access to materials and classrooms are arranged for optimum student learning, the focus remains on the core goals. When the necessary materials for learning are not present, the message is also clear.

c) External school environment

The environment surrounding the school district includes the social, political, and economic forces that impinge on the organization. The environment in the open systems model takes on added significance today in a climate of policy accountability. The social, political, and economic contexts in which school administrators work are marked by pressures at the local, state, and federal levels. Thus, school administrators today find it necessary to manage and develop internal operations while concurrently monitoring the environment and anticipating and responding to external demands (Fred C. and Lunenburg, 2010).

2.2.4. The school facilities

School facility is a comprehensive term which includes the site of the school, the physical structure, the arrangement of spaces, a set of special environment and specialized tools such as furniture and equipment (Davis, 1982:2). Similarly, Mbama (1992; 154-155) defines educational facilities as any object or unit area of space which is designed and organized deliberately to assist

and be used in teaching and learning process. He also mentioned the common facilities that are often used in the educational system such as classrooms, laboratories, workshops, libraries and furniture like desks, tables, chairs and black boards.

The physical condition of a school facility often conveys a message to students about the overall concern for their education. If a school building is well maintained, or at least attempts to maintain it are evidenced, then the students may assume that there are expectations of good behavior and high achievement. If the faculty and staff maintain the facility poorly, then students may assume that low demands will be made of them. Messages from parents and peers may or may not reinforce impressions obtained from the school environment. Students can become either positively or negatively affected by what they see. Studies in other fields, such as the business world, have been conducted which have found that a positive environment is related to improved employee satisfaction and production (Eric (1996) pointed in Eilers, 1991; Glassman *et al.*, 1978). Moreover, Lexington (1989) stated that production can be directly impacted by such building conditions as climate control, illumination.

According to educational statistics annual abstract (MOE, 2009: 51) the main school facilities in secondary schools are classrooms, water, latrine, clinics, libraries, laboratories, internet, electricity and plasma television. Generally a good school facility promotes the achievement of students, enhances students' attendance, minimizes teachers' retention, develops teachers' satisfaction and fosters good learning environment proper education requires essential facilities such as toilet, water and library.

1. Toilet and water facilities in School

Provision of safe water and appropriate sanitation facilities are the first requirements in the creation of healthy learning environment. Miliband in ERIC (2007) says "if you get the toilet right, you get the teaching right." This implies that school facilities are crucial aspects of students learning environment. Students spent at least five hours in school every day, during which visits' to the toilet are inevitable. Going to the toilet is much part of students' habitual action as eating and drinking. Therefore, schools should make toilets clean and well maintained so as to produce a healthy student (HTSE, 2006).

There can be no question that water means health, better development and an acceptable quality of life. Therefore, a school that provides safe drinking water implies students just as much as a dedicated teacher who imparts the basic knowledge to students (Solsona and puertes, 2003). Generally, the toilet and water facilities in school can have the following core function: enhancing pupils' attendance; promoting gender equality and equity; making pupils change agents in their community and safeguarding pupils' health.

Although it is difficult to set the same kind of standard about the toilet and water facilities throughout the world, there should be common and broad requirements such as safety, privacy, accessibility and adequacy.

a. Safety

Students must feel safe when they use the water and toilet facilities. They should use them without having fear or risk for harassment and attacked by dangerous animal or people. These facilities should be located at hearing distance and visual contact with school office so as to help students during accidents or harassment (Mohandas, 2004). Drinking water facilities must not be located in toilet areas (ERIC, 2007:4)

Students need to feel safe and comfortable in using school toilets. Therefore, working with pupils is good requirement so as to ensure safety by providing and maintaining toilets that encourage respect, good behavior and reduce antisocial behavior associated with bad behaviors (ERIC, 2007:1). No harassment should be seen in the school toilet. In order to overcome problems related to harassment in toilets, school should have separate entrance for boys and girls, light inside the toilet and lockable doors for cubicles. The toilet should also preferably be attached to the main school building if sanitation is the major slogan of the school. Other measure to avoid harassment in school toilets is to have a janitor around and deal with reporting and handling harassment cases in the school (Drangert, 2010).

b. Privacy

Students, especially girls, should feel privacy when using the sanitation service in the school. Therefore, school administrators have to enforce proper management system in order to enhance the privacy level of school sanitations (Mohandas, 2004:2).

c. Accessibility

Water and toilet facilities should be accessible for the entire school population. It is very important to give due consideration for physically challenged students to use these facilities easily. Access for a wheel chair and hand rails on the wall or floor are need to be installed, especially, for the disables (Dranger, 2010:9).

d. Adequacy

A general recommendation from WHO (2009) is to provide one toilet per 25 females and unlike one toilet and urinal per 50 boys. The reason for this is the time taken for girls in using toilet is more than that of boys (Drangert, 200:7). Similarly, OHS (2008; 1) recommends that there should be one closet pan toilet for 25 males and one closet pan toilet for every 15 females.

2.3. Empirical Findings

Researchers have found that school environment affects more than academic performance it influences students' emotions and health behaviors; as well students, who feel socially connected to others, in schools that hold them to high academic standards, are more engaged in their education (Blum, 2005:4). According to Blum, (2005) the physical condition of a school facility often conveys a message to students about the overall concern for their education. If a school building is well maintained, or at least attempts to maintain it are evidenced, then the students may assume that there are expectations of good behavior and high achievement. If the faculty and staff maintain the facility poorly, then students may assume that low demands will be made of them. Messages from parents and peers may or may not reinforce impressions obtained from the school environment. Students can become either positively or negatively affected by what they see.

Studies in other fields, such as the business world, have been conducted which have found that a positive environment is related to improved employee satisfaction and production (Eric W,

1996). As discussed in the above portions, classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman *et al.*, 2006). A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz and Sheffler, 2009). Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009).

In contrast there are factors that can threaten a positive classroom environment: problems that kids bring from home, lack of motivation among students whose love of learning has been drilled right out of them, pressures from testing, and more. It is a bit difficult to control all these factors, but what if anyone could implement some simple strategies to buffer against their negative effects.

The factors that can threaten a positive classroom environment are problems that kids bring from home, lack of motivation among students whose love of learning has been drilled right out of them, pressures from testing, and more. In fact, a positive school environment enhances motivation, increases educational aspirations and improves attendance and retention. An unhealthy school environment one in which rules are unclear or arbitrary, bullying is accepted if not condoned, and teacher attitudes are indifferent, hostile or unnecessarily punitive is a likely setting for high absenteeism, misbehavior and interpersonal aggression. School climate is a key ingredient in academic success. Positive school environments not only engage students academically but they are also strongly associated with a range of positive health and behavioral outcomes. Specifically, research indicates that students who feel connected to school are less likely to exhibit disruptive or violent behavior, carry or use a weapon, experiment with illegal substances, smoke cigarettes, drink to the point of getting drunk, experience emotional distress, Consider or attempt suicide and engage in early-age sexual intercourse.

In other way direction connected students enjoy the learning process, exhibit greater trust and respect for teachers, show concern for others and are more likely to employ the techniques of conflict resolution. From an extensive review of school climate materials, four components emerge as being critical for successful schools, such as, caring, safety and structure, academic rigor and support, and participation (Blum, 2005).

Blum (2005) cited a Coalition of Urban Boards of Education in his study revealed that nearly two thirds of the students surveyed were either not sure they trusted their teachers or worse were certain they did not trust their teachers. Moreover, one student in six dealt their teachers did not respect them. More than a third believed their teachers did not care whether or not they were successful. Such discouraging results are a recipe for individual and social disaster.

In a Council of Urban Boards of Education study, concerns about fairness increased among older students. Ethnicity was also a factor in the responses, as fewer African-American students, compared with Hispanic and white students, felt their teachers were fair. Predictability, consistency and structure in students' daily lives promote a sense of emotional safety, particularly for those whose lives outside of school are in turmoil (Blum, 2005:13)

Scott (2007) identified a relationship between facility condition and achievement and higher achievement was associated with schools with air conditioning. Higher achievement was associated with schools with less noisy external environments. The schools with higher quality buildings reported higher incidents per student population ratios of violence | substance abuse, suspensions, and expulsions. The suggested cause was that there was possibly more care and surveillance in the higher quality schools than in the substandard school.

Quality of education is hampered when pupils attend in schools that are dilapidated, over crowded with students, unsafe, noisy and poorly supplied with facilities (Waterkin cited in UNESCO, 2008). Likewise, as it is stated in NCES (2003) some research findings show that positive relationship exists between school condition and students' achievement and behavior. In addition, facility condition may have a stronger effect on students' performance than the influence of family background, socioeconomic status and school attendance.

Concerning this, Young *et al.* (2003) note that the correlation of facility factors with positive education outcomes as follows: higher students' achievement is related with well maintained school facilities in schools improve, achievement score also improved. As the same as, Shineider (2003) confirms that a good learning environment has a significant impact on students' outcome particularly school facilities have a direct impact on teaching and learning. Poor school

conditions make it more difficult for teachers to teach students; as a result they may leave their schools and contributes to teachers' job dissatisfaction which then can lead to attrition.

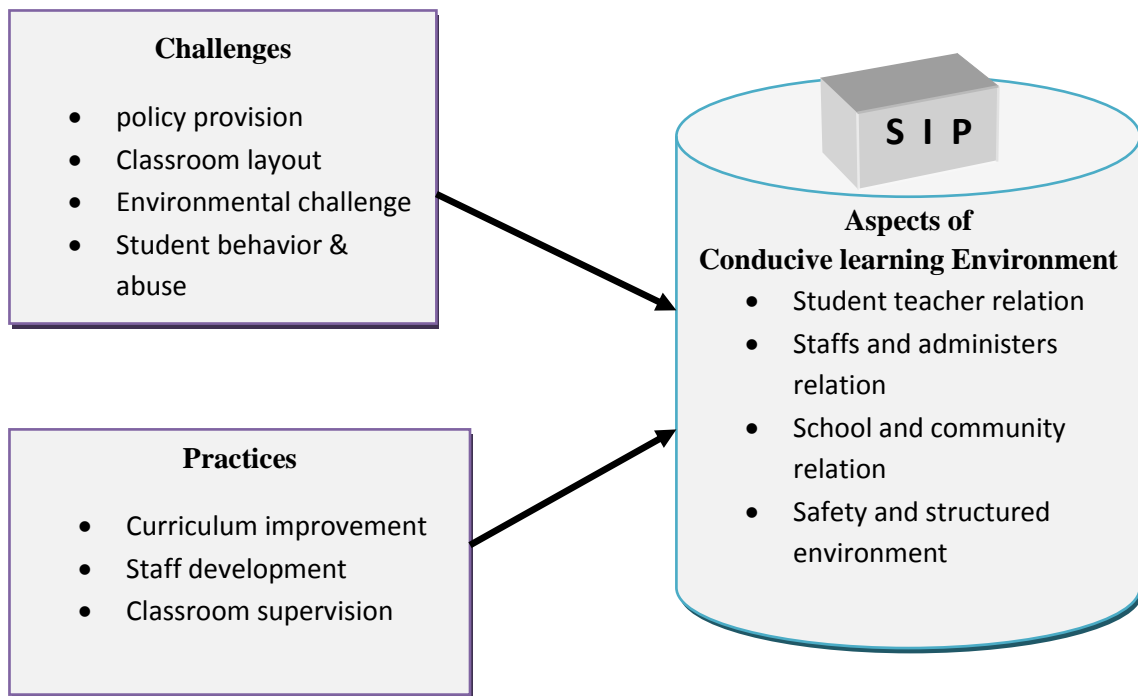
The gap has narrowed in the recent years, but much progress remains to be made. For instance, the 2000 EDHS survey results show that sixty-two percent of males and 77 percent of females have no education, and 27 percent of males and 17 percent of females have only some primary education. Likewise, the 2005 EDHS result elaborated that 52 percent of males and 67 percent of females have never attended school, and 32 percent of males and 25 percent of females have only some primary education. The 2011 EDHS survey result also indicated that 52 percent of females and 38 percent of males have never attended school. The 2014 Mini EDHS elaborated that 49 percent of females and 37 percent of males have never attended school. While these percentages are large, they constitute a substantial decrease from the findings of the 2000, 2005 and 2011 EDHS. In general these results indicate education level is imbalanced with gender difference.

For instance, environmental factors may negatively contribute to student's achievement and behavior includes poor facility like underprivileged sanitation, the presence of video homes and illegal drug houses etc. On the other hand better school facilities such as well organized school management, parents and community participation and well organized staffs are factors that contribute.

2.4. Conceptual framework

The overall school practice and challenge in creating conducive teaching learning environment seen with regard to challenges: policy provision, classroom layout, environmental challenge and student behavior with regard to school practice, curriculum improvement, staff development and classroom supervision are the main points. On the other hand, under conducive learning environment; Student teacher relation staffs and administers relation, school and community relation, safety and structured environment were discussed.

Figure: SIP School practice and challenges over conducive teaching learning environment



Source: Developed with the theoretical concept and adopted by the researcher

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research design

A descriptive survey design was used in order to assess the practice and challenges of private school principals in creating conducive teaching learning environment. The rationale for the selection of this method is helping to gather enough information from many people on the issues under study. Many scholars noted the appropriateness of this design for such study. For example, Koul (1996:405) states that descriptive survey design becomes useful particularly where one needs to understand some particular information. Best and Khan (1989:18) have noted that a descriptive survey research design involves a clearly defined problem and definite objectives.

Moreover, due to the duration of the data collection the study used cross sectional research design. It involved a one-time interaction with respondents as it enabled the researcher gather data, knowledge and beliefs of the entire population under study.

Furthermore, research strategies help researchers to provide data that can answer the research questions or achieve the research objectives. There are many types of research strategies, depending on the types of data that the researcher want to collect and analyze, such as experiment, survey, case study, action research and grounded theory. However, this study employed survey strategy because the data collected from such kinds of strategy can be used to suggest a possible explanation about the issues.

In order to achieve the objectives of this study and thereby to give answer for its problems, this study used both quantitative and qualitative research design. There are compelling reasons why the researcher opted to use Quantitative method was supplemented by a qualitative method to complement/validate information gathered from the quantitative survey, to gain deeper insights on the issue, to significantly strengthen the analyses and thus enhance confidence in the conclusions. Moreover, employing multiple data collection instrument helps the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Creswell, nd: 62).

3.3. Sources of data

In this study, primary source of data were used to gather adequate information about the topic under study. To collect this data the researcher used structured questionnaire for the quantitative or survey analysis and chick list like KII used for qualitative data.

3.2. Sampling Technique

There are 23 private secondary schools in the study areas whereas two of them are international. Those international schools are not governed by the Ethiopian Ministry of Education school law. Therefore, they were not included them in the study. In that regard, the researcher took 21 private high schools those are governed by the Ethiopian education policy. The table below illustrated the number of respondents expected to select from the given high schools.

Table...: The expected sample selected by each private high schools in Bole Sub City

No.	Bole sub city private secondary School name	The selected samples		
		Supervisors	Principals	Teachers
1	Kedeste mariam School	1	2	14
2	Deborah School	1	2	8
3	Fountain of knowledge	1	2	12
4	Deliverance School	1	2	8
5	Safari	1	2	15
6	Impute	1	2	4
7	Gibson youth Academy	1	2	10
8	Prestigious High Schoo	1	2	8
9	School of tomorrow	1	2	9
10	Super Holly Savior	1	2	12
11	Glory	1	2	6
12	Y.R.S	1	2	12
13	Ethio Parent school	1	2	13
14	One planet school	1	2	8
15	Maria Rubato school	1	2	4
16	Kebi Academy	1	2	6
17	Shebo Ejersa school	1	2	5
18	Ethio Harvared Acade	1	2	6
19	Bright Feature School	1	2	6
20	Vision Academy	1	2	11
21	Makmilan Academy	1	2	12
	TOTAL	21	42	189

As indicated above, from those selected private schools, 42 principals, 21 supervisors and 189 teachers were targeted to include in the study. According to Louis *et al.* (2000), if the population size is 370, a sample of 189 could be representative. Therefore, from 370 teachers 189 were selected by population proportion sample allocation techniques. Regarding with the supervisor cases, out of 21, as per Louis and his associates, a suggestion sample of 21 were enough. By the same procedure, those 21 study participants were also chosen. And regarding with the principal's cases, out of 42, a sample of 42 were selected. Thus, a total of 252 respondents were selected from the entire private schools.

3.4. Instruments of Data Collection

A questionnaire and an interview were the main data gathering instruments. The researcher prepared a structured questionnaire to obtain the required quantitative data from the selected sample of respondents. The questionnaire was designed based on the study language of the country English; because all the respondents were capable to understand the language and give proper answer for the questions. The development of the questionnaires involved the following steps: compiling a list of topics to be canvassed in the survey; discussing these topics with school principals and teachers; and preparing a first and revised draft of the structured questions and the response formats.

For the data collection process, trained data collectors or enumerators participated one for each of the three schools.

For the quantitative data, unstructured or check lists were used to collect the data. The key informant was selected for having the insight directly is believed as a knowledgeable person.

3.5. Methods of Data Analysis technique

After the quantitative data were collected, data processing was carried out. The raw data was converted into suitable form for analysis and interpretation. This achieved through sequences of activities including editing, coding, entry, and tabulation. The objective was to check the completeness, internal consistency and appropriateness of the responses to each of the questions. Statistical analyses were carried out using Statistical Package for Social Science (SPSS).

Descriptive statistics such as frequency, percentage, mean and standard deviation was employed in the study. Under the inferential part a statistics like correlation and regression was used.

The questionnaire have items with five point Likert scales questions of 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, and 1=Strongly Disagree. For the purpose of easy analysis and interpretation, the mean values of each Item and dimension were interpreted. The mean values from 1.00-2.49 were represented as low, from 2.50-3.49 as moderate, from 3.50-4.49 as high, and from 4.50-5.00 as very high implementations of the items.

Qualitative data was analyzed based on the transcriptions of taped interviews, from Amharic to English, classified and interpreted in a narrative form.

3.6 .Validity and Reliability

3.6.1 Validity: is the extent to which collection methods accurately measure what they were intended to measure and concerned whether the findings are really about what they appear to be about (Creswell, 2009). The questionnaire is carefully designed and pilot studies were conducted to refine the method of research and to the questionnaires before administering the final phase.

3.6.2 Reliability: Reliability is concerned whether the procedures of data collection and analysis generate the same results on other occasions observers make similar observations and arrive at conclusions from the raw data. In order to measure the consistency of the questionnaire and the overall reliability of constructs that it is measuring, the reliability test be carried out based on Cronbach's Alpha coefficient. Cronbach's Alpha can be interpreted as like a correlation coefficient. Its coefficient range lay on the value from 0 to 1. A reliability coefficient (alpha) higher than or equal to 0.7 considered as acceptable reliability. That means the targeted questions raised in the questionnaires are capable to answer the objective of the study. In that regard all of the variables under this study had an alpha coefficient higher than 0.7. Therefore, they are reliable enough to give the targeted objectives of the study.

Table ...: Reliability Statistics

Variables	Cronbach's Alpha Based on No. of Items Standardized Items	
Challenge	0.886	22
Practice	0.884	17
Conducive teaching learning environment	0.794	27

Source: survey data, 2018

3.7. Model specification

The following model is formulated for this research in order to give right answer for the issued research questions.

$$Y_i = \alpha + \beta_1 x_{1i} + \beta_2 x_{2i} + \varepsilon_i$$

Where the variables are defined as:

Y_i = Conducive learning environment

α = Constant term

β_i = Coefficients

x_{1i} = Challenge

x_{2i} = Practice

ε_i = Error term

3.8. Ethical Consideration

As like other social science field of study, educational research is also required a serious ethical consideration. Cognizant of this fact the researcher was taken all precautions while securing the necessary information for the accomplishment of the project objective. So, the research was addresses all relevant ethical considerations such as the issues of privacy and transparency. Primarily, Addis Ababa University has issued a formal letter of cooperation for the concerned study area. Then, permission had been obtained by the schools. Then data collection was carried out after receiving ethical clearance letters from the schools.

Despite the sensitivity of some questions, participants are encouraged to speak freely about the topics but not compelled to respond. Privacy is guaranteed in the sense that the participants remain anonymous. In the interview, participants had been requested to keep the shared experiences confidential. Informed verbal consent is obtained from each study subjects prior to data collection.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1. Background Characteristics of Respondents

Descriptive analysis was used to present the data collected in relation to the respondents profile for more clarification. It is mainly important to make some general overview about the collected data. The respondents profile used in this research are gender, age, and level of education, business the respondents engaged in and the length of relationship of the respondents with the schools.

4.1.1 Response Rate

A total of 189 respondents had been planned to collect the data. However, out of which 6 (3.2%) of them have been found to be incomplete. According to the result indicated 183 (96.8%) of the total respondents gave appropriate response for inquires. For the entire target schools only six did not fill the required amount of response. For instance, from Makmilan Academy 1 (8.3%) from Fountain of knowledge, 1 (8.3%) from Kidestemaryam Secondary school, 1 (7.1 %) from Safari Academy 2 (13.3%) and from Youth Roots School 1 (8.3%) have been later found to be incomplete and insufficient for the analysis. Therefore in general a 3.2% non response was considered.

4.1.2. Respondents profile

Table 4.2 shows joint with other demographic factors, it carries the sex structure of the respondents; out of the total valid respondents 157 (85.8%) of them were male, while the reaming 26 (14.2%) are female. This illustrated that the gender proportion of the teachers are much diverted. That means the number of male teachers by far exceeds that of females.

Regarding the education level, the majority, 158 (86.3%), of the respondents were bachelor degree holders. However, the remaining 25 (13.7%) of the study participants were masters degree qualified. This result indicated that the entire teachers participated in this study were qualified; especially, to share their opinion about the questions raised by the researcher in order

to evaluate the practice and challenges of principals in creating conducive teaching learning environment.

The age groups were classified in to three categories known as less than 30 which were the youngest age category, between 30 and 63, which were the eldest category and above 63 the pensioned age group. Accordingly the vast majority, 93 (50.8%) of the respondents were found in the second group which is between 30 and 63. The second larger aged group, 87 (47.5%), was constituted by the youngest teachers, while, the rest study participants were older. This entailed that most of the teachers' age were found in the productive age group.

Furthermore, as shown in the 86 (47.0%) teachers those participated in this study delivered services as a professional teacher from 5 to 10 years. What is more, 54(29.5%) of the respondents had gave service more than 10 years, whereas, the remaining 43 (23.5%) study participants provided a teaching service below five years. This implies those respondents had a better work experience which helps to identify challenges of principals in creating conducive teaching learning environment.

Table 4.2: Respondents profile

Variables	Categories	Distribution of the study (n=183)	
		Freq.	Percentage (%)
Sex	Male	157	85.8
	Female	26	14.2
	Total	183	100
Educational level	BA/BSc	158	86.3
	MA/MSc	25	13.7
	Total	183	100
Age in years	Below 30 years	87	47.5
	Between 30 and 63 years	93	50.8
	Above 63 years	3	1.6
	Total	183	100
Service year	Below 5 years	43	23.5
	Between 5 and 10 years	86	47.0
	Above 10 years	54	29.5
	Total	183	100

Source: survey data, 2018

4.2. Practices to create conducive teaching learning environment

Table 4.3 explicitly tries to depict teachers and administrators relation in nine distinct questions. Primarily, it tries to address if selecting and organized teaching materials were available to use as the teachers need them. For this question, out of the entire participants 107 (58.5%) of them said in their school they get the materials to teach the student as they want. Likewise, 22 (12.0%) respondents strongly agreed by those respondents opinion. In contrast, 8 (4.4%) respondents said that their school is not organizing teaching material; similarly, 2 (1.1%) study participants strongly support the later few respondents' opinion. The remaining 22 (12.0%) participants neither agree nor disagree with the above arguer opinion. In fact, as the result gives highlight, the majority of them provide proper teaching materials for the teachers.

Regarding to time management, 102 (55.7%) of the respondents convinced that the teaching environment making them to use instructional time for teaching, likewise, 67 (36.6%) respondents strongly support the above respondents opinion. However, 2 (1.1%), study participants oppose the above opinionates opinion, similarly 1 (0.5%) teacher strongly support the later argument. This implies that as the most respondents believe the staff making teachers to use instructional time for teaching.

Around $\frac{3}{4}$ of the study participants convinced that the administrators develop school class room practice policies requiring teachers to implement instructional practices, whilst, 5 (2.7%) of the respondents either agree or strongly disagreed with this ideas. The remaining 20 (11.0%) respondents were quite to say any about the above arguers' opinion. In fact as the majority respondents opinions their school class room polices designed and implemented as per their requirement.

About 132 (72.1%) respondents agreed with the statement which is said "Rewards special efforts by teachers with special opportunities for professional recognition", whereas, 17 (9.7%) respondents oppose the above respondents opinion. This indicates most of the selected schools teachers get professional recognition as their exerted effort in the school.

Jointly, in the other question that asks the level of agreement about the statement that says “the whole staffs participate in important service activities,” the majority of the respondents, 76 (41.5%), agreed with this idea, similarly, 72 (39.3%) of the study participants strongly support the above respondents opinion. But, 17 (9.3%) respondents disagree with this idea, while, the rest 19 (10.4%) are out of the two or neutral. In sum up most of the schools those study participants comes from, appreciate the teachers to participate in important service activities.

The other question, which asks if teachers take time to talk informally with students and their other friends, the supporters seem to dominate, 148 (80.8%), meaning they facilitate time to talk informally the students and other staff members. In contrast, about 18 (9.8%) respondents said they disagree with the facilitation of repair time to talk others informally in the school. Still the majority of the respondents support the presence of repair time to talk students and others informally.

The vast majority, 165 (90.2%), of the respondents convinced that their school send students progress reports to parents frequently in a year, while, 9 (4.9%) of the respondents arguing the above respondents opinion, i.e., according to their belief the school that they teach never give a progress report usually. According to the vast majority, 145 (79.2%), of the respondents response, their school communicate model behavior and priorities for teachers and students in a face to face fashion, whilst, 16 (8.7%) of the respondents convinced as such kinds of practice is not real in their school. This indicated that most of the schools those participate in the study provide a communication report, which shows the student progresses, send to the student’s parent more than once in a year. Jointly, they practice face to face communication fashion between students and teachers.

Meanwhile, more than $\frac{3}{4}$ of the respondents convinced that their school gives recognition for students who do superior or work with formal reward. This indicates rewarding system is common for most of the school. All in all this result findings going in the same line with Scott (2007) findings. According to his findings one of the interrupted factor which affect to create conducive teaching environment the teacher staff and administrator association play a significant role.

Table 4.3: Teachers and administrators relations

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Selecting and organize teaching materials and making them available for use by teachers.	2 (1.1%)	8 (4.4%)	22 (12.0%)	107 (58.5%)	44 (24.0%)
Making teachers to use instructional time for teaching.	1 (0.5%)	2 (1.1%)	11 (6.0%)	102 (55.7%)	67 (36.6%)
Develop school class room practice policies requiring teachers to implement instructional practices.	1 (0.5%)	4 (2.2%)	20 (11.0%)	102 (55.7%)	56 (30.6%)
Rewards special efforts by teachers with special opportunities for professional	4 (2.2%)	13 (7.1%)	34 (18.6%)	74 (40.4%)	58 (31.7%)
The whole staffs participate in important service activities.	4 (2.2%)	13 (7.1%)	19 (10.4%)	98 (53.6%)	49 (26.8%)
Take time to talk informally with students and teachers.	3 (1.6%)	15 (8.2%)	17 (9.3%)	76 (41.5%)	72 (39.3%)
Communicate the need for sending students progress reports to parents frequently in a year.	4 (2.2%)	5 (2.7%)	9 (4.9%)	51 (27.9%)	114 (62.3%)
Recognize students who do superior or work with formal reward.	1 (0.5%)	10 (5.5%)	16 (8.7%)	71 (38.8%)	85 (46.4%)
Communicate model behavior and priorities for teachers and students in a face to face fashion	1 (0.5%)	15 (8.2%)	22 (12.0%)	87 (47.5%)	58 (31.7%)

Source: survey data: 2018

Table 4.4 tries to indicate the school working practice along with parents what seems like within five distinct questions. For the first inquiry that says, “School principal involves parents in formulating and implementing school policy and program,” most respondents, 141 (77.0%), agreed up on the involvement of parents for the formulation of school policies. Contrarily, 14 (7.7 %) of the participants disagreed with the above respondents argument. Whilst the remaining 28 (15.3%) respondents are neutral, meaning they don’t only either support or against the above respondents idea. Moreover, larger than three quarter of the respondents convinced that their school principal invited parents come to school meeting and provide constructive ideas about the school. The result illustrated that most of the schools principals cooperated with parents formulate and implemented the school policies and programs.

Regarding to the discipline issue, 157(85.7%) of the study participants agreed with the school principal involve parents, while, 20 (10.9%) of the other respondents are not sure whether their school principal involve parents or not. The reset 6 (3.3%) respondents argued with the parents involvement. Jointly, 148 (80.8%) respondents convinced that their school principle invite

parents to make a strong link between the school and parent which helps to improve their children achievement. In contrast, 25 (13.7%) respondents are not sure whether their school principal involve parent for as such kinds of issues or not. The rest study participants convinced that their school principal didn't make a like with the parents for the mater of the above arguer issued. In sum up, most of the schools' principal invites parents for the development of students' achievement and discipline concern.

The result discussed in the below table also illustrated that whether school principal involve parents to give financial support for the school or not. Those respondents agreed with this idea are a bite higher than half and that is 111(60.7%). In contrast the respondents those disagreed with the above respondent opinion were 20(10.9%). The respondents who never support or against the above arguers' ideas are constitute 52 (28.4%). From these results it can be inferred that the principals invite parents for financial support for the school expansion. In general the finding of this study is the same content as Weimer (2009) study findings.

Table 4.4: Practice of working with parents

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agre	Strongly Agree
School principal involves parents in implementing school policy and program	4 (2.2%)	10 (5.5%)	28 (15.3%)	67 (36.6)	74 (40.4%)
School principal involves parents in students discipline issue.	2 (1.1%)	4 (2.2%)	20 (10.9%)	72 (39.3)	85 (46.4%)
School principal invite parents come to school meeting and provide constructive	0 (0.0%)	3 (1.6%)	11 (6.0%)	53 (29.0)	116 (63.4%)
School principal involves parents in creating a strong link between them and school to improve the student's achievement	2 (1.1%)	8 (4.4%)	25 (13.7%)	59 (32.2 %)	89 (48.6%)
School principal involves parents to give financial support for the school.	11 (6.0%)	9 (4.9%)	52 (28.4%)	70 (38.3 %)	41 (22.4%)

Source: survey data: 2018

Concerned with school principle practice of school working with students, the researcher asked for the respondents about school principal organizes student councils and encourages them to participate in the school. According to the majority, 142 (77.6%), of the respondents responded that their school principle organize student councils which encourages the students to participate

in the school leadership. In contrast 15 (8.2%) respondents disagree with the above respondents' idea. Moreover, the vast majority of the respondents, 155 (84.7%), agreed with the statement which is stated "school principal works with students to set high and achievable standards," while, 6 (3.3%) study participants disagreed with the above respondents opinion. The rest 22 (12.0%) respondents are not sure whether the principals working for the great achievement of the student better than the teacher or not. The result of the findings indicates most of the school principals exert high effort to enable the student be successful and they practice a better leadership management system.

The table below is designed to find out if school principal uses information and feedback from teachers to motivate students for their best academic performance. An enormous amount of respondents, 159 (86.9%), claim they would. But, only 7 (3.8%) respondents said their principals do not have as such kinds of practice. In fact as the result illustrated in most schools principals working for the best students' performance. Moreover, as the overwhelming study participant believes they are working to improve students' disciplinary problems. This result finding is going with Scott (2007) and Weimer (2009) result.

Table 4.5: Practice of working with students

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
School principal organizes student councils and encourages them to participate in the school leadership.	3 (1.6%)	12 (6.6%)	26 (14.2%)	87 (47.5%)	55 (30.1%)
School principal works to improve students' disciplinary problems in the	1 (0.5%)	4 (2.1%)	11 (6.0%)	87 (47.5%)	80 (43.7%)
School principal uses information and feedback from teachers to motivate students for their best academic	0 (0.0%)	7 (3.8%)	17 (9.3%)	68 (37.2%)	91 (49.7%)
School principal works with students to set high and achievable standards.	0 (0.0%)	6 (3.3%)	22 (12.0%)	76 (41.5%)	79 (43.2%)

Source: survey data: 2018

The respondents have been also asked if school principal involves and works cooperatively with teachers in making and implementing the school rules and regulations. Surprisingly, 158 (86.3%) respondents said they are cooperatively working to improve and regulate the school rule, while 12 (6.6%) said they wouldn't. Jointly, 153 (83.6%) study participants convinced that they work

cooperatively with staff for solving problems and making participatory decisions. This is a road map for teacher principal relation to give cooperative resolution for their school.

Not only for rule and regulation but also the principals create collegial relationship with the teachers as more than $\frac{3}{4}$ of the respondents' convenience. Moreover, the study asked the respondents opinion whether they are agreed or not about the school principal encourages the staffs to participate in school planning and budgeting; as the result 72 (39.3%) respondents agreed and 37 (20.2%) strongly agreed, while, 30 (16.4%) disagreed and 19 (10.4%) strongly disagreed with the idea. As the result at large implies the staff principle relation is strong in that regard the principal invite the teachers to participate in the planning and budgeting issues (Table 4.6).

Table 4.6: Practice of working with teachers

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
School principal encourages the staff to participate in school planning and budgeting	19 (10.4%)	30 (16.4%)	25 (13.7%)	72 (39.3%)	37 (20.2%)
School principal involves and works cooperatively with teachers in making and implementing the school rules and	8 (4.4%)	4 (2.2%)	13 (7.1%)	80 (43.7%)	78 (42.6%)
School principal creates collegial relationship in the school compound with	3 (1.6%)	12 (6.6%)	15 (8.2%)	83 (45.4%)	70 (38.3%)
School principal works cooperatively with staff for solving problems and making participatory decisions	4 (2.2%)	12 (6.6%)	14 (7.7%)	81 (44.3%)	72 (39.3%)

Source: survey data: 2018

4.3. Challenges faced by principals

The school principal challenges are the other factors which the reasercher would like to foccus on and addresse by using seven attritions. Out of the total respondents 131 (71.6%) of them informed that the school ledership management and MoE facilitate a supportive short term tranining for the teachers. But, the other 29 (15.9%)study participants oppose the above respondents opnion. This indicated that capacity building works are doing in most schools.

Higher officials not only give an order for the lower ones but also sharing their work problems said 115(65.0%) respondents, whereas, 37 (20.2%) study participants oppose the above respondents' opinion. The rest 27 (14.8%) respondents neither support the previous respondents' opinion nor against the latter argument. In fact, as per more than ½ of the respondents response idea sharing is don only by teachers and principals, i.e., other external bodies never interfered them. However, 65 (35.5%) respondents oppose this idea, as per their experience unconcerned bodies are usually interfered their decision and work. Thus, most officials shared their idea without the interference of other unconcerned bodies.

About 158 (85.8%) respondents agreed with the presence of teacher personal quality evaluation system in their school; but, only 9 (4.9%) disagreed with the above arguers argument. Additionally, more than ¾ of the study participants agreed up on the teachers and student relation is focused on social, organizational and cultural context, while, 19 (10.4%) respondents disagreed the above respondents opinion. Of course, concerning with student teacher relation going with the norm of the community; moreover, to evaluate whether this is true or not most of the schools have personal quality evaluation system.

Asper the findings principals are taking their position, i.e., 135 (73.8%) of the respondents said due to their academic knowledge, while, only 12 (6.6%) disagree and 36 (19.7 %) tend to be either of the two. Choosing principals by academic performance is common for most schools. Principals.Also approved this fact, for instance according to their response:

. . . .when the position becomes vacant, competent individuals come from within or outside the organization competition. There were a lot of formalities required by the office; one of it was education level, work experience, and recommendation letter of the previous work. After computing those documents elect the candidate, but, there was no any written exam or interview....

Just like the above interviewee the school principal said

...I was a teacher from 2000-2006E.C in this school. A lot of my associates were admired my performance when we seat the meeting and forward my suggestion. Moreover, I was one of the candidate principal for the previous school that I was worked. Joining with my previous background and the current recommendation as well educational level, the school makes me principalMeanwhile, the study asked the respondents opinion whether work overload for teachers

is presented in their school or not. Accordingly, 125 (68.3%) respondents replied “Yes” teachers usually forced to give more subjects above the normal circumstance. However, 35 (19.1%) respondents convinced that in their school there is no work burden on the teachers. This indicates most of the schools working with low manpower but did more jobs. In fact, this study result is line with Blum (2005) study result.

Table 4.7: Policy challenge faced by principals

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
There is a supportive training which facilitated by school leadership management and MoE	6 (3.3%)	23 (12.6%)	23 (12.6%)	96 (52.5%)	35 (19.1%)
Higher officials not only give an order for the lower ones but also sharing their work	8 (4.4%)	29 (15.8%)	27 (14.8%)	95 (51.9%)	24 (13.1%)
There is a work over load for teachers	17 (9.3%)	18 (9.8%)	23 (12.6%)	61 (33.3%)	64 (35.0%)
Teachers personal quality is evaluated	0 (0.0%)	9 (4.9%)	17 (9.3%)	104 (56.8%)	53 (29.0%)
The teachers and student relation is focused on social, organizational and cultural context	5 (2.7%)	14 (7.7%)	17 (9.3%)	93 (50.8%)	54 (29.5%)
The principals are seated with their academic knowledge	4 (2.2%)	8 (4.4%)	36 (19.7%)	82 (44.8%)	53 (29.0%)
Teachers and principals are interfered with other external unconcerned bodies	39 (21.3%)	26 (14.2%)	41 (22.4%)	57 (31.1%)	20 (10.9%)

Source: survey data: 2018

Class room layout is the other measure of perception. In this part it is tried to address distortions the presence or absence of staff in the school. As a result 149 (81.4%) of the total respondents school staff latrines are found. Amicably, 16 (8.8%) of the respondents said that they do not staff bathe. Jointly, 163 (89.0%) respondents agreed up on the toilets are separated based on sex distribution. But, 9 (4.9%) respondents disagreed with the above respondents’ response. This shows that most of the schools build toilets; furthermore, the latrines are also separated for both male and female. What is more, above ½ of the respondents convinced that there are sanitary facilities especially in female toilets.

Table 4.8 is also tried to check the respondent opinion whether there is water in the school for clinging and drinking. As a result 165 (90.1%) of them said yes, whereas, 7 (3.8%) other respondents against the above study participant opinion. The remaining 11 (6.0%) study

participants neither support nor against the presence of water in their school for multipurpose. Jointly, the inquiry which stated that the water source is usually available for the students, 103 (56.3%) agreed, 62 (33.9%) strongly agree, but, 5 (2.7%) respondents disagreed and 2 (1.1%) strongly disagreed with the regular availability of water for the students. In fact the vast majority of the study participants convinced that there is water in the school compound. The source is also usually available for the users.

Moreover, most of the respondents informed that there is a library with relative books found in the school that they worked. More than $\frac{3}{4}$ of the respondents convinced also that the chairs and desks aggregation is proportional to the student number. Furthermore, 143 (78.2%) of the respondents agreed with the presence of sport field in their school, while, 28 (15.3%) of the respondents arguing oppositely with the above respondents, i.e., there is no a sport filed in the school. In sum up, as per the largest proportion of the study participants' opinion most of the schools, involved in this study, facilitated most of the important components like library, books, chairs, becks, playing fields etc for the students. For more information, look at the table below (Table 4.8). In sum up, most study findings reach the same result as this findings got such as Dorman *et al.* (2006); Bucholz and Sheffler (2009) and Weimer (2009).

Moreover, the interviewee(principals) participants informed

... by simple observation and inspecting each facilities we evaluate the environment are polluted by various pollutant or not. For instance if you see the class room student ratio of our school on averages below 25 students attend in a single class; so, it makes conducive for class room pollution....

The other interviewee also suggest that

...yes, the class size is big enough for the number of students. It is ventilated and gets enough light. The school is also found far away from the main root road, it is at a distant from all disturbing situations, and so, it is at a suitable place for students...

Table 4.8: School facility classroom layout challenge

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
There is a staff toilet in the school.	8 (4.4%)	8 (4.4%)	18 (9.8%)	77 (42.1%)	72 (39.3%)
The toilet is separated for male and female users	6 (3.3%)	3 (1.6%)	11 (6.0%)	59 (32.2%)	104 (56.8%)
Special sanitary facility for girls	29 (15.8%)	15 (8.2%)	37 (20.2%)	59 (32.2%)	43 (23.5%)
There is water in the school for clinging and drinking	2 (1.1%)	5 (2.7%)	11 (6.0%)	102 (55.7%)	63 (34.4%)
The water source is usually available for the student	2 (1.1%)	5 (2.7%)	11 (6.0%)	103 (56.3%)	62 (33.9%)
School library	2 (1.1%)	4 (2.2%)	7 (3.8%)	77 (42.1%)	93 (50.8%)
Relevant books	3 (1.6%)	6 (3.3%)	11 (6.0%)	82 (44.8%)	81 (44.3%)
Enough chairs and desks	2 (1.1%)	8 (4.4%)	8 (4.4%)	76 (41.5%)	89 (48.6%)
Sport field	9 (4.9%)	19 (10.4%)	12 (6.6%)	101 (55.2%)	42 (23.0%)

Source: survey data: 2018

About, 71 (38.8%), responded agreed and 26 (14.2%) strongly agreed with the presence of disturbance voice like music, traffic whistle etc found in the school surrounding. But, 52 (28.4%) respondents strongly disagreed and 22 (12.0%) disagreed with the presence of irritable voice in their school surroundings. This shows somehow ½ of the schools involved in this study are interrupted by voice pollution.

Around equal amount of study participants also convinced that there is Khat House near to the school vicinity. Moreover, 99 (54.1%) of the study participants disagreed with the existence of drogue house like Shisha Bet, illegal pubs etc found in the school area, whereas, 48 (26.3%) respondents argue the above respondents opinion; according to their investigation as such kinds of environmental problems are obvious in the school surroundings. Group fighting is not found

in the school surroundings said 121 (66.2%) respondents, but, 33 (18.0%) of the study participants disagreed this opponents, likewise, 9 (4.9%) of the respondents strongly support the later respondents response. In sum up the result illustrated that the environment at the whole is not free from external riskiest factors which affect the student behavior. The UNESCO, 2008 and NCES (2003) study result also find out the same result which can going with this study findings.

Table 4.9: External environmental challenge

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The presence of disturbance voice like music, traffic whistle etc found in the school	52 (28.4)	22 (12.0%)	12 (6.6%)	71 (38.8%)	26 (14.2%)
There is Khat House in the school surrounding	57 (31.1%)	26 (14.2%)	16 (8.7%)	65 (35.5%)	19 (10.4%)
There is a drogue house like Shisha Bet, illegal pubs etc found in the school area	66 (36.1%)	33 (18.0%)	36 (19.7%)	34 (18.6%)	14 (7.7%)
Group fighting is obvious in the school surrounding	70 (38.3%)	51 (27.9%)	20 (10.9%)	33 (18.0%)	9 (4.9%)

Source: survey data: 2018

The other question, that asks if important materials which helps for the learning and teaching process can easily get in the school, agreement seems to dominate 74(40.4%) and 65(35.5%) strongly agree, meaning the appropriate materials fulfill in most of the schools. However, 15(8.2%) respondents disagreed and 6(3.3%) strongly disagreed to say learning and teaching materials are fulfill in their school. Related with this study evaluate the respondents level of perception which is said “Your school located in inappropriate place”. Most of the respondents, 85 (46.5%), disagreed with this idea, whereas, somehow equal proportionate respondents agreed. Hence, as higher respondents believe the geographical allocation of their school building is not proper, jointly, even most schools fulfill appropriate materials for the activity of teaching and learning process, it is not enough. In general the Bulum (2005) study result come up with a balanced finding as such this study found out.

As can be seen in the table 4.10, about 143(78.2%) respondents said strongly support the idea which is stated teachers usually working with parents and the community in general. However,

the remaining 23(12.6%) of the respondents disagree and 17(9.3%) respondents neither agreed nor disagreed with the above respondents opinion. What this result implied, more than ¾ of the study participants convinced that teachers usually worked with parents, but, there are few schools teachers which did not participate with the community.

Furthermore, 79 (43.2%) of the respondents confirmed carrying mobile phone in the class strictly forbidden; likewise, 55 (30.1%) respondents agreed with the above respondents opinion. In contrast, 38 (30.8%) study participants argued with against the above opponents. According to their observation students bring smart phones in their class. Thus, if students carry smart phones, they can use for both the right and wrong purpose.

Table 4.10: Internal environmental challenge

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The school is located in inappropriate place	60 (32.8%)	25 (13.7%)	18 (9.8%)	67 (36.6%)	13 (7.1%)
Any important materials which helps for the learning and teaching process can easily get	6 (3.3%)	15 (8.2%)	23 (12.6%)	74 (40.4%)	65 (35.5%)
Teachers usually working with parents and the community in general	9 (4.9%)	14 (7.7%)	17 (9.3%)	88 (48.1%)	55 (30.1%)
Most students are using a smart phone in a class room	79 (43.2%)	55 (30.1%)	11 (6.0%)	26 (14.2%)	12 (6.6%)

Source: survey data: 2018

Illigal druge usage is the other issue raised by the reasercher. Asfar as the majorityof the respondents, 83 (45.4%), level of percaption students never use Khat or cigarate either inside or outside the school, similarley, 45 (24.6%) study participant agrred with this. But, 22 (12.0%) study participants opse the above oponants idea, they confirmed that in there schools students did it; 13 (7.1%) of the other also strongley support the latterre opponants idea. What is more, out of the total respondents 132 (72.1%) study participants disagreed with students consume a medicine without prescription, while, 22 (12.0%) respondents confiremd some student consume a medication in the school without carring a prescription. This indicated that khat usage and consumption of a medicin without prscription is lower in most of the schools, non few numbere of respondents confirmed the treand is observable in some schools.

Amicably, 21 (11.5%) of the study participants convinced that as the eye witness, they saw pills like opium in the school environment. This clearly shows that some students practice as such kinds of drug in the schools. Ofcourse, Bulum (2005) also issued as such kinds of factor present in most areas and affect the teaching and learning procedures.

Table 4.11: Drug usage

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Some students use Khat or cigarette either inside or outside the school	83 (45.4%)	45 (24.6%)	20 (10.9%)	22 (12.0%)	13 (7.1%)
Most students consume medicine without prescription.	113 (61.7%)	19 (10.4%)	29 (15.8%)	13 (7.1%)	9 (4.9%)
As a teacher I saw a pills like Opium in the school environment	127 (69.4%)	16 (8.7%)	19 (10.4%)	12 (6.6%)	9 (4.9%)

Source: survey data: 2018

4.2.3. School principal practices

Under the improvement of the curriculum concern, this study tried to arise around eight questions. Primerly, the study want to seek of the perception level of the respondents about school principal identifies student and community need so as to improve curriculum. So, out of the total respondents 52 (28.4%) agreed and 29 (15.8%) strongly agreed with the argument, i.e., the school principal brought the community ideal to reamend the curriculum. However, 34 (18.6%) respondents strongly disagreed and 24 (13.1%) disagreed with the above opinion. Relatively, 96 (52.5%) respondents convinced that the principal identifies the problems in implementing the existing curriculum as per the education policy; similarly, 37 (20.2%) respondents strongly support this arguer's argument. But, 20 (10.9%) of the study participants are not sure the principal whether identify the existing curriculum problem or not to improve as per the educational policy. This clearly indicated that even most of the school principals working with the community to identify problems related with curriculum and improve the education polices, still some of the participants suspected their school principals did this act.

A large amount of respondents agreed with school principal works as resource person in curriculum improvement and more others informed teachers also participate in the improvement.

Respondents who said teachers' participation is not significant are more than who said school principal works as resource person. Jointly the study asked if the principal encourages teachers to adjust the curriculum to the need of exceptional students, the agreement seems to a bit higher, 80(43.7%), compared to the disagreement, 72 (39.4%). These result implied that as per the most respondents opinion the teachers and community participation is high, but, still somehow equivalent participants not agreed with this idea.

Moreover, around half of the study participants assured that the school principal encourages and supports teachers in revise and improve their curriculum, while, the remaining half of the respondents either disagreed or keep saying anything about the support. Jointly, 103(56.3%) respondents agreed with the principal considers the changing need of students and society in improving the curriculum, whereas, 42 (22.9%) disagreed with this idea. This implies that mostly the school principals call teacher to review the curriculum. The participant interviewers also support this idea

...Our teachers participated in the development and evaluation of curriculum, text book. Every teacher is expected to report at least once in a year about the current curriculum....

The other participant added

...the school is using the government curriculum; but, teachers are participating by giving their comments and evaluates in text book every year. By this system the school collects the feedback of the teachers from each department level. By using check list to collect feedback from the teachers. So, during our staff general meeting we transfer the teachers' feedback to the concerned departments...

The table below is also tried to illustrate whether school principals usually considers the factors that capable to affecting teaching learning process or not. Therefore, enormous amount of respondents, 145 (79.2%), claim they would. But, 22 (12.1%) respondents said they did not found out the factors. In fact as the majority respondents points of view the principals of their schools focused on the coming problem and it's solving mechanisms. In general the finding of this study is going with the same line with Shineider (2003) study result.

Table 4.12: Curriculum Improvement

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
School principal identifies student and community need so as to improve curriculum	34 (18.6%)	24 (13.1%)	44 (24.0%)	52 (28.4%)	29 (15.8%)
School principal identifies the problems in implementing the existing curriculum as per the education policy	7 (3.8%)	13 (7.1%)	30 (16.4%)	96 (52.5%)	37 (20.2%)
School principal works as resource person in curriculum improvement	13 (7.1%)	21 (11.5%)	56 (30.6%)	64 (35.0%)	29 (15.8%)
School principal involves teachers in curriculum improvement	52 (28.4%)	18 (9.8%)	46 (25.1%)	31 (16.9%)	36 (19.7%)
School principal Considers the changing need of students and society in improving the curriculum	29 (15.8%)	13 (7.1%)	38 (20.8%)	73 (39.9%)	30 (16.4%)
School principal encourages teachers to adjust the curriculum to the need of exceptional students	38 (20.8%)	34 (18.6%)	31 (16.9%)	48 (26.2%)	32 (17.5%)
School principal considers the factors affecting teaching.	8 (4.4%)	14 (7.7%)	16 (8.7%)	106 (57.9%)	39 (21.3%)
School principal encourages and supports teachers in revise and improve their curriculum	37 (20.2%)	29 (15.8%)	24 (13.1%)	54 (29.5%)	39 (21.3%)

Source: survey data: 2018

The table below is also tried to show how staff development plays a role for creating conducive teaching learning environment. In that regard 150 (82.0%) participants agreed that the schools where they are working have well organizational management. But, 18 (9.8%) of the respondents disagreed with strengthens of the management. If that is so, the research asked the respondent opinion about the principal whether develops CPD programs by arranging opportunities, monitoring and evaluating. As the result, 150 (82.0%) of the respondents agreed, 15 (8.2%) neither nor and the remaining 14 (9.8%) disagreed with the above ideas. Moreover, most of the respondents, 152 (83.1%), convinced that the principal encourages teachers to attend professional development program (CPD). But the remaining respondents either disagreed or kept to support the two contradict opinion. These result indicated that as per the majority study participant opinion the management the school is good. Thus, the principals encourage the theaters to take capacity building training.

In addition, 145 (79.2%) study participants convinced that the school principal reads different, current educational publications and encourages teachers to do the same. However, 14 (7.7%)

respondents oppose the above respondent argument. That is the principals of most of the schools elongated their knowledge by reading and transfer their knowledge to the teachers.

Table 4.13: Staff development efforts

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Well organized management	5 (2.7%)	13 (7.1%)	15 (8.2%)	99 (54.1%)	51 (27.9%)
School principal develops CPD programs by, arranging opportunities, monitoring and evaluating progress	2 (1.1%)	12 (6.6%)	18 (9.8%)	99 (54.1%)	52 (28.4%)
School principal reads different, current educational publications and encourages teachers to do so	4 (2.2%)	10 (5.5%)	24 (12.1%)	91 (49.7%)	54 (29.5%)
School principal encourages teachers to attend professional development program(CPD)	3 (1.6%)	13 (7.1%)	15 (8.2%)	99 (54.1%)	53 (29.0%)

Source: survey data: 2018

Regarding classroom supervision, 166 (90.7%) respondents informed that the school principal visit the classes regularly to ensure the classrooms instruction align with the school goals. But, 9 (4.9%) respondents disagreed with the above respondent opinion. This indicates as the majority respondent evaluation the school principal fellow the progressive journey of student child relation and other.

For the inquiry that says “school principal observes teachers for professional development instead of evaluation.” most of the respondents, 86 (47.0%) agreed and 69 (37.7%) strongly agreed up on the principal consideration. Contrarily 9 (4.9%) study participants disagreed on the initial idea. In other way direction, most of the study participants convinced that the school principals monitor the classroom practice for the alignment of the curriculum. Thus, even more than ¾ of the respondent conformation the school principal considered teachers as professional, so they never evaluated them.

Table 4.14 is also tried to check whether the school principal arranges seminars with teachers to share experience after supervision or not. As a result 151 (82.5%) of the study participants said of course they practice as such kinds of custom, while, 16 (8.8%) respondents oppose the above arguers argument. Relatively, 87 (47.5%) of the respondents strongly agreed with their principal

encouraged in building supervision and strengthens their activities. Likewise, 77 (42.1%) respondents agreed with this idea. In contrast 4 (2.2%) of the respondents oppose this idea. In fact, the vast majority of the study participants opinion the school principal encourage supervision and after that preparing a seminar to share experience which help to fill the gap if it get. All in all Scott (2007) finding is the same as this study result finding.

Table 4.14: Classroom supervision

Statement	Level of Perception				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
School principal visits the classrooms	0 (0.0%)	9 (4.9%)	8 (4.4%)	100 (54.6%)	66 (36.1%)
School principal observes teachers for professional development	4 (2.2%)	5 (2.7%)	19 (10.4%)	86 (47.0%)	69 (37.7%)
School principal monitors classroom practices for the alignment of the	1 (0.5%)	9 (4.9%)	17 (9.3%)	88 (48.1%)	68 (37.2%)
School principal encourages in built supervision	0 (0.0%)	4 (2.2%)	15 (8.2%)	77 (42.1%)	87 (47.5%)
School principal arranges seminars with teachers to share experience	4 (2.2%)	12 (6.6%)	16 (8.7%)	49 (26.8%)	102 (55.7%)

Source: survey data: 2018

4.3 Assessment of ordinary least square

4.3.1. Detecting of Outliers

Primarily, the existence of outliers was detected by using a Cook's distance. If the distance greater than one, the extreme value which can affect the distribution can occur. Otherwise, outliers are not detected which capable to interrupt the outcome. Therefore, as the result revealed, the minimum Cook's distance value is 0.000; while, the maximum is 0.090. Thus, the estimated distance is less than expected threshold value 1, so the problem of outlier is not obvious in this study.

Table 4.15: Tests of outliers by using a Cook's distance

	Minimum	Maximum	Mean	Std. Deviation	N
Cook's Distance	.000	.090	.005	.010	183

Source: Own data, based on data from author's field work, 2018

4.3.2. Assessment of normality

The explanatory variables of this study include challenge (x_{1i}) and practice (x_{2i}). However, the dependent variable is creating conducive learning environment (Y_i). Table 4.17 contains the normality test for all of the independent variables.

The test of normality is done by Kolmogorov-Smirnov and Shapiro-Wilks tests. According to Field (2009), when the test is significant if $p > 0.05$. That is, if the significant value of the distribution above the threshold of the probabilistic result (0.05), the researcher has full evidence to conclude that the distribution is normal.

In fact, for the tests on samples from 3 to 2000 Shapiro-Wilks test is recommended, whereas, if the sample (n) above 2000, Kolmogorov-Smirnov is suggested. Thus, the Shapiro-Wilks normality test was used for this research.

Accordingly, the result illustrated that all of the tested variables found to be normal with 0.05 level of significant, because as the above expression the p-value of all the explanatory variables are above the significant level.

Table 4.16: Test of normality

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	statistic	df	Sig.
x_{1i}	0.181	49	.200*	0.957	49	0.789*
x_{2i}	0.345	49	.051*	0.805	49	0.089*

a. Lilliefors Significance Correction ,

df: degree of freedom;

Sig: significance

* Indicates significant with 0.05 level of precision

Source: Own data, based on data from author's field work, 2018

4.3.3. Assessment of multicollinearity

Multicollinearity exists when there are strong correlations among the predictors. If the correlation coefficient (r) greater than 0.80 or the tolerance value below 0.10 or the variance

inflation factor (VIF) greater than 10, Multicollinearity problem would be a serious problem for the distribution (Field, 2009). Tolerance is a test statistics used to indicate the variability of the specified independent variable whether explained by other independent variables in the model or not.

As the study result illustrated, the entire variables tolerance are greater than 0.10 and the VIF value less than 10. So, there is no Multicollinearity problem that alters the analysis of the regression model (Table 4.13).

Table 4.17: Collinearity statistics

Collinearity Statistics		
Variables	Tolerance	VIF
x_{1i}	0.959	1.042
x_{2i}	0.959	1.042

Source: Own data, based on data from author's field work, 2018

4.3.4. Relationship between the dependent and independent variables

A correlation analysis was used to examine the strength of the relationships between independent variables, challenge (x_{1i}), practice (x_{2i}) and the dependent variable conducive learning environment (Y_i). Table 4.19 indicates the correlations between explanatory and dependent variables.

Basically, the test helps to identify important factors which capable to affect the dependent variable. Therefore, the results of correlation analysis show that the entire explanatory variables are linearly associated with creating conducive learning environment items with a 0.01 level of significance. However, those variables develop a weak positive association with the dependent variable perception, because the correlation coefficients of the selected explanatory variables are lower than 0.7.

Table 4.18: The correlations matrix among project success and the allocated factors

		Y_i	x_{1i}	x_{2i}
conducive learning environment (Y_i)	Pearson Correlation	1	0.246*	0.574*
	Sig. (2-tailed)		.001	.000
challenge (x_{1i})	Pearson Correlation		1	0.202*
	Sig. (2-tailed)			.006
practice (x_{2i})	Pearson Correlation			1
	Sig. (2-tailed)			

**. Correlation is significant at the 0.01 level (2-tailed).

Source: researcher data, 2018

4.3.5. Normality of the Error Term

The error term should be normally distributed with a mean of zero and standard deviation of one. This test can be done by using histogram with a normal curve. As a result indicates the assumption is achieved, because the mean of the error term is 5.49×10^{-16} which is approaching to zero and the standard deviation 0.994 which is nearest to one. Therefore, the distribution of the random error term is standardized normal.

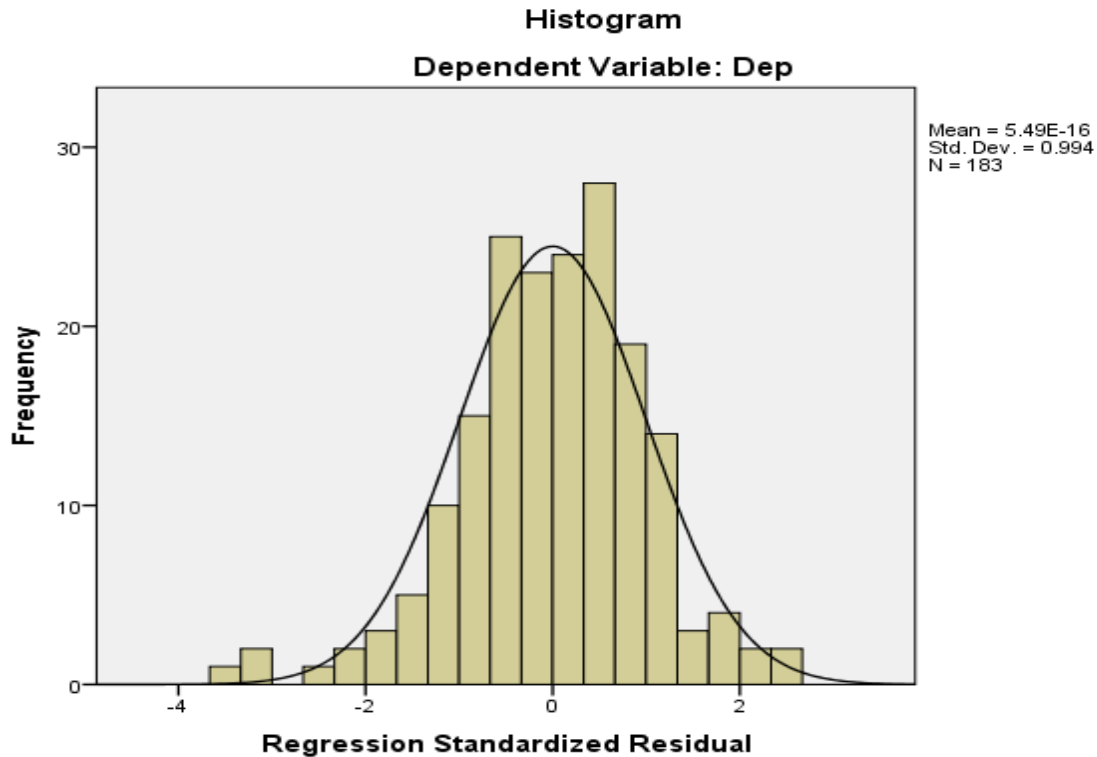


Fig 4.1: The normality tests of the error term
 Source: Own data, based on data from author’s field work, 2018

4.3.6. Assessment of Heteroscedasticity

When the error term varied with the independent variables, the problem of Heteroscedasticity would occur. This is illustrated by a graph of standardized predicted versus standardized residual curve. In the curve if any continuity trend can be observed, i.e., if standardized perception distribution show an increment or decrement in the trend over the standardized residual, the problem is detected otherwise it is safe from the problem. In that regard, the distribution of the data did not indicate any such kinds of trend; hence, the Heteroscedasticity problem is not detected (Fig 4.2).

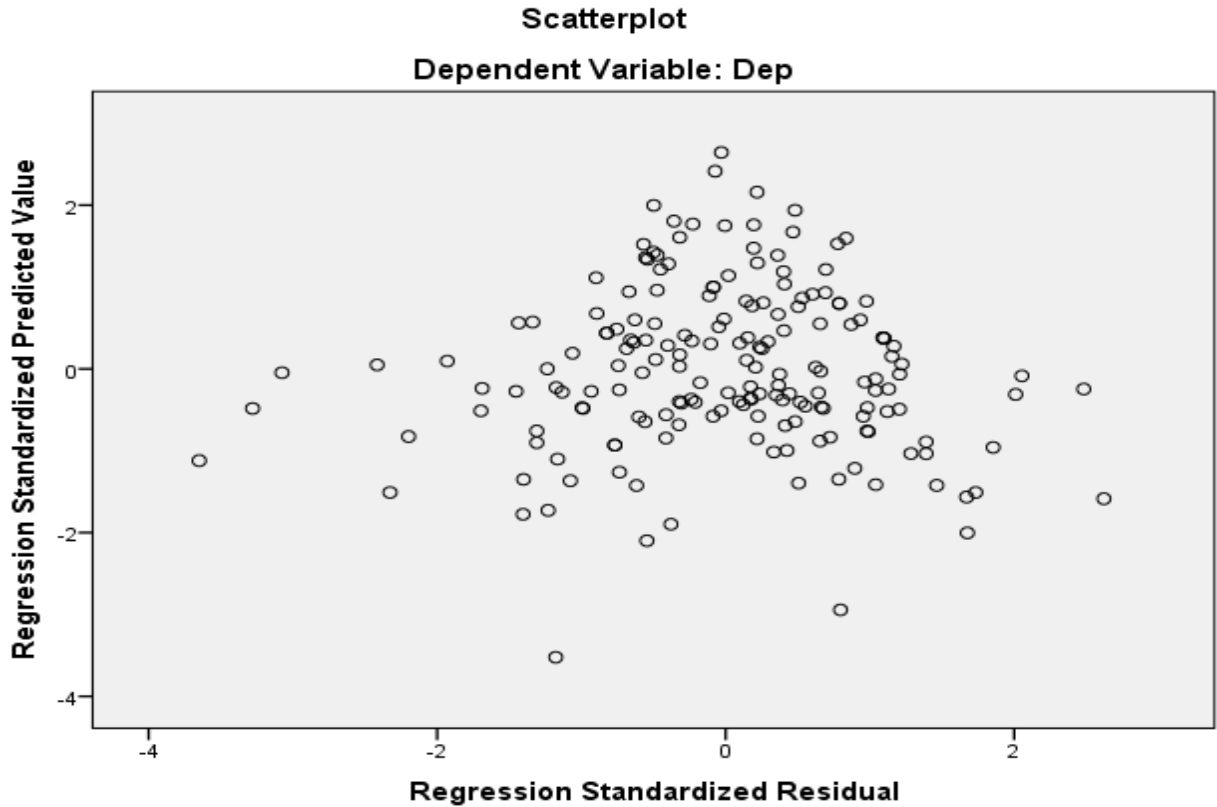


Fig.4.11: Heteroscedasticity Test

Source: Own data, based on data from author's field work, 2018

4.3.7. Regression analysis

Regression analysis was conducted to examine the causal and strengths of a relationship between the dependent and independent variables. A regression model was formulated and tested where the dependent variable refers to creating conducive learning environment (Y_i) and the independent variables were challenge (x_{1i}) and practice (x_{2i}).

Basically, the regression analysis is used to test how the model fits and investigates the determinant variables to the dependent ones in the model. Finally, the research questions were got their proper answer based on the proposed specific objectives and the regression output results.

The regression result explores practice and challenges of principals in creating conducive teaching learning environment. As indicated in the previous chapter conceptual framework the

appropriate indicators of the variable used to identify the expected factors of creating conducive teaching learning environment was indicated. In fact, the correlation analysis helps to identify whether all the expected factors are important to determine the model or not. As the result illustrated in the above section, of course the entire independent variables are important to determine the creating conducive teaching learning environment.

The study before giving more explanation about the model, primarily, supposed to test whether other misspecification problems occur or not due to the formulated frame work by using the ANOVA test. As the result illustrated in the table below, the F-test of the p-value is 0.000 and the significant value is 0.05. Hence, the significance (sig.) value is greater than that of the p-value; therefore, the model is fitted or good. Having this in mind, the next question which follows is how much is the model good. The answer is given by the goodness of fit test (R^2) value. That is, the value of R square used to measure how much of the variation in the dependent variable, creating conducive teaching learning environment, identified by the regressors. The larger the value of R square, the better it fits.

So, table 4.20 displays R, R square, adjusted R square, and the standard error. R is the multi-correlation coefficient which is measuring the relationship between the dependent and predictor variables. The values of R range from -1 to 1. The sign of R indicates the direction of the relationship (positive or negative). The absolute value of R indicates the strength, with larger absolute values indicating stronger linear relationship. So, the value of R is 0.589 which implies the dependent and the predictors have developed strong positive linear association.

Moreover, as discussed in the above portion, R square is helped to quantify the proportion of variation in the dependent variable explained by the regression model. It is ranged from 0 to 1. Small values indicate that the explainable level of the independent variables to determine the dependent variable is weak. The sample R squared tends to optimistically estimate how well the models fit for the population. Both R squared and adjusted R square somehow has the same meaning and purpose. But, adjusted R square is applicable for the small numbers of observation ($n < 30$) and numbers of variables. So, in the case of this study, the researcher used the adjusted R square, because the numbers of variables involved in the study were few. In that regard, the adjusted R square value in this case was 0.34. This show that the two independent variables of

the model accounted 34.0% of the variation over creating conducive teaching learning environment (the dependent variable); whereas, the rest 66.0% of the variation can cover by other unknown variable which is not included in the study.

The other misspecification problem can be handled by the t-test statistics. That is, the researcher checked whether all the factors are important to determine the model or not, by using t-test statistics. If the p-value is lesser than the sig value (0.05), the factor/s are important to determine the model otherwise the factor should be rejected in the model. According to this study result all the independent variables are important to determine the dependent variable.

The sign of the beta coefficient (β) also shows the +ve or -ve effect of the independent variables over the dependent once. From the result revealed in table below, the β sign of one of the variable is positive, whereas, the other is negative over the predicting variable. That means any increase or decrease in the independent variables lead to either increase or decrease in the corresponding dependent variables.

Result of regression analysis presented in table below also provides more comprehensive and accurate examination of the research questions. Therefore, the regression analysis was used to test the developed questions based on the specific objectives and investigate the contributions of the independent variables to the dependent ones.

Primarily, the researcher wants to check whether challenges of the principals (x_{1i}) is statistically significant determinant for creating conducive teaching learning environment (Y_i) or not. Hence, the result indicated, x_{1i} is statistically significant associated with the dependent variable (Beta= 0.232, p-value = 0.003 < sig. value = 0.05). Therefore, challenge of the principals is significant important to determine the creating of conducive teaching learning environment, i.e., there is evidence that the two variables associated to each other. This impels that taking the remaining effect as a constant, for a unit percentage increment of challenge lead to 13.6% decrement of creating conducive teaching learning environment in the schools. In other word if the challenge of the principals escalating, the teaching and learning environment would decline. The result

obtained from Blum (2005), Dorman *et al.* (2006), Bucholz and Sheffler (2009) and Weimer (2009) was seat the argument as like what this result got.

Next, the study test whether the practice of the principals (x_{2i}) has significant impact on creating of conducive teaching learning environment (Y_i) or not. Of course, as the result reviled in the table below the principals practice has statically significant contribution on creating conducive teaching learning environment. Thus, for a unit percentage change of principal practice to improve the occurrence of a challenge would lead to 54.7% increment on creating conducive teaching learning environment in the schools, taking the remaining effect as a constant. The result of this study is going with the same manor of Shineider (2003) and Scott (2007) study investigation.

Table 4.19: **Summary of regression model result**

R = 0.589		R ² = 0.347		Adjusted R ² = 0.340		SE =0.43661	
				F =47.905		p = 0.000	
Variables	Unstandardized Coefficients		Standardized Coefficients		t-value	Sig.	
	Beta	SE	Beta				
Constant	1.852	0.286			6.475	0.000*	
x_{1i}	-0.163	0.074	0.136		2.214	0.028*	
x_{2i}	0.160	0.052	0.547		8.891	0.000*	

Dependent variable: creating conducive teaching learning environment (Y_i)

Source: Own data, based on data from author's field work, 2018

* Regression is significant at the 0.05 level (2-tailed).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of major Findings

The following are the major findings of the study

The purpose of the study was to explore practice and challenges of school principal in creating conducive teaching learning environment and data collected from a total of 183 respondents.

With regard to the teachers and administrators relations; the majority of participants agreed that the administrators develop school class room practice policies requiring teachers to implement instructional practices and rewards given special efforts by teachers with special opportunities for professional recognition

Concerning the overall assessment of practice of working with parents, majority of the respondent's agreed that, school principal involves parents in formulating and implementing school policy and program, involve in discipline issues

With regard to practice of working with students, the overall result implies that secondary School principals organize student councils which encourage the students to participate in the school leadership and uses information and feedback from teachers to motivate students for their best academic performance

Concerning Practice of working with teachers majority of the respondents agreed that they are cooperatively working to improve, regulate the school rule, principals create collegial relationship with the teachers and principal encourages the staffs to participate in school planning and budgeting

Regarding Policy challenge faced by principals school respondents agreed that school leadership management and MoE facilitate a supportive short term training for the teachers

Concerning School facility classroom layout challenge; the majority of respondents agreed that school staff latrines are found, toilets are separated based on sex distribution, library with relative

up-to-date books found in the school, chairs, benches, playing fields etc are available for the students.

With regard to external environmental challenge the respondents agreed with the presence of disturbance voice like music, traffic whistle etc found in the school surrounding, Khat House near to the school vicinity and 99 (54.1%) of the study participants disagreed with the existence of drug house like Shisha Bet, illegal pubs etc found in the school area.

With regard to internal environmental challenge majority of the respondents agreed with the presence of important materials which helps for the learning and teaching process can easily get in the school, teachers usually working with parents and the community and carrying mobile phone in the class strictly forbidden.

With regard to drug usage students never use Khat or cigarette either inside or outside the school but 21 (11.5%) of the study participants convinced that as the eye witness, they saw pills like opium in the school environment.

Concerning curriculum Improvement school principal brought the community ideal to reamend the curriculum, school principal encourages and supports teachers in revise and improve their curriculum, but the remaining halves of the respondents either disagreed or keep saying anything about the support.

With regard to staff development efforts; participants agreed that the schools where they are working have well organizational management, arranging CPD programs

Concerning Classroom supervision 166 (90.7%) respondents informed that the school principal visit the classes regularly to ensure the classrooms instruction align with the school goals

5.2. Conclusion

Practice and challenges are the basic factors that affect principals in creating conducive teaching learning environment. For education of secondary school students to be effective, the environment needs to be conducive for learning. Creating, maintaining and stimulating learning environment for them can be achieved through effective classroom organization, interaction and a climate of innovation.

The teacher staff and administration relation came out to be the most effective stimulant for creating conducive teaching learning environment that reshaped the teacher to manage their time, to develop school classroom practice policy, to participate in service activities, etc.

Even the majority of the school principals working with parents and teachers, few still remained to do more. In fact, their joint work is helpful to produce decent students. Their work for student disciplinary improvement, best academic achievement, and encouragement to participate in social, economic and political phenomena were retention to produce fruitful future generation.

The places of choice where schools should be established have to consider before the construction of the school building starts. For instance, the study findings indicated that some of the schools never fulfill the standard, i.e., even appropriate materials for the teaching and learning process never carried out. In face good infrastructural facilities act as stimulants as it was given utmost importance. So, without as such kinds of facilities, it is so difficult to produce productive manpower.

Quality of education is vulnerable when students attend in schools that are over crowded with various activities, unsafe, noisy and poorly supplied with facilities like the place where Khat house present, Shisha Bet found, illegal drug distributors such as opium dealers exit. But, still now most schools did not take care of this issue in depth.

All the schools are not encouraging the teachers to participate in curriculum improvement, staff development and classroom supervision. Indeed, teachers were aware of the constructivism approach as they stated learning is a process of construction of knowledge. Therefore, without

updating them it is so difficult to give a better knowledge for students. So, serious care should be taken in these areas.

5.3. Recommendations

In line with the above conclusion, the following recommendations are made:

- Since challenges encountered by principles is closely linked to create conducive teaching and learning environment, intensive work should be done by the schools, community participants and woreda and regional education bureau to eradicate the problems especially by giving a better emphasis on internal and external environmental problems and illegal drug usage.
- The school principal practice is also a significant factor to determine a conducive teaching learning school environment. So, the principals should give attention in light its positive impact like participating community and teachers in the reviewing of the curriculum, developing strong linkage with student and staff of the school and community with teachers to eradicate the problem encountered in the surrounding school environment, upon the better teaching environment in the community, teachers and students relation.
- Trained and qualified administrators should be employed to manage the schools and create conducive school environment. Moreover in cooperative with the community and concerned officials, those principals should work to avoid Khat house, Shisha Bet, illegal drug smugglers from the school surrounding.
- To do more jobs with better performance, teachers should be encouraged to update their knowledge by giving training, and appreciate them to participate in curriculum review etc.
- To do more jobs with better performance, teachers should be encouraged, updated their knowledge by giving training, and appreciate them to participate in curriculum review etc.
- Essential facilities like toilet, water, playing field, school materials like laboratory library etc. should be made available to the school by the principals and concerned body . It also has to be free from any kinds of pollutant by principals and any concerned persons and bureau.

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ADDIS ABABA UNIVERSITY
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Questionnaire to be filled by Secondary School Teachers

DEAR TEACHER,

This study is being conducted as part of Master's Thesis by a graduate student in Department of Educational Planning and Management, College of Education, Addis Ababa University. This questionnaire is designed to assess the practice and challenges of school principals creating conducive teaching learning environment in secondary school in Addis Ababa Bole sub city. The information gathered through this questionnaire will be used for academic research purpose. Your school has been selected as a study sample and hence your responses on assessing practice and school challenges pertinent to the research. Thus, please try to answer as honestly and frankly as possible. Under no circumstances will your individual responses be made available to anyone in your school. In advance, I would like to thank for your participation in this study.

Thank you in advance!

Note:

- A. No need to write your name.
- B. writes brief and short responses whenever necessary.
- C. Please supply only one response to each closes ended question items.
- D. put a tick (✓) mark in box against the choices

Personal information

Part 1: Background information of teachers

- 101. School Name _____
- 102. Sex of the respondent:
1. Female 2. Male
- 103. Age of the respondent: _____
- 104. Educational level of the study participant:
1. Diploma 2. BA/BSc 3. M.A/M.Sc
- 105. Years of service _____

Part 2: Practices to create conducive teaching learning environment

The following questions are designed to assess the actual practices in schools to create conducive teaching learning environment, how principal involve to improve and facilitate the environment for teaching learning process. Please, show the extent to these functions is done in your school by putting a tick (√) mark in box against the choices. N.B.1=Strongly Disagree 2= Disagree, 3=Undecided, 4=Agree, 5= Strongly Agree.

Question related with Environment

N0	Teachers Staffs and Administrators Relations	1	2	3	4	5
201	Selecting and organize teaching materials and making them available for use by teachers.					
202	Making teachers to use instructional time for teaching.					
203	Develop school class room practice policies requiring teachers to implement instructional practices.					
204	Rewards special efforts by teachers with special opportunities for professional recognition.					
205	Get the participation the whole staff in important in service activities.					
206	Take time to talk informally with students and teachers.					
207	Communicate the need for sending students progress reports to parents frequently in a year.					
208	Recognize students who do superior or work with formal reward.					
209	Communicate model behavior and priorities for teachers and students in a face to face fashion					

	Practice of working with parents	1	2	3	4	5
210	School principal involves parents in formulating and implementing school policy and program					
211	School principal involves parents to discipline students					
212	School principal involves parents come to school meeting and provide constructive ideas					
213	School principal involves parents in creating a strong link between them and school to improve the student's achievement					
214	School principal involves parents in giving financial support to the school.					
	Practice of working with Students					
215	School principal organizes student councils and encourages them to participate in the school leadership.					
216	School principal works to improve students' disciplinary problems in the school					
217	School principal uses information and feedback from teachers to motivate students for their best academic performance					
218	School principal works with students to set high and achievable standards for them					
	Practice of working with Teachers					
219	School principal encourages the staff to participate in school planning and budgeting					
220	School principal involves and works cooperatively with teachers in making and implementing the school rules and regulations.					
221	School principal creates collegial relationship in the school compound with teachers.					
222	School principal works cooperatively with staff for solving problems and making participatory decisions					

Part 3: Challenges faced by principals

No	In this school, to what extent do the following challenges may Affect school principals' practices?	1	2	3	4	5
	Policy					
301	There is a supportive training which facilitated by school leadership management and MoE					
302	Higher officials not only give an order for the lower ones but also sharing their work problems					
303	There is a work over load for teachers					
304	Teachers personal quality is evaluated					
305	The teachers and student relation is focused on social, organizational and cultural context					
306	The principals are seated with their academic knowledge					
307	Teachers and principals are interfered with other external unconcerned bodies					
	School facilitate Classroom layout					
308	There is a safe toilet in the school.					
309	The toilet is separated for male and female users					
310	Special sanitary facility for girls					
311	There is water in the school for clinging and drinking					
312	The water source is usually available for the student					
313	School library					
314	Relevant books					
315	Enough chairs and desks					
316	Sport field					
	External environmental challenge					
317	The presence of disturbance voice like music, traffic whistle etc found in the school surrounding					
318	There is Khat House in the school surrounding					
319	There is a drogue house like Shisha Bet, illegal pubs etc found in the school area					
320	Group fighting is obvious in the school surrounding					
	Internal Environmental Challenge					
321	Inappropriate location of the school					
322	Any important materials which helps for the learning and teaching process can easily get in the school					

323	Teachers usually working with parents and the community in general					
324	Most students are using a smart phone in a class room					
	Drug usage					
325	Some students use Khat or cigarette either inside or outside the school					
326	Most students consume a medicine without prescription.					
327	As a teacher I saw a pills like Opium in the school environment					

Part 4: School principal practices

		1	2	3	4	5
	Curriculum improvement					
401	School principal identifies student and community need so as to improve curriculum					
402	School principal identifies the problems in implementing the existing curriculum as per the education policy					
403	School principal works as resource person in curriculum improvement					
404	School principal involves teachers in curriculum improvement					
405	School principal Considersthe changing need of students and society in improving the curriculum					
406	School principal encourages teachers to adjust the curriculum to the need of exceptional students.					
407	School principal Considers the factors affecting teaching.					
408	School principal encourages and supports teachers in revise and improve their curriculum					
	Staff Development					
409	Well organized management					
410	School principal develops CPD programs by, arranging opportunities, monitoring and evaluating progress					

411	School principal reads different, current educational publications and encourages teachers to do so					
412	School principal encourages teachers to attend professional development program(CPD)					
	Classroom Supervision					
413	School principal visits the classrooms continuously to ensure Classroom instruction aligns with school goals.					
414	School principal observes teachers for professional development instead of evaluation					
415	School principal monitors classroom practices for the alignment of the curriculum					
416	School principal encourages in built supervision and strengthens its activities					
417	School principal arranges seminars with teachers to share experience after supervision.					

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Interview checklist for principals

DEAR PRINCIPALS,

This study is being conducted as part of Master's Thesis by a graduate student in Department of Educational Planning and Management, College of Education, Addis Ababa University. This interview is designed to assess the practice and challenges of school principals creating conducive teaching learning environment in secondary school in Addis Ababa Bole sub city. The information gathered through this interview will be used for academic research purpose. Your school has been selected as a study sample and hence your responses on assessing practice and school challenges pertinent to the research. Thus, please try to answer as honestly and frankly as possible. Under no circumstances will your individual responses be made available to anyone in your school. In advance, I would like to thank for your participation in this study.

Thank you in advance!

Part 5: Background information of principals

501 . School Name _____

502 .Sex of the respondent:

1. Female 2. Male

503. Age of the respondent: _____

504. Educational level of the study participant:

1. Diploma 2. BA/BSc
3. M.A/M.Sc 4. PHD

505. Years of service _____

1. How did you get the position of being secondary school principal?

2. How do you encourage the participation of teachers in the curriculum improvement?

3. How do you initiate staff development?

4. How do you evaluate the classroom environment?

5. Is the classroom environment conducive? If that is so, how do you evaluate to say conducive?

6. What are the major problems that hinder the effectiveness of secondary school principals?

What are the possible mechanisms to reduce the problems as per your suggestion?

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Interview checklist for supervisor

DEAR SUPERVISOR,

This study is being conducted as part of Master's Thesis by a graduate student in Department of Educational Planning and Management, College of Education, Addis Ababa University. This interview is designed to assess the practice and challenges of school principals creating conducive teaching learning environment in secondary school in Addis Ababa Bole sub city. The information gathered through this interview will be used for academic research purpose. Your school has been selected as a study sample and hence your responses on assessing practice and school challenges pertinent to the research. Thus, please try to answer as honestly and frankly as possible. Under no circumstances will your individual responses be made available to anyone in your school. In advance, I would like to thank for your participation in this study.

Thank you in advance!

Part 6: Background information of supervisor

601. School Name _____

602. Sex of the respondent:

1. Female 2. Male

603. Age of the respondent: _____

604. Educational level of the study participant:

1. Diploma 2. BA/BSc

3. M.A/M.Sc 4. PHD

605. Years of service _____

1. Please explain what kind of school environment factors that affect conducive teaching learning in your school?

2. What school environment components contribute negatively to create conducive teaching learning process?

3. How the availability and lack of school facilities affect conducive teaching learning?

4. What are the major problems of principals in creating conducive teaching learning environment?

5. What are the mechanisms that the principals use to create conducive teaching learning environment?

