THE RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND SCHOOL PERFORMANCE IN SECONDARY SCHOOLS OF JIMMA ZONE

MUZEMIL ABA MILKI

A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF MASTERS OF ARTS DEGREE IN SCHOOL LEADERSHIP

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CO-ADVISOR: ANDUALEM MOLLA (ASS. PROF)

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Declaration

The researcher hereby declares that the research thesis entitled "The Relation between School Environment and School Performance in Secondary Schools of Jimma Zone" is original work and all the sources that have been referred to are acknowledged to be complete references.

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ABSTRACT

This study examined the relation between School Environment and School Performance in Secondary Schools of Jimma zone. Specifically, this study was sought to describe the, extent school environment affect the school performance in secondary school of Jimma zone to predict the correlation between structural organizations and school performance, to assess the correlation between school environment and school performance in Secondary Schools of Jimma Zone and to identify the school environment related factors that affect the school performance. To conduct the study correlation research design was employed. To attain this objective, the study was employed mixed (quantitative and qualitative) research approach. The study was conducted in 5 secondary schools of Jimma zone. sample size was 108 teachers, 150 students, 5 principals, and 10 vice principals, with the total of 273 participants. Among these, teachers and students were participated to fill the questionnaire, the remaining principal and vice principals were participated in the interview. Data collection instruments like Questionnaire, interview and document review were employed for the study. Frequencies, percentage, mean, T-test, correlation and regression analysis was used for data analysis and interpretation. The qualitative data were obtained through interview, and documents review was narrated in word. The finding shows that school performance has a positive correlation with school facility (r=0.495 with p<0.05); The school structural organizations (r=0.487 with p<0.05) and teacher professionalism (r=0.708 with p<0.05). Consequently, r=0.804 designates that there is a strong positive relationship between school environment and school performance. The adjusted R squared of 0.626 indicates that 62.6% of the variances in school performance in secondary schools can be explained by the school environment. In conclusion a positive school environment creates best setting for teaching and learning. School environment become conducive and well facilitated school with the necessary facilities and human resources. It is recommended that school leaders should design school improvement plans that involve the school environment construct. Principals in particular need to be mindful that the environment of a school significantly affect performance.

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Abbreviations

CE   Community Engagement

CL   Collegial Leadership

EGSLCE   Ethiopia General School Leaving Certificate Examination

MOE Ministry of Education

OHI   Organizational Health Inventory

SE   School Environment

SES - Socio Economic Status

SIP – School Improvement Program

SP- School Performance

TP- Teacher Professionalism

CHAPTER ONE

INTRODUCTION

This chapter explores the core components of the thesis, such as background of the study, statement of the problem, objectives, research questions, significance of the study, delimitation (scope) of the study, limitation, definition of key terms, and the overall organization of the thesis.

1.1.   Background of the Study

According to Saitis (2008), the word "environment" of a school organization is what is located outside and inside of the "systemic" limits of its body and is divided into internal and external. The school is the most dynamic institution, which should keep pace with the changing needs of society. It is also an institutional space for communities of learners, including both students and teachers. Thus, it should develop in each individual the knowledge, interest, ideals, attitudes, habits, skills and powers, whereby she/he will find his/her right place in the social order and use that position to shape him/her and the society both towards the higher and nobler ends. The attainment of such objectives required proper school environment. Healthy school environments are critical for children to learn, play, and grow. School environment consist of the entire interaction settings like classroom, field, teacher-pupil relationships within the school (Fidelis I., 2017).

Furthermore, the school environment which includes the classrooms, libraries, workshops, teacher quality, school management, teaching methods, peers and many other variables, that affect pupil's academic achievement (Ajayi 2001, & Oluchukwu ,2000). Similarly, recent studies showed that the school environment can have a dramatic effect on academic success and wellbeing. Thus, there are several factors of school environment also have a major role in fostering student achievement and molding behavior (Bhavana V. & Achchi K., 2018). A positive, respectful school environment provides a solid foundation for supporting students' academic achievement and development of positive attitudes and behaviors. In general, it was established in theory that learning requires the environment to be safe and the necessary facilities to be accessible to all schools (Grift, 2014).

However, social, emotional, and physical health problems and other major barriers to learning must be addressed if schools are to function satisfactorily and students are to learn and perform

effectively (Bhavana V. & Achchi K., 2018). In another words, creating a healthy school environment requires the involvement of virtually everyone in the school-students, administrators, teachers, custodial and maintenance staff, school counselors, school nurses, nutrition services workers. In this sense, schools need involvement of families and environmental, public health, public safety, public welfare, and other community agencies (Gargi, 2015 cited in Bhavana V. & Achchi K., 2020).

In another ways, the School performance is affected by its environment both negatively and positively (Lamas, H., 2015). For this reason, it has been argued by several educational scholars that school performance is an issue that deeply concerns students, parents, teachers and authorities of each nation across the world. A school is said to be effective when it achieves its objectives using the available resources efficiently, economically and sufficiently.

To this end, Shore (1995) highlighted seven important factors that effective school environments must exhibit. These include; leadership, clear and focused mission, safe and orderly environment with high expectation and discipline, frequent monitoring of students' progress, positive home-school relations and opportunity to learn, and student time on task. Hence, the quality of leadership in a school affects to a large extent the success or failure of that school and the function of school leadership as an element of school environment is to influence the group towards the achievement of group goals.

Thus, the availability and adequacy of learning aids and resources are among the most influential factors which explain the differing performance levels. It's generally assumed that the use of teaching resources led to better performance in examinations.

In relation to school improvement programs in Africa, particularly in sub-Saharan African countries, reveals that the major causes of low achievement in secondary schools include: poor school organization and school management, inadequate teachers' training on subject mastery and pedagogic skills, poor school facilities, lack of instructional materials and absence of an attractive school climate.

Regards to Ethiopia, again the contributing factor to low student learning outcomes is the quality of the learning environment. To this end, School inspections conducted between 2013/14 and 2015/16 found that about 90 percent of primary schools and 83 percent of secondary schools did

not meet national standards (School Inspection Report, 2013/14, 2014/15). These findings point to the fact that most schools in the country are failing to provide an adequate learning environment for students. Also, the national inspection findings revealed that some 90 percent of schools fall into the unsatisfactory category (Level 1 and Level 2), flagging the urgent need for improving the learning environment in those schools.

According to Abeya Geleta (2017), as with any educational systems, some secondary schools in Ethiopia perform better on these examinations than others. To this end, a closer investigation at this situation quickly reveals that in the secondary schools there are disparities in academic achievement. Even though cognitive ability is one of the reasons for the disparities with only accounts for a portion of the disparity, rather researchers in the area believe that many factors other than academic abilities affect academic achievement. Thus, there are many reasons cited in the literature, which trigger schools to improve their performance and be more competitive. These are included, the location, facilities and infrastructures which have been found to affect a school's performance. Thus, the School performance is affected by its environment both negatively (constrain) and positively (enhance), (Lamas H, 2015, Abeya Geleta, 2017). Hence the school environment remains an important area that should be studied and well managed to enhance the overall school performance. The review revealed that such few works centered on academic achievement of students in relation to classroom environment. Therefore, this study attempts to find out the relation between school environment and school performance in Secondary Schools of Jimma Zone.

1.2. Statement of the Problem

Ethiopia has recently experienced massive improvement in access to education (Mitchell, 2013; Goshu S. B and Woldeamanuel M. M, 2019). Similarly, the government's national reports indicate considerable level of improvements from what they were in past two decades. However, this does not mean that the country had attained the international standard as (National EFA, 2015; UNESCO, 2011). Thus, despite the extraordinary achievements in terms of increasing enrolment, but education quality remains a daunting challenge (Goshu S. B and Woldeamanuel M. M, 2019).

The research studied by Abeya Geleta (2017), and studied by Desta Mersha (2019, focused on the relationship between School climate and academic achievement.

Despite the government's effort towards the provision and improvement of infrastructures in Secondary schools, student performance in both internal and external examinations such as National Higher Education Entrance and other entrance examinations into Secondary schools is still very low and below expectation. Though various school improvement efforts are currently underway at all levels of schools by the MOE, it is commonly heard from school staff members and the community at large that there is lack of such a conducive and orderly school climate in the Ethiopia secondary schools Abeya Geleta (2017).

The schools were urged to improve their drawbacks in order to improve the learners' academics and personality (The Ethiopian Herald, 2019). The last three years in Jimma zone only a few numbers of students achieved 4.00 points by Grade ten National Examination result (Jimma Zone Education Office 2019 Annual Report). In general, all the above findings point out to the fact that most schools in the country are failing to provide an adequate learning environment for students.

Despite the above bitter facts, related to school environment and school performance in secondary schools, until now very little is known due to there is few scientific studies that show the correlation of school environment and school performance in secondary schools in general and of Jimma zone in particular.

Previous studies have been carried at international, national level, regional and municipal level on school environment related issues from different context. Again, several studies carried out regarding the issue of school environment and its relationships, influence on academic performance uses only teachers in their sampling. For instance, study conducted by Odeh. R. C et al., (2015) on the Influence of School Environment on Academic Achievement of Students in Secondary Schools in Nigeria, used only teachers in their sampling. However, the issue of school environment is affecting not only the teachers but also the students in further.

Moreover, there are contradiction between results of different studies in different context. For instance, Suleman et al (2014) in an experimental study with senior secondary students in Kohat Division, in Pakistan concluded that classroom favorable environment has a significant positive effect on the academic achievement scores of senior secondary students. However, the result this study is in dissonance with Arul Lawrence and Vimala (2012), who found that there was no

significant relationship between School Environment and academic achievement of standard IX students.

Therefore, this study, however, attempted to include the students in the sample of the study so as to incorporate the perception of students in the study. In addition, since schools can be divided in to various categories in terms of characteristics, location and funding, the researcher acknowledged the limitation of the finding which the results must also be interpreted with caution due to the disparity in the sample sizes and might not be able to generalize to other schools and other localities. Thus, there are efforts to understand and solve the problems of school environment and school performance.

In addition, despite the government's efforts towards the provision and renovation of infrastructures in secondary schools, students' performance in both internal external examinations is very low and below expectation.

Despite of the existence of vast studies related of school environment on school performance in general and secondary schools in particular, yet still there is no clarity on the direction relationship, degree of relationship and forms relationship between different components of school environments and its performances. It is on this premise that the researcher is motivated to appraise the relation between school environment and school performance in secondary schools of Jimma Zone. Therefore, the problem of this study is what, extent and forms of relationship between school environment and current school performance secondary schools in Jimma zone.

1. To what extent the school environment affected the school performance in secondary school of Jimma zone?

2. Is there significant correlation between school environment and school performance in Secondary Schools of Jimma Zone?

3. Is there significant correlation between school facilities and school performance in Secondary Schools of Jimma Zone?

4. Is there significant correlation between structural organizations and school performance in Secondary Schools of Jimma Zone?

5. Is there significant correlation between teacher professionalism and school performance in Secondary Schools of Jimma Zone?

1.3. Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study is to explore relationships between school environment and school performance in secondary school of Jimma zone.

1.3.2. Specific Objectives of the Study

Specifically, the study seeks to achieve the following objectives.

- To identify the school environment related factors that affect to school performance in secondary school of Jimma zone?
- To describe the correlation between school facilities and school performance in Secondary Schools of Jimma Zone.
- To predict the correlation between structural organizations and school performance in Secondary Schools of Jimma Zone.
- To assess the correlation between teacher professionalism and school performance in Secondary Schools of Jimma Zone.

1.4. Significance of the Study

School environment study provides useful information for school administrators who are interested in building healthy relations in their schools. Accordingly, it is hoped that this study helps to raise a better understanding on the correlation of school environment and the secondary schools' performances.

The finding of this study is significant for the following stakeholders.

- For leaders who seek innovative ways of improving their school environment and, thus, the academic success of their students, relation of school environment and school performance study merit some attention.
- may stimulate, school managers, teachers, students and the society's awareness on the importance of conducive learning environment.

- may also assist woreda school administrators and to develop strategies that would reduce negative effects of poor learning environment on academic achievement of students in secondary schools of jimma zone.
- The school administrators can be benefited by incorporating the result of study in to the strategic school improvement plan.

This study, in particular, provides further insights on the topic of school environment as it focused on the relation between school environment and school performance in secondary schools of jimma zone.

In general, this study may provide information for parents, educators and school administrators to reflect up on various factors that helped students in achieving their academic goals. Above all, this study is significant to lays the foundation for intervention studies that could provide stronger evidence that school environment improvement has an impact on the school performance by increasing stakeholder engagement.

1.5. Delimitation of the Study

Conceptually, the scope of this study was restricted to relation between school environment and the school performance. The research was adopted the correlational research design Correlation research can provide information that allows predictability based on associations (Abeya Geleta 2017).

On the other hand, geographically, the study has the following delimitations. Only five public secondary schools in five woredas in Jimma Zone were included in the study. There are internal and external school environment. But this research focuses on internal school environment. The reason behind this delimitation implies that due to time and financial constraints. The study was carried out March, 2013 E.C. to September, 2014 E.C.

1.6. Limitations of the Study

This study is not free of limitations. Accordingly, School performance can be related by various elements of school environment such as, collegial leadership, academic press, school facilities, teachers' professionalism and so forth. Thus, the elements that comprise a school's environment are wide-ranging and complex. However, this study treated only the relationship between school environment and school performance based on teachers', students and school principals' perceptions, on school environment.

Due to the scope of this research project are not able to collect data from the entire recommended sample of the population, the study is limited by the number of participants included, and cannot be generalized to the full population. Because the researcher use the instrument of data collection questionnaire and semi-structured interview. The instruments of data collection include questionnaire because it is more suitable to get a large amount of data from a large number of respondents with short period of time and with minimum cost, semi-structured interview and document analysis was employed in the study.

1.7. Operational Definitions of Key Terms

The meanings of key terms in this study are the following.

School environment which includes the classrooms, libraries, workshops, teacher quality, school management, teaching methods, and peers.

School performance is School Performance is an output of the school, which in turn is measured in terms of the average achievements of the pupils at the end of formal period of schooling.

Teacher professionalism is one of the four school environment factors that describe teacher's behavior which is characterized by commitment, engagement, respect the professional expertise of colleagues, professional interactions, and their support with one another and help each other.

Correlation is the relation between two things, or the relation between two variables.

Secondary schools are level of schools including grade 9th -12th.

1.8. Organization of the Research

This research was organized in five chapters. The first chapter is dedicated to the introduction, which in bodied background of the study, statement of the problem, significance of the study, delimitation of the study, as well as operational definition of terms.

The second chapter, deals with review of the related literature. The methodology and design of the study employed are discussed in the third chapter. The fourth chapter presents data analysis and interpretation of data and finally, the fifth chapter the summary, conclusion and recommendation of the study.

CHAPTER TWO

THE REVIEW OF RELATED LITERATURES

This chapter looks at concepts of school environment, Components of School Learning Environment, Concept of School Performance what learning environment is and how environment affects the school performance. Thus, it explores the different variables that constitute to a learning environment that is the psychological, social and economic as well as physical school Environment and their influence on school performance by measuring school climate and school performance in terms of inputs, processes and outputs. Also, this chapter discusses Secondary School in Ethiopian Context, Performance of Secondary School in Ethiopia, Problems in Ethiopia's Education Sector, Lagging Efficiency and Input Indicators and National Examinations at Grades 10 and 12.

2.1. Concept of School Environment

There are several definitions of the concept of school environment as there are writers on the subject. School environment is a relatively enduring character of a school that is experienced by its participants, that affects their actions, and that is based on the collective perceptions of behavior in the school (Edem,2004). Environment is a place where the child functions. This includes home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, tissue needs, social needs, psychological needs it is defined not to mean only the place in which the child lives (physical) but also the people with which he comes in contrast with (social) (Akem, 2008).

Booth and Okely (2005) looked at school environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and Health Educational Sport) and school practices regulating PE and Sport, banners to participation and strategies to promote participation). This definition encapsulates components of the Health Promoting School Model (NHMRC,1996) and also how school staff tends to contextualized health, particularly physical activity.

Moreover, this definition implies that the study is concerned about the educational environment of the entire school. On the other hand, school environment refers to Learning Environment. The term refers to the physical environment of the school and has an important influence on the behavior of both teachers and learners. The environment of the school can help to establish and maintain a sound culture of learning and teaching (UNICEF, 2010).

2.1. Concept of School Performance

School performance is a broad concept. As a result, it has been defined by different scholars and institutions in several different ways. For instance, according to UNESCO School Performance is an output of the school, which in turn is measured in terms of the average achievements of the pupils at the end of formal period of schooling (UNESCO, 2000). Thus, School Performance indicators have always existed but, as of yet no holistic theory of to assist in their selection. School performance is very crucial for a nation to monitor its education system and also very difficult to decide its factors, because of variety of variables. Some of these variables are very difficult to find or specify like satisfaction of students and their parents from a school, quality of health and safety, assessment of the culture and diversity, quality of teachers, quality of resources and facilities, quality of the extracurricular and etc. There is a need for a solid performance index that could monitor the situation of schools and help decision makers to act upon them.

School performances should be known to evaluate the efficacy of governments' education policies. Using conventional methods to prepare such performance data is not realistic and leads to misinterpretation of performance of the schools. Because there are too many factors that affect school performance (Kokcam A. H and Kubat C., 2015). Accordingly, the researchers adopted the measureable indicators such as students' grade report, students' health and safety, students' motivation in their studies. A student who feels incompetent in the academic domain and feels controlled in the school may experience a loss of academic motivation that drops his/her school performance eventually (Kokcam A. H and Kubat C., 2015).

This study investigated the measurable score model for determining school performance based on school success. Though there are several variables seem to be important to expect school performance, in this study, however, the researcher adopted students' grade report. Caballero et

al. (2007) as cited in Lamas, H. (2015) argued that academic performance involves meeting goals, achievements and objectives set in the program or course that a student attended. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses. The purpose of the school or academic performance is to achieve an educational goal, learning (Lamas A. H, 2015).

2.2. Indicators of School Performance

There are several and different indicators of school performance in different country. For example, in Ethiopian context the Dropout rate, passing rate, completion rate, Absenteeism and academic performance are the major among the indicators of school performance.

2.3. School Environment and Academic Performance

A school is a learning environment where teamwork is prevalent, diversity is incorporated, and individuals care about, trust, and respect for each other, community members share a vision for the future of the school, a common sense of purpose, and a common set of values. School environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement.

For instance, according to Lewin and Caillods (2002), optimum class size and student teacher ratio at secondary level (25:1) are very important to facilitate the teaching learning process. Large class size and student teacher ratio increase teachers' work load and reduce student teacher interaction which would have negative impact on the quality of education. In general, secondary schools are increasingly complex institutions which require sophisticated management if they are to be effective and efficient.

2.4. Performance Assessment of Schools

In order to achieving educational and social benefits for their students, schools have started using various PMS application in their operation. Although academic quality is a difficult concept to quantify prospective students and their parents requires objective measures that will let them evaluate and compare schools. School ranking is a tool for decision makers to help them make choices. Students who will choose a high school, administration of high schools which deal with rule making and policy production, and national authorities who define long term goals for education system can use such rankings. Also, the media who wants to inform the society for the quality of high schools can use this information (Al-Juboori AFMA, Na Y, and Ko F., 2011)

Fortier et al. (1995) proposed and test a motivational model of school performance using structural equation modeling. 263 students which is in ninth degree from two different high school were attended the study. They found out that perceived academic competence and perceived academic self-determination positively influence autonomous academic motivation, which is an important factor in school performance. Results from their model explain 28% of the variance in school performance, which emphasizes the academic motivation importance. After analyzing the related study, it is envisioned that it is not appropriate to determine school performance with only tests. Not only academic achievement is expected from schools but also success in life. Americans want their children to be happy in their schools. Rothstein (2000) developed a composite index for school performance, that includes four main categories as (I) academic outcomes, (II) non-academic outcomes, (III) process indicators, and (IV) whether children are secure in school, the adult attention they receive, and condition of school facilities. Weights of these factors are 40%, 25%, 15%, and 20%, respectively. Author argues that subject matter achievement is used most of the studies because it is easy to measure, and other outcomes are not only difficult to measure but also their measurement methodology is largely unexplored. By using the raw scores of different districts to determine school quality is not appropriate (Hanushek and Taylor 1990 cited in Kokcam A. H and Kubat C., 2015).

Othman and Rauf (2009 cited in Kokcam A. H and Kubat C., 2015) observed that school operational effectiveness and efficiency are different using four criteria: (1) leadership; (2) measurement; (3) analysis and knowledge management; and (4) strategic planning and

examination results. Their findings suggest that a high scored school from an examination is not necessarily perform well in other categories of performance. On the contrary the most successful schools in an examination are at the bottom in other criteria. 76 Malaysian schools randomly selected from five different districts to make some analytical analysis such as documentary analysis, observation and interviews with headmasters, parents-teachers association representatives and brainstorming with school inspectors. Considering different schools has different capacities they developed an index for each school that measures a school within its capability. They argued that incorporating some elements like leadership, measurement analysis, and strategic planning to operational effectiveness and efficiency is a better measure for determining school performance. They found out that high performing school emphasis strongly on measurement, analysis and knowledge management. They are more determined in achieving their vision and mission in this way. These schools are eventually improved their overall performance. Their work can be useful for authorities to better monitor the operational performance of the schools.

In relation to school improvement programs in Africa, particularly in sub-Saharan African countries, UNESCO (2010) reveals that the major causes of low achievement in secondary schools include: poor school organization and school management, inadequate teachers' training on subject mastery and pedagogic skills, poor school facilities, lack of instructional materials and absence of an attractive school climate. Furthermore, UNESCO (2010) states that in secondary school education, most school principals lack relevant skills, school leadership qualities and commitment to school improvement programs; as a result, school improvement is greatly hindered by inadequate resources in terms of physical facilities, finances and human resources and high leadership and teacher turn over. Lack of training also hinders school improvement programs in secondary schools.

In Ethiopia, there is a greater task ahead of school management and leadership teams in meeting the challenges of unattractive and poor conditions of buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surroundings which have perhaps contributed to poor quality instructional processes and non-attainment of quality education by students in secondary schools (UNESCO, 2013).

2.5. Problems in Ethiopia's Education Sector

According to Mitchell (2013) there was an achievement in terms of increasing enrolment, but education quality still remains a daunting challenge. To address the challenges in educational quality, the government has recently devised two major plans - the Education Sector Development Plan (ESDP IV) and the General Education Quality Improvement Programme (GEQIP), where the emphasis is on enhancing student achievement through better teaching and learning processes. In particular, GEQIP has focused strongly on improving equity and access so as to reduce current rates of drop-out and improve completion and progression to secondary schooling. The programme mainly seeks to increase investment in key inputs, such as textbooks, teacher training and development, and school infrastructure improvements.

Insufficient cooperation by the community in supporting school initiatives poses one challenge. This is partly due to the fact that teachers and head teachers have not done enough to raise the awareness of parents and communities about the importance of quality teaching and learning for their children. This is due to the lack of incentives for teachers and head-teachers to carry out such awareness-creation activities (Young Lives, 2012).

The other major challenge highlighted was budget limitations. The budget allotted by the government for non-salary activities is low. The study revealed that some of the schools in the Young Lives sites tried to address this problem by raising money from the community.

However, this has not been sufficient to support their school improvement initiatives. Plus, raising additional revenue locally will reinforce differences between schools, since communities with lower resource levels will be less able to contribute, even though the need in their schools may well be greater (Young Lives Ethiopia, 2012).

By and large, our evidence indicated that the implementation of the SIP has faced several challenges at the local level, mainly due to lack of implementation capacity, financial constraints, lack of proper support from above and low awareness of parents and communities (Young Lives, 2012).

2.6. Secondary School in Ethiopian Context

Nationally there are 3,739 secondary schools in 2011 E.C., with 39.2% found in Oromia. This is an increase of 142 (4%) schools nationally from 2010 E.C. Most new secondary schools were opened in Oromia, followed by Amhara and Somali regions. 89.6% of schools nationally are government owned schools (MoE, 2019). In Ethiopia, secondary education had been composed of two cycles. Those were including general secondary education (9-10) and the so called preparatory classes (11-12). However, now starting from 2012 E.C academic year the General secondary education structure has been changed to (9-12). Thus, based up on the previous structure that composed of two cycles (i.e. the lower/first cycle and the higher/ second cycle), the secondary school in Ethiopia is designed to continue the basic education of the primary level, but the teaching is typically more subject focused and requires more specialized teachers for each subject area. Accordingly, the end of this level often coincides with the end of compulsory education. Then the preparatory classes (11-12) are the final stage of secondary education and the entry point of higher learning institution. In short, the government's focus of secondary education growth has been predominantly in the first cycle. Regarding to the student population, 81 out of every 100 students in secondary education are in the first cycle in 2013/14. The national examination (Ethiopian General Secondary Education Certificate Examination) is given at grade 10 to certify completion of general secondary education and to select students that qualify for the next higher levels education, preparatory program or technical and vocational education (TVET). In contrast to this, now since 2012/mid-2019 students those complete elementary schools must joined the secondary education is include grade 9-12 that last four for years. Thus, joining higher education institutions and technical and vocational education (TVET) is the next stage to be continued. In general, the general secondary education (grades 9 and 10) in Ethiopia, aims to prepare students to identify areas of interest for further education and training. The preparatory level (grades 11 and 12) prepares students for higher education or choosing a career.

2.7. Performance of Secondary School in Ethiopia

An inspection system was introduced under which almost all 35,000 schools in Ethiopia have been externally inspected and classified into four levels of performance.

School inspections conducted between 2013/14 and 2015/16 found that about 90 percent of primary schools and 83 percent of secondary schools did not meet national standards (School Inspection Report Findings (2013/14-2015/16), cited in WB, 2017). According to this report, 16 percent of secondary schools are rated at the lowest level, and almost two-thirds of both primary and secondary schools, at the second-to-lowest level.

Education literature has extensively established that conducive learning environments which provide adequate teaching and learning material, especially textbooks, basic facilities like drinking water, and toilets are critical for producing learning. Despite this fact, the Ministry of Education's Executive Summary (2018-30) Draft paper for discussion notes that study revealed that educational facilities and materials are inadequate in most of the observed primary schools which in turn affected quality of education. Some of the challenges identified include lack of clean and separate sanitation facilities for girls and boys, inadequate teaching materials, laboratories and lab chemicals and library, poor physical conditions and unsafe school environment (including gender based violence), and poor provision and utilization of ICT facilities in almost all primary schools." Thus, all these problems found in elementary school by itself have its negative impact over the secondary school performance. Hence, addressing these problems existing within primary school education is recommended by MOE as well as educational practitioners.

Textbooks, which are a critical input to learning, are not available on-time and in sufficient quantities in the classroom. As a result, at the start of the school year, there are often no textbooks or just a limited number of them for use by learners during the year. To address this problem, the Program will support the development and implementation of a system to track the distribution and delivery of text books by woredas to schools (WB, 2017). As per to learning outcomes, MoE (u.p) state as the below:

"We remember from the Desk Review results of the Education Roadmap that student learning outcomes are very low, in fact, in a deteriorating trend. In this empirical study, most of the research participants (stakeholders of education) believe that the majority of secondary and preparatory students do not have the expected knowledge, attitudes and skills. The students are viewed as lacking the necessary competence and skills to join the world of work upon completion of grade 10 and 12."

Related to Access to Secondary School, *"When the performance in access to secondary education or enrolment of general secondary (39.3%) and preparatory (10%) in Ethiopia is compared with the expected minimum standard for lower-middle-income country, Ethiopia has a lot to do more in this field. Enrolment rates have to increase drastically (80-90 % for lower secondary and above 50% for upper secondary education); it is now very low and far behind the target set for 2030 in GTP 2."*

Regards to Equity of access for secondary education, the data from MOE also shows that the disparity between urban and rural enrolment is very wide at both the general secondary and preparatory cycles. For example, in the year 2010/11 urban enrolment rates for lower and upper secondary cycles respectively constituted 85.79% and 94.92% of secondary students. After three years, in 2013/14, the figure showed little reduction of gap with 78.85% urban enrolment for lower secondary cycle and 91.24% urban enrolment for upper secondary cycles.

In sum, there has been a big disparity for secondary school access between urban-rural and poor-rich school age children. Long school to home distance, economic affordability problem to pay for quality education or to pursue in better quality urban secondary schools, attending in below standard operating schools are among the major barriers of equitable access for secondary education.

Teachers and students waste much instructional time both in school and out of school for a variety of bad reasons (off task). We need to study the extent to which the academic calendar

is strictly followed by teachers, students and the administration in Ethiopia as there is no conclusive study today. Teachers spend much time in meetings, school administrative tasks and absenteeism. Student class attendance as a whole is very poor mainly owing to disinterest and delinquency. The most critical efficiency factor in secondary and preparatory education in Ethiopia is external efficiency, the extent to which products of secondary education are employable. Self-employment and job creation competence of secondary education students is very low. For that matter, the unemployment rate of educated Ethiopians is rising. In general, the Ethiopian secondary schools performance is far from expectation. As a result, there is a need to study the school environment practically and contextually in further so as to add knowledge on the practice of school performance.

2.8. Lag in Efficiency and Input Indicators

In contrast to remarkable achievements in access, progress to date in raising the quality of education in Ethiopia has been limited. Efficiency and quality input indicators, achievement tests, and classroom observations suggest that it has been difficult to maintain the quality of education during a period of very rapid enrollment expansion. Learning achievement in the education system remains unacceptably low. This has become a source of concern for government officials, educators, parents, and other stakeholders. Yet input indicators have improved, especially the proportion of qualified teachers and student-textbook ratios; the increase in class size (that is, the number of students per section) to 64 in 2009/10 is, however, a cause of concern (MOE 2010c) as cited in (Joshi, Rajendra Dhoj, and Adriaan Verspoor, 2013).

2.9. Result of National Examinations at Grades 10 and 12

Student performance on national examination has become increasingly important in Ethiopia education system. The examination results have become the means of documenting the performance of schools. Educators and educational leaders are examining ways to increase student performance on national examinations. It was also timely and relevant to study school climate and its effect on student achievement because of the increasingly high stakes for underachievement (Geleta A., 2017). Students take federally organized external examinations at the end of grades 10 and 12. These exams are conducted by the National Educational Assessment and Examinations Agency (NEAEA). The tests are all multiple choices and are marked electronically; each learner currently takes a test in about 10 subjects.

Although the system is currently paper based, the vision of the agency includes some online testing in parallel with some paper-based testing. National Grade 10 Examination Results - are expressed in terms of pass and fail; those who scored 50 percent or above were declared passes. In the 2009/10 school year, about 62 percent of students passed: 70 percent of boys and 53 percent of girls (MOE 2010c) as cited in (Joshi, Rajendra Dhoj, and Adriaan Verspoor, 2013).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The main purpose of this chapter was to provide an overview of the research design and methodology that was used to carry out the study.

3.1. Research Design

A correlation design was used for this study. A correlation design was selected because of its quantitative design nature in examining whether a relationship exists between school environment and school performance. Correlation research can provide information that allows predictability based on associations Geleta A. (2017). In this study, there was an interest in the variables of school environment and school performance. Thus, a correlational study was employed to determine the direction of relationships, the extent of relationships and to identify forms of relationships between the school environment and school performance in secondary school of Jimma Zone. Moreover, correlational research allows for the analysis of multiple variables in one study (Creswell, 2012). This type of research would recognize trends and patterns in data, but it does not go so far in its analysis to prove causes for these observed patterns.

3.2. Research Methodology

A mixed research method (both quantitative and qualitative) was used to answer the research question. A research method is a strategy planned to be implemented to address the research questions. The reason behind using this is quantitative method of data collection explaining phenomena by collecting numerical data that are analyzed using mathematically based method while, the reason using qualitative method to detailed description of observed behaviors people situation and events.

3.3. Study Area

The study area is Jimma zone, which located in the Oromia National Regional State, southwest of Ethiopia. Jimma is located at a distance of 350 km away from the capital of Ethiopia-Addis Ababa. It is one of the 19 zones in Oromia region. It has twenty-one woredas. Namely, Manna, Nonno Benja, Limmu Seka, Limmu Kossa, Chora Botor,Gomma, Gera, Sigimo, Santema, Tobba, Boter Tolay, Seka Chokorsa, Shabe Sombo, Kersa, Omo Nadda, Omo Beyem, Tiro Afeta, Dedo, Mencho and Sokoru. The major cash products in the zone are coffee, sorgum, maize, and teff. All the Woredas in the zone have the facilities like road transportation, telecommunication, and hydroelectric power.

3.4. Study Population

Jimma Zone has 21 Woredas. In this sense, all the Secondary schools in Jimma zone were considered as the study area. This area was decided to be taken as a setting for this study since the researcher schools located at different Woredas of the Zone, it is thought that this may better help researcher in the process of data collection and secondly the sample respondents and schools are determined based on the 2012 E. C. According to 2012 annual report of Jimma Zone Education office there are 15 secondary schools in selected Woredas (5 woreda) of the Zone. In these secondary schools, a sum of 216 teachers, 5 principals, 10 vice principals and 750 students who are currently attending their education in these secondary schools would be the population of the study. In another words, 981respondents population of the study.

3.5. Sample and Sampling Techniques

There are 21 woredas in jimma Zone. Initially, out of this 5 Woredas in jimma zone were selected by using lottery systems using simple random sampling technique. Accordingly, Limmu Kossa, Manna Woreda, Gomma Woreda, Boter Tolay and Limmu Seka were selected. There are 15 secondary schools in the selected woredas of Jimma Zone. Out of these selected 5 secondary schools in Jimma zone, 5 (five) schools (one from each) were selected using simple random sampling technique. Accordingly, Ambuye Secondary School, Yebu Secondary School, Seka Secondary School, Tolay Secondary and Agaro Secondary Schools are the sample schools was included in the study population. The reason behind using this is that for the reason that they are free from bias was believed to give equal chance to secondary schools of the zone to be included

in the sample of the study and enhanced the representativeness of the secondary schools in the selected woredas. Then, 5 school principals and 10 vice principals all from selected schools was included in study. The rationale of this is due to the school principals and vice principals are small in number and decided to be included.

Finally, Teachers are deeply knowing the relation between school environment school performance. So ,50 % total teachers in each five schools and 20% of Students of secondary schools attended in Grade 12 was included in the sample of the study using stratified random sampling technique. Thus, due to the population of the study incorporated different groups and sex which are teachers and students.

The reason of adopting stratified random sampling technique is because of there are not equal numbers of teachers and students in the selected schools or because the number of teachers and students across the 5 schools would be significantly varied. And, it is believed to give equal opportunity for the students to take part in the study. In this sense, the teachers are the forefront in teaching and learning activities of the school and seem important to be included in the study. Thus, the perception of teachers on the correlation of school environment and school performance in secondary school is significant. Hence, it is believed that, their perceptions are important in conducting the study on the correlation of the school environment on school performance in secondary schools. This research, therefore, covered a total of 150 students, 108 teachers, 5 principals, and 10 vice principals. Accordingly, 273 respondents the sample of the study.

3.6. Sources of Data

3.6.1. Primary Source of Data

The primary data sources obtained from students, teachers and school administrators (principals and vice principals). On the other hand, primary data consists of literature reported by the individual(s) who actually conducted the research or who originated the ideas. Research articles published by educational journals are an example of this type of source.

3.6.2. Secondary Source of Data

Secondary source of data is literature that summarizes primary sources. Thus, books, published and unpublished papers, official government reports and statistics was used as secondary data sources. Again, government reports and policy documents as well as proclamations were used for literature from secondary data sources.

Table 3.1 Sample of Study by Stratified Random Sampling Technique

Schools	Population (N)									Sample(n) %								
	Teachers			Students			Principals and vice			Teachers (50%)			Students (20%)			Principal and vice (100%)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ambuye	32	8	40	52	53	105	3	-	3	16	4	20	10	11	21	3	-	3
Boter Tolay	38	5	43	43	46	89	3	-	3	19	3	22	9	9	18	3	-	3
Atnago	26	6	32	46	56	102	3	-	3	13	3	16	9	11	20	3	-	3
Yebu	38	7	45	101	102	203	2	1	3	19	3	22	20	21	41	2	1	3
Agaro	42	14	56	125	126	251	2	1	3	21	7	28	25	25	50	2	1	3
Total	176	40	216	367	383	750	13	2	15	88	20	108	73	77	150	13	2	15

3.7. Data Collection Instruments

For the purpose of gathering data, questionnaire, semi-structured interview and document analysis was employed in the study. The reason of using these instruments is due to they are believed to be appropriate to gather the data related to the topic under the investigation. Again, selecting to use different instrument was believed by researcher to triangulate the data generated from different sources and to come up with reliable finding.

3.7.1. Questionnaire

Questionnaire survey was used because it is more suitable to get a large amount of data from a large number of respondents with short period of time and with minimum cost. It also will help

the respondents to choose one option from the given scales that best aligns with their views (Somekh and Lewin, 2005). Thus, it will be administered for teachers, school principals and students.

Finally, questionnaire was prepared in English language for teachers with the assumption that the respondents can understand the language. Then, questionnaires were certified by the researchers' advisor would be duplicated and distributed for respondents.

3.7.2. Interview

Interview was designed to collect more supplementary opinion to validate and triangulate the data gathered through questionnaire. Accordingly, semi structured interview was prepared for school principals and vice principals. The reason behind semi- structured interview items is that the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee (James et al., 1997). However, this was carried out with a caution because of it would be go beyond the scope of the study.

3.8. Data Analysis Methods

The researcher analyzes the data using both quantitative. The researcher collected the data by the questionnaire and identify properly filled questionnaire from the incompletely filled ones. Next, the researcher coded the data, prepared code sheet, and filled data in a code sheet. Then, the data gathered through the questionnaire will be analyzed with the aid of both descriptive and inferential statistical techniques using SPSS software so as to statistically analyze the responses. Frequency and percentages used to compute the characteristics of respondents related to sex, age, and educational status of the respondents.

Since the research design is correlational, the researcher was adopted scatter plot (scatter gram) to address the research questions initially to identify the pattern of relationship and then Pearson's Product Moment (r_{xy}) was employed to measure the degree of relation. The reason behind this is, because of the strength of relation is measured by statistic called Pearson Product Moment (r_{xy}) or Pearson's Correlation Coefficient (Pearson's r).

With regard to qualitative data, qualitative description, specifically, narrative analysis was used to analyze data which was obtained through interview and open-ended questions about the

school environment and its relationship with the school performance. Again, the researcher employed the document analysis techniques using the performance of schools, written reports on school environment and feedback on school performance was analyzed to obtain the triangulation of the data was collected through survey questionnaire regarding the relation of school environment and school performance in secondary schools of Jimma Zone.

3.9. Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 14 teachers and principals of Jimma secondary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

After the dispatched questionnaires 'were returned, necessary modification on 5 items and complete removal and replacement of 7 unclear questions were done. In addition, the value of cronbach alpha was computed to check the reliability of the instrument that valued 0.89 which implies that 90.95% respondents were able to understand to fill the questionnaires. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Accordingly, the reliability measures of each of the major variables are presented in the following table to ease the process of the data analysis

Table 3.2: Reliability Statistics

Variables	Cronbach's Alpha	Number of items
School Facilities	.915	16
School Structural Organizations	.891	14
Teacher professionalism	.832	10
School performance	.806	15
Overall	**.876**	**55**

Thus, as shown in table 3.2 the reliability of the scores was evident by strong Cronbach's alpha coefficients for all variables, which used as independent and dependent variables of the study. The Cronbach's alpha ranged from 0.806 to 0.915, indicating that items are highly reliable to measure the variables they are expected to measure.

3.10. Ethical Consideration

It is obligatory to care of ethical consideration to conduct the research in a scientific way. Accordingly, the researcher received letter of approval of proposal from Department of Educational Planning and Management. By then, using the letter of approval from Department the researcher was politely seeks for permission letter from Zonal Education Office to conduct the study for academic purpose. By using approval letter taken from Zonal Educational Office, again the letter of permission was received from each Woreda (District) Education Offices before contacting the schools. Permission was sought from five schools before any contact was made with the teachers and students. Consent would be secured from each teacher before they filled out the survey questionnaire respondents was reminded not to write their name on the questionnaire and informed of the academic purpose of the time frame of the study. Therefore, only the study was carried out based up full consent of participants and was continued with good manner accordingly.

CHAPTER FOUR

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

The analysis and interpretation of this study is based on the data collected from teachers and students in secondary schools of Jimma zone. The data was collected through survey questionnaire. The survey questionnaires were distributed to a randomly selected 258 teachers and students. Five respondents could not be returned and a total of returned two responses were excluded from analysis due to irrelevant information and not correctly filling the questionnaires. Thus, the study analysed the data on only 251 responses of teachers and students, which resulted a sufficient percentage (97.3%) response rate. Hence, the data gathered were organized and analysed in a manner that enables to answer the basic research questions raised at the beginning of the study by using SPSS version 26.

Table 4.1: Demographic Characteristics of the Respondents

No	Characteristics of the Respondents	Variable	Respondents					
			Students		Teachers		Total	
			F	%	F	%	F	%
1	Sex	Male	70	47.6	86	82.7	156	62.2
		Female	77	52.4	18	17.3	95	37.8
		Total	147	100.0	104	100.0	251	100
2	Age	12-15	-	-			-	-
		16-20	118	80.3			118	80.3
		21-30	29	19.7	25	24.0	54	21.5
		31-40	0	0	28	26.9	28	26.9
		41-50	0	0	43	41.3	43	41.3
		Above 50	0	0	8	7.7	8	7.7
		Total	147	100.0	104	100.	126	100
3	Level of education	Diploma			17	16.3	17	16.3
		Degree			80	76.9	80	76.9
		Master			7	6.7	7	6.7
		Total			104	100.0	104	100.0
4	Work experience	1-5 years			37	35.6	37	35.6
		6-10			39	37.5	39	37.5
		11 and above			28	26.9	28	26.9
		Total			104	100.0	104	100.0

From the total number of respondents that participate in answering the question of the study 156 (62.2%) were male and 95(37.8%) were females. The results indicated that the number of female students was less than the number of males in case of both teachers and students in the schools. But for the study both have the same role.

With regards to age29(19.7) of the students were between 216-30 years old ;118(80.3%) of the students were between 16-20 years old. With regarding to teachers age 25(24%) of them were found between 21-30 years old, 28(26.8) of teachers age found between 31 to 40 years and 43(41.3%) of the teachers age found between 41-50 years old. When the researcher observed the age of the respondents, the distribution of majority of teachers' age were between 41 and 50 years accordingly.

The qualification distribution of school teachers revealed that the majority of school teachers 80(76.9%) were first degree holders; 7(6.7) were master holders, and 17(16.3%) were Diploma holders. Therefore, the qualification of the respondents was good enough for the researcher study to read and understand the questionnaire to give a genuine response.

When the researcher saw the work experience of teachers, 37 (35.6%) of the total respondents had an experience of 1-5 years; 39 (37.5%) of the respondents had an experience of 6-10 years, 28(26.9%) of school teachers had work experience of 11 and above years. The work experiences of the respondents were used for the study to get relevant response from the respondent by comparing the activities done in the school yearly.

4.1. Respondents Opinion on School Environment in Secondary Schools

This section deals with analysis of the result which is gathered through questioner, interview and document analysis. To make the data interpretation easier the respondents were classified in to two categories. Thus, teachers and students were participated to fill the questionnaire and principal and vice principal were participated on interview question.

The following table shows school facilities related questions. The responses were gathered using five rating scales of strongly agree (SA), agree (A), uncertain (UD), disagree (D), and strongly agree (SD). The weighted mean achieved from data analysis were interpreted as (<1.49) = strongly disagree, (1.5-2.49) = Disagree, (2.5-3.49) = Moderate (3.5-4.49) = Agree, and (4.5-5)

strongly agree. Thus, the mean value, standard deviation, and independent sample t-test for the level of agreement for each item was calculated and interpreted.

Table 4.2: Independent sample T-test for the Mean ratings of Respondents regarding School Facilities in Secondary Schools

Item	Position	N	Mean	Std.	T	p-value
There are enough text books in your school.	Teachers	104	3.13	1.01	-2.361	.019
	Students	147	3.46	1.13		
There are relevant and updated reference books in library.	Teachers	104	3.22	1.09	-2.073	.039
	Students	147	3.36	.994		
The library opened when students want to read.	Teachers	104	3.24	1.12	-.889	.375
	Students	147	**3.54**	1.10		
There is a lack of reference book in the school library.	Teachers	104	**3.58**	1.22	-2.054	.041
	Students	147	3.50	1.02		
The school has enough toilets/latrines for all the school members.	Teachers	104	3.10	1.17	-1.847	.066
	Students	147	3.37	1.10		
The school has enough standard furniture	Teachers	104	3.42	.992	-.559	.577
	Students	147	3.49	1.04		
The school environment is the tool to develop your academic performance.	Teachers	104	3.00	1.11	-2.506	.013
	Students	147	3.36	1.12		
There is functional computer laboratory in your school.	Teachers	104	3.09	1.47	-2.484	.014
	Students	147	3.50	1.12		
Student's academic achievement (performance) can be achieved without enough school facilities.	Teachers	104	3.08	1.09	-.984	.326
	Students	147	3.23	1.18		
The lighting system provides proper distribution of illumination in the class.	Teachers	104	**2.61**	1.39	-4.334	.000
	Students	147	3.31	1.17		
The school building met the national standard.	Teachers	104	3.27	1.25	.348	.728
	Students	147	3.22	1.19		
Overall mean	Teacher	104	**3.23**	**.110**		
	Students	147	**3.19**	**.942**		

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 =Agree, ≥ 4.5 = Strongly agree

As indicated in table 4.2 that the average means of teachers response on School facilities in secondary schools" were ranging from 2.61 to 3.58, with standard deviation ranges from 1.06 to 1.39. The overall mean of teachers response on school facilities in secondary schools for the sixteen items can be estimated to 3.23 with a standard deviation of 0.110 indicates the response

of teachers towards school facility found in the level of moderate. The highest mean of 3.58 indicated in table 4.2 confirmed that the majority of respondents agreed there is a lack of reference book in the school library, while the lowest mean of 2.61 indicates the majority of the teachers disagreed for the statement that "The lighting system provides proper distribution of illumination in the class".

On the other hand table 4.2 also showed the students response related to school facilities were ranging from 2.64 to 3.54, with standard deviation ranges from 0.945 to 1.05. Overall score of the students' response was 3.19 with standard deviation of 0.942. This indicates the response of students towards school facility is found the level of moderate. As the value of standard deviation show, the variation of principals from means score.

From the 16 statements used to explain the status of school facility in secondary schools of Jimma zone. The overall mean score all the 16 statements used to explain the status of school facility in secondary schools of Jimma zone from teachers and students response found to be 2.84. This indicating that respondents agreed that school facility in secondary schools of Jimma zone is found in the medium level.

The data collected from the interview with principal and vice principals stated that school principal/vice principal of secondary school in Jimma zone attempted to equip the school by different school facilities, still there is no enough toilets/latrines for all the school members, no relevant and updated reference books in library, no equipped laboratory with necessary materials for natural science in the school.

Table 4.3: Independent Sample T-test for the Mean ratings of Respondents regarding School Structural Organizations in Secondary Schools of Jimma Zone

Item	Position	N	Mean	Std.	T	Sig
The principal is willing to make changes	Teachers	104	3.42	1.12	2.838	.005
	Students	147	3.04	.992		
Leaders involved in new learning initiatives	Teachers	104	2.84	1.12	-1.898	.059
	Students	147	3.12	1.14		
The principal treats all school members as his or her equal	Teachers	104	3.09	1.16	-2.964	.003
	Students	147	3.51	1.06		
The principal treats all faculty members as his or her equal	Teachers	104	3.14	1.13	3.077	.002
	Students	146	**2.64**	1.35		
The department head being friendly	Teachers	104	3.14	1.23	-2.726	.007
	Students	147	3.58	1.28		
The leaders sets clear expectation for faculty	Teachers	104	2.73	1.15	-4.544	.000
	Students	147	3.39	1.13		
the leaders promote participative decision making	Teachers	104	2.64	1.01	-6.594	.000
	Students	147	3.57	1.15		
The principal being friendly	Teachers	104	2.83	1.31	-5.971	.000
	Students	147	**3.74**	1.07		
The department follow up their teachers	Teachers	104	3.17	1.38	-1.186	.237
	Students	147	3.36	1.19		
There is regular staff meeting in school	Teachers	104	**2.01**	1.49	-6.819	.000
	Students	147	3.23	1.32		
Teachers actively Involved in school program	Teachers	104	3.00	1.03	-.851	.395
	Students	147	3.12	1.18		
The vice principal interact with department	Teachers	104	**3.43**	1.06	-.690	.491
	Students	147	3.52	1.05		
There is division of power in school	Teachers	104	3.04	1.19	-2.149	.033
	Students	147	3.36	1.09		
There is good relationship between leaders and teachers.	Teachers	104	3.21	1.04	-2.290	.023
	Students	147	3.51	.995		
Overall mean	Teachers	104	**3.16**	**.125**		
	Students	147	**3.28**	**.131**		

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 =Agree, ≥ 4.5 = Strongly agree

As indicated in table 4.3 that the average means of teachers response on "School Structural Organizations" were ranging from 2.01 to 3.43, with standard deviation ranges from 1.06 to 1.46.

The overall mean of teachers' school structural organization for the 15 items can be estimated to 3.16 with a standard deviation of 0.125 indicates the response of teachers towards school structural organization found in moderate level. The highest mean of 3.43 indicated in table 4.3 confirmed that the majority of respondents agreed that there is an interaction between vice principal and department, while the lowest mean of 2.01 indicates the majority of the teachers disagreed that there regular staff meeting in school.

On the other hands table 4.3 also showed that the students' response on school structural organization was ranging from 2.64 to 3.74, with standard deviation ranges from 0.107 to 1.35. Overall score of students' responses, 3.28 with standard deviation of 0.131 also indicates the response of students towards school structural organization found in the level of moderate. As the value of standard deviation show, the variation of students from means score. The overall mean score of teachers and students is 3.12. An independent sample t-test result for most of the items shows there is a statistically significant difference between the perceptions of the teachers' and the students, sig <0.05. This revealed that there statistically significant mean difference in the response of the teachers and student towards school structural organizations.

The data collected from the interview with principal and vice principals stated that there was structural organization in each selected school. The vice principal interacted with department and treats all faculty members as his or her equal.

Table 4.4: Independent Sample T-test for the Mean ratings of Respondents regarding Teacher Professionalism in Secondary Schools of Jimma Zone

Item	Position	N	Mean	Std.	T	Sig
Teachers are committed to helping students	Teachers	104	**2.71**	1.26	-3.681	.000
	Students	147	3.29	1.20		
Teachers accomplish their jobs with interest	Teachers	104	2.75	1.24	-4.354	.000
	Students	147	3.40	1.10		
Teachers begin class punctually and use class time effectively	Teachers	104	3.52	1.27	.915	.361
	Students	147	3.38	1.14		
Teachers respecting the professional competence of their colleagues	Teachers	104	3.48	1.21	.264	.792
	Students	147	3.44	1.08		
There is effective Teacher's classroom management so students can get good grades.	Teachers	104	3.29	1.33	-2.381	.018
	Students	147	**3.65**	1.03		
Students want to be friends with one another.	Teachers	104	3.61	1.02	1.872	.062
	Students	147	3.34	1.18		
Teachers help and support each other.	Teachers	104	3.44	1.16	.232	.816
	Students	147	3.40	1.13		
Teachers perform or inbuilt supervision regularly.	Teachers	104	3.55	1.08	.678	.498
	Students	147	3.46	1.09		
Teachers providing strong social support for their colleagues	Teachers	104	**3.75**	.952	3.012	.003
	Students	147	3.32	1.18		
Teachers displaying a high level of commitment to helping students	Teachers	104	3.59	.940	5.762	.000
	Students	147	**2.78**	1.18		
Overall mean	Teachers	104	**3.47**	**.167**		
	Students	147	**3.21**	**.291**		

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 =Agree, ≥ 4.5 = Strongly agree

As indicated in table 4.4 that the average means of teachers response on ''Teacher professionalism'' were ranging from 2.71 to 3.75, with standard deviation ranges from .952 to 1.26. The overall mean of teachers' response for the ten items can be estimated to 3.47 with a standard deviation of .167 indicates the response of teachers towards teacher professionalism is

found in the level of moderate. The highest mean of 3.75 indicated in table 4.4 confirmed that the majority of respondents agreed that teachers were provide strong social support for their colleagues," while the lowest mean of 2.71 indicates the majority of the teachers were disagreed on the statement "Teachers are committed to helping students ".

On the other hand table 4.4 also showed that the students' response on " Teacher professionalism" were ranging from 2.78 to 3.65, with standard deviation ranges from 1.03 to 1.18. Overall score of students' responses was 3.21 with standard deviation of 0.291 also indicates the response of students towards teacher professionalism is found the level of moderate. As the value of standard deviation show, the variation of students from means score. An independent sample t-test result for most of the items shows there is a statistically significant difference between the response of teachers' and the students, sig <0.05. This revealed that there statistically significant mean difference in the response of the teachers and student towards teacher professionalism.

The data collected from the interview with principal and vice principals stated that there was effective teacher's classroom management so students can get good grades. And teachers are committed to helping students, accomplish their jobs with interest, begin class punctually and use class time effectively. Teachers are respecting the professional competence of their colleagues.

Table 4.5: Independent Sample t-test for the mean ratings of respondents regarding school performance in secondary schools of Jimma zone

Item	Position	N	Mean	Std.	T	Sig
Students seek extra work so they can get good grade	Teachers	104	3.72	.999	3.471	.001
	Students	147	3.29	.937		
The Number of students learning result is increasing.	Teachers	104	3.77	1.17	4.484	.000
	Students	147	3.14	1.03		
The students have developed a habit of taking responsibilities and leading a discipline life.	Teachers	104	4.00	.875	4.946	.000
	Students	147	3.34	1.15		
Students' teamwork, responsibility and self-discipline are fostered.	Teachers	104	**4.27**	.743	5.287	.000
	Students	147	3.65	1.01		
The students are motivated to learn and actively participate in lessons to improve the results.	Teachers	104	3.88	1.00	6.750	.000
	Students	147	2.79	1.40		
The students provide teachers with constructive feedback about the teaching and learning.	Teachers	104	3.81	.952	.395	.693
	Students	147	3.76	1.18		
The students have developed feeling of competition among them believes attended the school regularly.	Teachers	104	3.77	1.00	1.801	.073
	Students	147	3.53	1.07		
The students involved in the tutorial.	Teachers	104	3.71	1.03	.132	.895
	Students	147	3.69	1.04		
The students are programmer conducting their homework and class work.	Teachers	104	2.95	1.17	-6.131	.000
	Students	147	**3.80**	1.01		
The school students have respect to the school's rule and regulation.	Teachers	104	3.43	1.03	.459	.647
	Students	147	3.36	1.16		
The students are using the school resource carefully.	Teachers	104	3.49	1.03	2.159	.032
	Students	147	3.19	1.11		
In your school students are not cheating exam from one another.	Teachers	104	4.24	.756	5.391	.000
	Students	147	3.61	1.32		
The school students passing rate increasing from time to time.	Teachers	104	3.92	.993	8.139	.000
	Students	146	**2.59**	1.43		
In the school there is no conflict.	Teachers	104	**2.99**	1.16	-2.319	.021
	Students	147	3.37	1.37		
The students participate in creative and innovation	Teachers	104	3.88	1.15	2.833	.005
	Students	147	3.47	1.10		
Overall mean	Teachers	104	**3.54**	**.162**		
	Students	147	**3.42**	**.183**		

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Moderate, 3.5 – 4.49 =Agree, ≥ 4.5 = Strongly agree

Table 4.5 shows that the average means of teachers response on school performance were ranging from 2.99 to 4.27, with standard deviation ranges from 0.743 to 1.16. The overall mean of teachers on school performance for the fifteen items can be estimated to 3.54 with a standard deviation of 0.162 indicates, the response of teachers towards school performance found in the level of moderate. The highest mean of 4.27 indicated in table 4.5 confirmed that the majority of respondents were respond for the statement that "Students' teamwork, responsibility and self-discipline are fostered", while the lowest mean of 2.99 indicates the majority of the teachers disagreed for the statement that "In the school there is no conflict".

On the other hands table 4.5 also showed that the students' response on the school performance" were ranging from 2.59 to 3.80, with standard deviation ranges from 1.01 to 1.43. Overall score of students' responses were 3.42 with standard deviation of 0.183 also indicates the response of leaders towards school performance is found the level of moderate. As the value of standard deviation show, the variation of students from means score. An independent sample t-test result for most of the items shows there is a statistically significant difference between the response of teachers' and the students, sig <0.05. This revealed that there statistically significant mean difference in the response of the teachers and student towards school performance.

The data collected from the interview with principal and vice principals stated that most of the students are motivated to learn and actively participate in lessons to improve the results and have developed a habit of taking responsibilities and leading a discipline life. Students are also interested to work together with their friends to improve the academic achievement.

4.2 The Relation between School Environment and School Performance in Secondary Schools of Jimma Zone

The relation between the school performance and school environment was determined by performing person Correlation Coefficient test. According to Wajahat (2010), before the start of regression analysis it is important to check the correlation test between dependent variable and independent variables. The Pearson correlation scale ranges from -1 to 1, any value greater than zero indicate a positive direct relationship between the two variables, which implies that every increase in the independent variable will lead to increase the dependent variable, while any value less than zero indicate a negative indirect relationship between two variables, this means that

every increase in the independent variable will lead to the decrease on the dependent variable (Hafiz, 2007). Different authors suggest different interpretations; However, (Saunders *et.al*, 2009) suggests about strength of relationship as: r = 0 to 0.39 0r 0 to -0.39 small(weak) relationship, r = 0.4 to 0.69 or -0.40 to -0.69 medium (moderate) relationship and 0.70 to 1 or -0.70 to -1 large (strong) relationship. The following table shows the relationship between each variable.

Table 4.6: Correlation Analysis

		School Facilities	School Structural Organizations	Teacher professionalism	School performance
School Facilities	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	251			
School Structural Organizations	Pearson Correlation	.504[**]	1		
	Sig. (2-tailed)	.000			
	N	251	251		
Teacher professionalism	Pearson Correlation	.445[**]	.357[**]	1	
	Sig. (2-tailed)	.000	.000		
	N	251	251	251	
School performance	Pearson Correlation	.495[**]	.487[**]	.708[**]	1
	Sig. (2-tailed)	.000	.000	.000	
	N	251	251	251	251

Correlation Analysis between School Facility and School Performance

Pearson correlation test was conducted to see the degree of relationship between the school facility and school performance. The results of the correlation between these variables are shown in the table above; there is significant correlation between school facility and school performance. In other hand, school facility have moderate relationship with school performance (r=0.495 with p<0.05).

Correlation Analysis between School Structural Organizations and School Performance

Pearson correlation test was also conducted to see the degree of relationship between school structural organizations and school performance. The results of the correlation between these variables are shown in the table above; the result shows there is significant correlation between school structural organizations and school performance. In other hand, school structural

organizations has a moderate positive relationship with school performance ($r=0.487$ with $p<0.05$).

Correlation Analysis between Teacher Professionalism and School Performance

Pearson correlation test was conducted to see the degree of relationship between teacher professionalism and school performance. The results of the correlation between these variables are shown in the table above; this indicate that there is a significant positive strong correlation between teacher professionalism and school performance ($r=0.708$ with $p<0.05$).

In general the above result shows that school facility, school structural organizations, and teacher professionalism has a positive relationship with school performance in secondary school of Jimma zone.

4.2.1. Multiple Linear Regression Analysis

To identify the school environmental that affects the school performance of Jimma Zone; a multiple linear regression model was used. Before running regression analysis, testing assumption of multiple linear regression analysis models is very important. So each assumption results were discussed in the following sub topics. In the previous section of this paper the descriptive and correlation analysis was carried out separately with the existence of the relationship between the school environment and school performance. However, identification of these factors is not enough for meaningful conclusion. Therefore, the effect of each school environment dimension must be assessed and identified sequentially. The researcher used multiple linear regression models assumptions as follow.

4.2.1.1. Multicollinearity

According to Gujrati (2003) Multicollinearity tests helps identify the high correlation between explanatory variables and to avoid double effect of independent variable from the model. When independent variables are multicollinear there is overlap or sharing of predictive power. Predictor variable should be strongly related to dependent variable but not strongly related to each other. This may lead to the paradoxical effect, whereby the regression model fits the data well but, none of the explanatory variables (individually has a significant impact in predicting the dependent variable. For this purpose, variance inflation factor (VIF) and tolerance test were used to check Multicollinearity for variables if the value of VIF is less than 10 there is no Multi-

collinearity and on the other hand if VIF greater than or equal to 10 there is a serious Multicollinearity problem.

According to Gujarati, (2003) to avoid serious problem of multicollinearity omitting the variable with 10 and more from the analysis, in addition tolerance is an indicator how much of the variability of independent variable is not explained by the other independent variable in the model and is calculated using the formula 1- R^2 for each variable. If the value is very small (less 0.1), it shows the multiple correlation with other variable is high.

Table 4.7: Multicollinearity Test between Independent Variables

Variables	Tolerance	VIF
School Facilities	.665	1.503
School Structural Organizations	.723	1.382
Teacher professionalism	.779	1.285

Table 4.7 shows the division result that the value of VIF all variables were by far less than 10 and the value of tolerance statistics being above 0.1 they were accepted entered in to regression model for the estimation of variables.

4.2.1.2. Heteroscedasticity Test

Heteroscedasticity is the equality or violation of the residuals for every set of values for independent variable. The researchers assume that errors are spread out constantly between the variables. Heteroscedasticity problem exist when scatter plot is greater than 3.3 and less than - 3.3. Beside this, there should be no pattern to the residuals plotted against the predicted values. In the following scatter plot, shows there is no clear pattern. Therefore, as it was indicated in figure 4.3 below the data did not violate Heteroscedasticity assumption and instead it was homoscedastic.
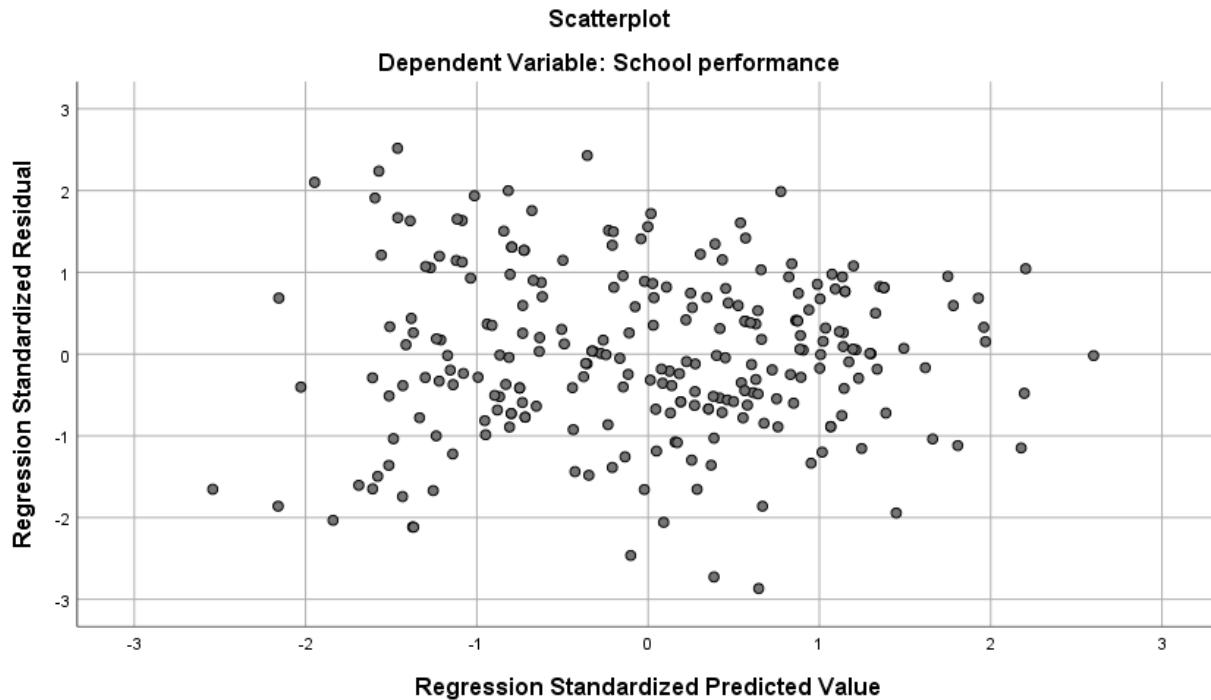
Figure 4.3: Scatter plot Heteroscedasticity test result

4.3 Result of Regression Analysis

After the model assumption was checked presentation and interpretation of the analysis output is mandatory. The prediction or estimation of the value one variable (the dependent or the predicted variable; called as Y from one or more independent or predictor variables (called as X) (Keith, 2006).

Table 4.8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.804[a]	64.6%	.626	.39696	1.960

From table 4.8 it can be seen that R value is 0.804. Consequently, R value designates that there is a strong positive relationship between school environment and school performance. The adjusted R squared of 0.646 indicates that 64.6% of the variances in school performance in secondary schools can be explained by the school environment. The remaining variances on the dependent variable could be explained by other explanatory variables not included in this study.

Table 4.10: Standardize and Unstandardized Coefficient

	Unstandardized Coefficients		Standardized Coefficients			95.0% CI for B	
	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
(Constant)	2.109	.157		13.40	.000	1.800	2.419
School Facilities	.124	.047	.178	2.641	.009	.032	.217
School Structural Organizations	.143	.045	.206	3.189	.002	.055	.232
Teacher professionalism	.155	.038	.256	4.104	.000	.080	.229

* Significant p<0.05%,

Table 4.10 shows the standardized and unstandardized Coefficient that explains the average amount of change in school performance that is caused by a unit of change in the independent variable. Accordingly, the unstandardized beta coefficients (B) tell us the unique contribution of each factor to the model. A small p value (<0.05) indicate the predictor variable has made a statistically significance contribution to the model. On the other hand, a high p-value (p >0.05) indicate the predictor variable has no significant contribution to the model (George and Mallery, 2003). Table 4.10 shows that the p-value for all independent variables is less than 0.05. Thus, the β values or all significant variables are positive, that shows positively affect the school performance in secondary school of Jimma zone.

The largest beta coefficient was 0.155, which was for teacher professionalism. This means that this variable makes the strongest unique contribution of 15.5% to explain the school performance, when the variance explained by all other variables in the model was controlled. The Beta value for school facilities and school structural organizations involvement was resulted in beta coefficient of 0.143 and 0.124, respectively, indicating that independently they made the second and third higher contribution to the school performance to explain it with 14.3% and 12.4%, respectively, keeping other variables constant. In generals this result show, School Facilities, School Structural Organizations and Teacher professionalism are positively affected the school performance of Jimma Zone.

The data collected from the interview with principal and vice principal analyzed teachers' behavior which is characterized by commitment, engagement, respect the professional expertise

of colleagues, professional interactions, and their support with one another and help each other strong positive relationship with school environment.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter of the study deals with the summary of the findings, conclusions drawn and recommendations forwarded based on the findings. The purpose of the study was

5.1. Summary of the Major Findings

As indicated earlier, the objectives of this study to explore the relationships between school environmental and school performance in secondary schools of Jimma zone. Hence, based on the identified problems, possible solutions were forwarded. The researcher started the study by formulating the following basic questions:

1. Is there significant correlation between school facilities and school performance in Secondary Schools of Jimma Zone?

2. Is there significant correlation between structural organizations and school performance in Secondary Schools of Jimma Zone?

3. Is there significant correlation between teacher professionalism and school performance in Secondary Schools of Jimma Zone?

4. To what extent the school environmental affects school performance in Secondary Schools of Jimma Zone?

A correlation study with quantitative and qualitative research method was employed due to the fact that it is more appropriate to assess the relationships between school environmental and school performance in secondary schools of Jimma zone. To collect the data 147 students and 104 teachers were selected using simple random sampling technique. This study employed a combination of tools as data collection instruments. Questionnaire and interview were used to gather the relevant data from the respondents.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive statistic such as percentage, frequency, mean, and standard deviation. Therefore based on the analysis made, to demonstrate results summarized below have addressed the above research questions, the findings

are summarized along to reflect the specific objectives of the study. Depending on these themes, the following are the major findings of the study in relation to research questions.

5.1.1 Correlation between School Facilities and School Performance

The data obtain from teachers respondents reveal that the overall mean score of teachers' response regarding school facility in secondary schools for the whole item is 3.23 with a standard deviation of 0.110. Regarding the response of teachers the result showed that the mean scores of the statements were ranging from 2.61 to 3.58, with standard deviation ranges from 1.06 to 1.39. On the other hand the overall mean of leaders for the whole items can be estimated to 3.19 with standard deviation of 0.942 indicates the response of students towards school facility found in the level of moderate. Pearson correlation test was conducted to see the degree of relationship between the school facility and school performance. There is significant correlation between school facility and school performance. This indicates that school facility have moderate relationship with school performance (r=0.495 with p<0.05).

5.1.2 Correlation between Structural Organizations and School Performance

The average means of teachers' response on "School Structural Organizations" were ranging from 2.01 to 3.43, with standard deviation ranges from 1.06 to 1.46. The overall mean of teachers' school structural organization for the 15 items can be estimated to 3.16 with a standard deviation of 0.125 indicates the response of teachers towards school structural organization found in moderate level. On the other hand the students' response on school structural organization was ranging from 2.64 to 3.74, with standard deviation ranges from 0.107 to 1.35. Overall score of students' response, 3.28 with standard deviation of 0.131 also indicates the response of students towards school structural organization found in the level of moderate. As the value of standard deviation show, the variation of students from means score. The overall mean score of teachers and students is 3.125.

Pearson correlation test was conducted to see the degree of relationship between school structural organizations and school performance. The result shows there is significant correlation between school structural organizations and school performance. In other hand, school structural organizations has a moderate positive relationship with school performance (r=0.487 with p<0.05).

5.1.3 Correlation between Teacher Professionalism and School Performance

The average means of teachers' response on "Teacher professionalism" were ranging from 2.71 to 3.75, with standard deviation ranges from .952 to 1.26. The overall mean of teachers' response for the ten items can be estimated to 3.47 with a standard deviation of .167 indicates the response of teachers towards teacher professionalism is found in the level of moderate. The highest mean of 3.75 confirmed that the majority of respondents agreed that teachers were provide strong social support for their colleagues," while the lowest mean of 2.71 indicates the majority of the teachers were disagreed on the statement "Teachers are committed to helping students ". On the other hand; the students' response on " Teacher professionalism" were ranging from 2.78 to 3.65, with standard deviation ranges from 1.03 to 1.18. Overall score of students response is 3.21 with standard deviation of 0.291 also indicates the response of students towards teacher professionalism is found the level of moderate.

Pearson correlation test was conducted to see the degree of relationship between teacher professionalism and school performance. The results of the correlation indicate that there is a significant positive strong correlation between teacher professionalism and school performance (r=0.708 with p<0.05).

5.1.4 The School Environmental that Affects School Performance in Secondary Schools of Jimma Zone

The coefficient of the multiple regression analysis explains the average amount of change in dependent variable that is caused by a unit of change in the independent variable. Accordingly, the unstandardized beta coefficients (B) tell us the unique contribution of each factor to the model. A small p value (<0.05) indicate the predictor variable has made a statistically significance contribution to the model. On the other hand, a high p-value (p >0.05) indicate the predictor variable has no significant contribution to the model. The β values or all significant variables are positive, that shows positively affect the female school leadership effectiveness in secondary school in Jimma zone.

The largest beta coefficient was 0.155, which was for tteacher professionalism. This means that this variable makes the strongest unique contribution of 15.5% to explain the school performance, when the variance explained by all other variables in the model was controlled.

The Beta value for school facilities and school structural organizations involvement was resulted in beta coefficient of 0.143 and 0.124, respectively, indicating that independently they made the second and third higher contribution to the school performance to explain it with 14.3% and 12.4%, respectively, keeping other variables constant. In general this result show, School Facilities, School Structural Organizations and Teacher professionalism are positively affects the school performance of Jimma Zone.

5.2 Conclusions

From the result of this study, the following conclusions could be made

According to the research result of Pearson product moment correlation indicates positive and significant relationship between the school environment and school performance which implies the existence of positive correlation between the variables.

A positive school environment creates best setting for teaching and learning. School environment become conducive and well facilitated school with the necessary facilities and human resources, it must supports positively students learning, achievement, decrease conflict in school and increase the rate of attendance. On the other hand, when the school environment is not good it contributes negatively for the learning activities and school performance.

Improving school environment contributes to trust and respect between teachers and students, good support and participation from the community and parents, school principal give more attention to apply school rules, give more attention to supervises to teachers and monitors everything teachers do, teachers accept the faults of their colleagues, teachers help and support each other, teachers are satisfied of their school and teachers respect the professional competence of their colleagues, teachers' closest friends with other faculty members at school, and teachers provide more social support for colleagues are important activities to improve in the study area of secondary schools.

The school improvement is a key activity plan to improve students' achievement and increase the rate of attendance. So to improve this achievement school environment must be improve and support based relationship and participatory environment to let students achieve the learning goals including appropriate academic achievement.

In general, education is the process of bringing necessary change in the human beings. To bring this necessary change school environment is important components and it plays a great role. When the school environments were well maintained the school performance would be improved.

5.3 Recommendation

In order to increase the performance secondary school, some important recommendations are found below based on the finding of the study.

- The study recommended that educational policy makers in the Ministry of Education should enhance school resources by ensuring that schools are equipped with all the necessary physical facilities such as science Laboratories and classrooms and other material resources.

- It also recommended that parent-School Relations should be more enhanced by hold academic clinics with parents of students who perform poorly to explore possible measures at the beginning of each term.

- The MOE is recommended to provide leadership training for school leadership continuously. In addition, the government was recommended to allocate and facilitate resources, and the school leaders should give due attention to solve financial problems and instructional material working collaboratively with NGOs and environmental communities.

- The zonal education office also has to play a very vital part in bringing school effectiveness. For instance, it needs to create a bind relation with WEO and with other concerned bodies so as to prepare different educational and other training opportunities for school teacher. Generally, building the capacity of school facilities through different strategies increases the performance of schools.

- The school leader encourage active teachers by their job. Also take feedback for all stakeholders time to time.

- It is argued that schools that exercise collegial leadership, give due emphasis for teachers' professionalism and acknowledge the academic achievements of students tend to be more successful than schools that do not. Thus, it is suggested that school

principals should involve teachers in decision making, exercise leadership that is friendly and open and being supportive while not being directive or restrictive.

- Moreover, in order to improve academic engagement of students, it is important that school leaders and teachers set high standards for academic performance, set an orderly and serious learning environment and maintain definite standards of performance.
- Furthermore, School leaders need to find ways of including the community in the life of the school and foster positive relationships with the community.

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Appendix

Appendix A

JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIOURAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teacher

The main purpose of this questionnaire is to investigate **The Relationship between School Environment and School Performance in Secondary Schools of Jimma Zone.** The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, your responses will be kept secret. Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kind cooperation!

General Directions

Please read each statement carefully and:

➢ Write your brief response in the blank spaces and encircle the choice you thought to be the answer.

➢ Put a tick mark (√) in the tables provided.

➢ Give only a single answer to each item.

➢ For confidentiality you should not write your name on this questionnaire paper.

Part I: General information

Please provide the following information about yourself.

1.1. Woreda you are working _____

1.2. School_____

1.3. Gender　　　　　A) Male　　　　　　　B) Female

1.4. Age in years

 A) 18-20　　　B) 21-30　　　C) 31-40　　　D) 41-50　　　E) 51-60　　　F) 61 & above

1.5. Work Experience　　A) 1-5yr　　B) 6-10yr　C) 11-15yr D) 16-20yr　E). 21-25yr

F) 26-30yr　　G) 31& above

1.6. Academic Qualification   A) Diploma   B) BA/BED/BSC   C) MA/MSC   D) other

1.7. Area of your specialization: A) Educational leadership   B) Natural Science   C) Social

Science   D) Language   E) Other_____

Part II- Items related to school environment (School Facilities, Organizational Structure and Teachers' quality).

Direction: The following are statements about School environment variables. Please put an "X" mark the best characterize for your school environment on the given statement. Use (Strongly agree (5), agree (4), uncertain (3), disagree (2) and   strongly disagree (1).

S	Items	Level of agreement				
N<u>o</u>	**I. School Facilities**	5	4	3	2	1
1	There are enough text books in your school.					
2	The School has a spacious and equipped library.					
3						
4	There are relevant and updated reference books in library.					
5	The library opened when students want to read.					
6	There is a lack of reference book in the school library.					
7	The school has enough toilets/latrines for all the school members.					
8	The school has enough standard furniture					
9	The school environment is the tool to develop your academic performance.					
11	There is equipped laboratory with necessary materials for natural science in your school.					
12	There is functional computer laboratory in your school.					
13	Student's academic achievement (performance) can be achieved without enough school facilities.					
14	The school sets high standards for academic performance					
15	The lighting system provides proper distribution of illumination in the class.					
16	The school building met the national standard.					
17	Classroom physical met the national standard.					
18	Classroom is Clean and attractive.					
19						
	II. School Structural Organizations.					
15	The principal is willing to make changes					
16	Leaders involved in new learning initiatives					
17	The principal treats all school members as his or her equal					

	No						
	18	The principal treats all faculty members as his or her equal					
	19	The department head being friendly					
	20	The leaders sets clear expectation for faculty					
	21	. the leaders promote participative decision making					
	22	The principal being friendly					
	23	The department follow up their teachers					
	24	There is regular staff meeting in school					
	25	Teachers actively Involved in school programm					
	26	The vice principal interact with department					
	27	There is division of power in school					
	28	There is good relationship between leaders and teachers.					
		III. Teacher professionalism Related School Environment					
	26	Teachers are committed to helping students					
	27	Teachers accomplish their jobs with interest					
	28	Teachers begin class punctually and use class time effectively					
	29	Teachers respecting the professional competence of their colleagues					
	30	There is effective Teacher's classroom management so students can get good grades.					
	31	Students want to be friends with one another.					
	32	Teachers help and support each other.					
	33	Teachers perform or inbuilt supervision regularly.					
	34	Teachers providing strong social support for their colleagues					
	35	Teachers displaying a high level of commitment to helping students					

School performance		
Students seek extra work so they can get good grade		
The Number of students learning result is increasing.		
The students have developed a habit of taking responsibilities and leading a discipline life.		
Students' teamwork, responsibility and self-discipline are fostered.		
The students are motivated to learn and actively participate in lessons to improve the results.		
The students provide teachers with constructive feedback about the teaching and		

learning.		
The students have developed feeling of competition among them believes attended the school regularly.		
The students involved in the tutorial.		
The students are programmer conducting their homework and class work.		
The school students have respect to the school's rule and regulation.		
The students are using the school resource carefully.		
In your school students are not cheating exam from one another.		
The school students passing rate increasing from time to time.		
In the school there is no conflict.		
The students participate in creative and innovation		

Open ended questions for teachers

1. Do you think that school facilities, school structural organization and teacher professional of your school relation with school performance? _____

2. If your response for the above question is yes what are extent and degree of relation with school performance?_____

_____

JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIOURAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Student

The main purpose of this questionnaire is to investigate **The Relationship between School Environment and School Performance in Secondary Schools of Jimma Zone.** The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, your responses will be kept secret. Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kind cooperation!

General directions

Please read each statement carefully and:

➢ Write your brief response in the blank spaces and encircle the choice you thought to be the answer.
➢ Put a tick mark (√) in the tables provided.
➢ Give only a single answer to each item.
➢ For confidentiality you should not write your name on this questionnaire paper.

Part I: General information

Please provide the following information about yourself.

1.1. School_____

1.2. Gender   A) Male   B) Female

1.3. Age in years   A) 12-15   B) 16-20   C) above 20

1.4. Grade you are learning   A) 11   B) 12

Part II- **Items related to school environment** (School Facilities, Organizational Structure and Teachers' Professionalism).

Direction: The following are statements about School environment variables. Please put an "X" mark the best characterize for your school environment on the given statement. Use (Strongly agree (5), agree (4), uncertain (3), disagree (2) and strongly disagree (1).

S No	Items	Level of agreement				
	I. School Facilities	5	4	3	2	1
1	There are enough text books in your school.					
2	The School has a spacious and equipped library.					
3						
4	There are relevant and updated reference books in library.					
5	The library opened when students want to read.					
6	There is a lack of reference book in the school library.					
7	The school has enough toilets/latrines for all the school members.					
8	The school has enough standard furniture					
9	The school environment is the tool to develop your academic performance.					
11	There is equipped laboratory with necessary materials for natural science in your school.					
12	There is functional computer laboratory in your school.					
13	Student's academic achievement (performance) can be achieved without enough school facilities.					
14	The school sets high standards for academic performance					
15	The lighting system provides proper distribution of illumination in the class.					
16	The school building met the national standard.					
17	Classroom physical met the national standard.					
18	Classroom is Clean and attractive.					
19						
	II. School Structural Organizations.					
15	The principal is willing to make changes					
16	Leaders involved in new learning initiatives					
17	The principal treats all school members as his or her equal					
18	The principal treats all faculty members as his or her					

		equal					
	19	The department head being friendly					
	20	The leaders sets clear expectation for faculty					
	21	. the leaders promote participative decision making					
	22	The principal being friendly					
	23	The department follow up their teachers					
	24	There is regular staff meeting in school					
	25	Teachers actively Involved in school programm					
	26	The vice principal interact with department					
	27	There is division of power in school					
	28	There is good relationship between leaders and teachers.					
		III. Teacher professionalism Related School Environment					
	26	Teachers are committed to helping students					
	27	Teachers accomplish their jobs with interest					
	28	Teachers begin class punctually and use class time effectively					
	29	Teachers respecting the professional competence of their colleagues					
	30	There is effective Teacher's classroom management so students can get good grades.					
	31	Students want to be friends with one another.					
	32	Teachers help and support each other.					
	33	Teachers perform or inbuilt supervision regularly.					
	34	Teachers providing strong social support for their colleagues					
	35	Teachers displaying a high level of commitment to helping students					
		School performance					
	1	Students seek extra work so they can get good grade					
	2	The Number of students learning result is increasing.					
	3	The students have developed a habit of taking responsibilities and leading a discipline life.					
	4	Students' teamwork, responsibility and self-discipline are fostered.					
	5	The students are motivated to learn and actively participate in lessons to improve the results.					
	6	The students provide teachers with constructive feedback about the teaching and learning.					

7	The students have developed feeling of competition among them believes attended the school regularly.					
8	The students involved in the tutorial.					
9	The students are programmer conducting their homework and class work.					
10	The school students have respect to the school's rule and regulation.					
11	The students are using the school resource carefully.					
12	In your school students are not cheating exam from one another.					
13	The school students passing rate increasing from time to time.					
14	In the school there is no conflict.					
15	The students participate in creative and innovation					

Thank you for your Collaboration.

INTERVIEW

Dear Respondent,

All information given will be used only for academic purposes and the information you provide will be treated with utmost confidentiality it deserves. The purpose of this interview is to explore the opinions of the respondents on the relation between school environment and school performance in secondary schools.

Part I.

1. How do you grade the school performance in your secondary schools (Tick one).
    1. Very good
    2. Good
    3. Average
    4. Poor
    5. Very poor

2. Is there a relationship between school facilities and school performance?

3. If your answer on question number 2 is 'yes', in your view to what extent does the teacher aspect of school environment correlate with school performance?

4. Is there a relationship between the structural organizations (classroom environment, the physical appearance of the school) of your and its performance?

5. If your answer on question number 4 is 'yes', in your view to what extent does the structural organizations (classroom environment, the physical appearance of the school) with school performance?

6. Is there a relationship between teacher related school environment aspects and school performance?

7. If your answer on question number one is 'yes', in your view to what extent does the teacher aspect of school environment correlate with school performance?

Appendix A

JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIOURAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teacher

The main purpose of this questionnaire is to investigate **The Relationship between School Environment and School Performance in Secondary Schools of Jimma Zone.** The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, your responses will be kept secret. Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kind cooperation!

General Directions

Please read each statement carefully and:

➤ Write your brief response in the blank spaces and encircle the choice you thought to be the answer.

➤ Put a tick mark (√) in the tables provided.

➤ Give only a single answer to each item.

➤ For confidentiality you should not write your name on this questionnaire paper.

Part I: General information

Please provide the following information about yourself.

1.1. Woreda you are working _____

1.2. School_____

1.3. Gender   A) Male   B) Female

1.4. Age in years

 A) 18-20   B) 21-30   C) 31-40   D) 41-50   E) 51-60   F) 61 & above

1.5. Work Experience   A) 1-5yr   B) 6-10yr   C) 11-15yr D) 16-20yr   E). 21-25yr F) 26-30yr   G) 31& above

1.6. Academic Qualification A) Diploma   B) BA/BED/BSC   C) MA/MSC   D) other

1.7. Area of your specialization: A) Educational leadership   B) Natural Science   C) Social Science   D) Language   E) Other_____

Part II- **Items related to school environment (School Facilities, Organizational Structure and Teachers' quality).**

Direction: The following are statements about School environment variables. Please put an "X" mark the best characterize for your school environment on the given statement. Use (Strongly agree (5), agree (4), uncertain (3), disagree (2) and   strongly disagree (1).

S	Items	Level of agreement				
N<u>o</u>	**I. School Facilities**	5	4	3	2	1
1	There are enough text books in your school.					
2	The School has a spacious and equipped library.					
3						
4	There are relevant and updated reference books in library.					
5	The library opened when students want to read.					
6	There is a lack of reference book in the school library.					
7	The school has enough toilets/latrines for all the school members.					
8	The school has enough standard furniture					
9	The school environment is the tool to develop your academic performance.					
11	There is equipped laboratory with necessary materials for natural science in your school.					
12	There is functional computer laboratory in your school.					
13	Student's academic achievement (performance) can be achieved without enough school facilities.					
14	The school sets high standards for academic performance					
15	The lighting system provides proper distribution of illumination in the class.					
16	The school building met the national standard.					
17	Classroom physical met the national standard.					
18	Classroom is Clean and attractive.					
19						
	II. School Structural Organizations.					
15	The principal is willing to make changes					
16	Leaders involved in new learning initiatives					
17	The principal treats all school members as his or her equal					
18	The principal treats all faculty members as his or her equal					
19	The department head being friendly					
20	The leaders sets clear expectation for faculty					
21	. the leaders promote participative decision making					

22	The principal being friendly					
23	The department follow up their teachers					
24	There is regular staff meeting in school					
25	Teachers actively Involved in school programm					
26	The vice principal interact with department					
27	There is division of power in school					
28	There is good relationship between leaders and teachers.					
	III. Teacher professionalism Related School Environment					
26	Teachers are committed to helping students					
27	Teachers accomplish their jobs with interest					
28	Teachers begin class punctually and use class time effectively					
29	Teachers respecting the professional competence of their colleagues					
30	There is effective Teacher's classroom management so students can get good grades.					
31	Students want to be friends with one another.					
32	Teachers help and support each other.					
33	Teachers perform or inbuilt supervision regularly.					
34	Teachers providing strong social support for their colleagues					
35	Teachers displaying a high level of commitment to helping students					

School performance		
Students seek extra work so they can get good grade		
The Number of students learning result is increasing.		
The students have developed a habit of taking responsibilities and leading a discipline life.		
Students' teamwork, responsibility and self-discipline are fostered.		
The students are motivated to learn and actively participate in lessons to improve the results.		
The students provide teachers with constructive feedback about the teaching and learning.		
The students have developed feeling of competition among them believes attended the school regularly.		
The students involved in the tutorial.		
The students are programmer conducting their homework and class work.		

The school students have respect to the school's rule and regulation.		
The students are using the school resource carefully.		
In your school students are not cheating exam from one another.		
The school students passing rate increasing from time to time.		
In the school there is no conflict.		
The students participate in creative and innovation		

Open ended questions for teachers

1. Do you think that school facilities, school structural organization and teacher professional of your school relation with school performance? _____

2. If your response for the above question is yes what are extent and degree of relation with school performance?_____

Appendix B

JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIOURAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Student

The main purpose of this questionnaire is to investigate **The Relationship between School Environment and School Performance in Secondary Schools of Jimma Zone.** The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, your responses will be kept secret. Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kind cooperation!

General directions

Please read each statement carefully and:

➢ Write your brief response in the blank spaces and encircle the choice you thought to be the answer.
➢ Put a tick mark (√) in the tables provided.
➢ Give only a single answer to each item.
➢ For confidentiality you should not write your name on this questionnaire paper.

Part I: General information

Please provide the following information about yourself.

1.1. School_____

1.2. Gender   A) Male   B) Female

1.3. Age in years   A) 12-15   B) 16-20   C) above 20

1.4. Grade you are learning   A) 11   B) 12

Part II- **Items related to school environment** (School Facilities, Organizational Structure and Teachers' Professionalism).

Direction: The following are statements about School environment variables. Please put an "X" mark the best characterize for your school environment on the given statement. Use (Strongly agree (5), agree (4), uncertain (3), disagree (2) and   strongly disagree (1).

S No	Items	Level of agreement				
	I. School Facilities	5	4	3	2	1
1	There are enough text books in your school.					
2	The School has a spacious and equipped library.					
3						
4	There are relevant and updated reference books in library.					
5	The library opened when students want to read.					
6	There is a lack of reference book in the school library.					
7	The school has enough toilets/latrines for all the school members.					
8	The school has enough standard furniture					
9	The school environment is the tool to develop your academic performance.					

11	There is equipped laboratory with necessary materials for natural science in your school.					
12	There is functional computer laboratory in your school.					
13	Student's academic achievement (performance) can be achieved without enough school facilities.					
14	The school sets high standards for academic performance					
15	The lighting system provides proper distribution of illumination in the class.					
16	The school building met the national standard.					
17	Classroom physical met the national standard.					
18	Classroom is Clean and attractive.					
19						
	II. School Structural Organizations.					
15	The principal is willing to make changes					
16	Leaders involved in new learning initiatives					
17	The principal treats all school members as his or her equal					
18	The principal treats all faculty members as his or her equal					
19	The department head being friendly					
20	The leaders sets clear expectation for faculty					
21	. the leaders promote participative decision making					
22	The principal being friendly					
23	The department follow up their teachers					
24	There is regular staff meeting in school					
25	Teachers actively Involved in school program					
26	The vice principal interact with department					
27	There is division of power in school					
28	There is good relationship between leaders and teachers.					
	III. Teacher professionalism Related School Environment					
26	Teachers are committed to helping students					
27	Teachers accomplish their jobs with interest					
28	Teachers begin class punctually and use class time effectively					
29	Teachers respecting the professional competence of their colleagues					
30	There is effective Teacher's classroom management so students can get good grades.					

31	Students want to be friends with one another.					
32	Teachers help and support each other.					
33	Teachers perform or inbuilt supervision regularly.					
34	Teachers providing strong social support for their colleagues					
35	Teachers displaying a high level of commitment to helping students					
	School performance					
1	Students seek extra work so they can get good grade					
2	The Number of students learning result is increasing.					
3	The students have developed a habit of taking responsibilities and leading a discipline life.					
4	Students' teamwork, responsibility and self-discipline are fostered.					
5	The students are motivated to learn and actively participate in lessons to improve the results.					
6	The students provide teachers with constructive feedback about the teaching and learning.					
7	The students have developed feeling of competition among them believes attended the school regularly.					
8	The students involved in the tutorial.					
9	The students are programmer conducting their homework and class work.					
10	The school students have respect to the school's rule and regulation.					
11	The students are using the school resource carefully.					
12	In your school students are not cheating exam from one another.					
13	The school students passing rate increasing from time to time.					
14	In the school there is no conflict.					
15	The students participate in creative and innovation					

APPENDIX C.
INTERVIEW

Dear Respondent,

All information given will be used only for academic purposes and the information you provide will be treated with utmost confidentiality it deserves. The purpose of this interview is to explore the opinions of the respondents on the relation between school environment and school performance in secondary schools.

Part I.

8. How do you grade the school performance in your secondary schools (Tick one).

      6.   Very good
      7.   Good
      8.   Average
      9.   Poor
      10.   Very poor

9. Is there a relationship between school facilities and school performance?

10. If your answer on question number 2 is 'yes', in your view to what extent does the teacher aspect of school environment correlate with school performance?

11. Is there a relationship between the structural organizations (classroom environment, the physical appearance of the school) of your and its performance?

12. If your answer on question number 4 is 'yes', in your view to what extent does the structural organizations (classroom environment, the physical appearance of the school) with school performance?

13. Is there a relationship between teacher related school environment aspects and school performance?

14. If your answer on question number one is 'yes', in your view to what extent does the teacher aspect of school environment correlate with school performance?

                                thank you for your Collaboration.