

School Climate, Instructors' Learning Management And Students' Self- Efficacy

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ABSTRACT: *This study assessed the school climate, learning management styles and student's efficacy of the Generic degree management students Ethiopian police university. Using a descriptive-correlational method of research the researcher used the convenience sampling and with paramount consideration, the respondents were made to sign a consent form. There were two sets of questionnaire which were researcher-made tools to cover 150 Generic degree management students Ethiopian police university. The findings indicated that all dimensions and components of school climate were rate as good. With reference to the Learning Management Approaches espoused by Shindler, the results indicated that the four management approaches were identified as dominant management styles except the enabler management approach. The student's self-efficacy was also found to be good. The results of the correlation showed that there was no significant between school climate and the Dominator and the Enabler Management Approaches. On contrary, it was found out that there was significant relation between school climate has and the use of the conductor and facilitator management style. There was also no significant relation between school climate and student's self-efficacy and the same between the learning management styles to the student's self-efficacy. An Instruction Enhancement Plan was also proposed based on the findings.*

Keywords- school, management climate, learning,

Chapter 1 THE ROBLEM

Introduction

"A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom." Ever Garrison

The teacher's role in influencing student's potential and achievement and the presence of a positive learning environment has remained stand out keys in realizing the goals of education and attainment of the vision of any learning institution. Such influences are translated and put into actions in the learning management styles used in the classroom.

A teacher's ability to use good classroom management influences the behavior and academic outcomes of the students. The effects of classroom management cuts right to the heart of everything that teachers do and indicate the importance of effectively using methods to optimized learning and deliver the curriculum effectively.

The concept of classroom management has been given numerous descriptions and definitions from its conception. Generically and predominantly, the terms refer to the activities and strategies used by teachers in maintaining order in the classroom (Doyle, 1986). Martin, Yin and Baldwin (2002) contented that the terms refers to the strategies and constructs that describe the teacher's effort to create dynamics and take in control classroom management in numerous activities including learning, social interaction and students behaviors. Classroom management has three parameters and dimensions; person, instruction and discipline (Martin & Baldwin, 2002).

The behavioral is a traditional approach or model of classroom management which required strong intrusion and management techniques on the part of the teacher (Garrett, 2005). And for several years, this methods and strategies were used in teaching and were mostly based on the behavioral principles and laws of learning. (Martin & Baldwin, 2002). The learners were often viewed as the depository of knowledge and teacher had the control all throughout the learning process and experiences of the students. As a result of this teaching modality, teachers used behavioral classroom management approach that was consistent with their way of instruction. Such instruction described the teacher as the leading person who has the responsibility of all ongoing challenges and issues in the classroom; from conceptualization of activities, motivation to delivery of learning essentials and assessment of outcomes.

In promoting a holistic learning environment, many experts recognized the importance of the domain and dimensions of school climate. The development and designs of scientifically based instruments to assess school climate had created a rich ground of research interest up to this day. The statement being referred to can be defined as the character or condition of the school life which are normally based on the patterns of life experiences of student inside the school campus. The said condition was the result and effects of the normal, values, behaviors, learning goals, teaching-learning processes and undertakings, interpersonal and social interactions, school management and leadership and other experiences and life's pattern in a day to day life of a student in the institution. As the studies matured from its conception, school climate has been considered as an element that is needed to be sustainable and reflective of positive influences in order to foster and to promote total human development of the students needed for a productive and globally competitive society.

The Generic degree management students Ethiopian police university is a newly opened private institution in the Generic degree management students Ethiopian police university. It is committed to deliver quality education to its students and maintain high standards of academic excellence and to compliment the economic agenda of the country to produce highly employable citizenry. As an instrument of nation-building, the university provide relevant quality tertiary education that promote national identity and development conscious constituents to produce a supply of quality manpower required towards national development;

As means of achieving the goals, the university offered courses which answer to the needs of the people, its industries, and eventually compliment to the economic development of the country as a whole. The Generic degree management students Department for instance was a program offered three years ago and hoped to produce its first batch of graduates in a year time. As a new program, the university management needed to continuously strengthen its curriculum in order to fit with the demands of the profession and be able to produce competitive and world class graduates in the future. At present, the Generic degree management students degree offered by the university is characterized and framed with the dynamics of scientific studies in the medical field as well as continuous training and education of health care providers utilizing with the most up-to-date information derived from the clinical Generic degree management students research and related medical studies.

In order to sustain all this, the university employed faculty and staff of diverse nationalities and educational disciplines who were of top calibers and certified experts of their areas of focus and specialization. This faculty and staff are composed of international caliber who expertise and backgrounds were gained from various fields of training and exposures.

As a melting pot of different educational background, there was need on the part of the management to ensure that all its efforts, initiatives and direction were geared towards the attainment and realization of its vision. It was therefore the noble intent of the researcher to determine the teaching management styles and its impact to the self-efficacy of the students, so that in the process the researcher can identify what strategies to ensure the achievement of its University mission and vision.

Theoretical Background

This study was anchored the Bloom's Theory of the Taxonomy of Learning and the theory Transformative Classroom Management, espoused by John Shindler.

The theory contented that any person can learn when given appropriate and positive of learning and the key of achieving this ideals is not the learner's aptitude but affective teaching- learning process. Bloom further stated that, teacher must first understand how people learn in order to teach effectively and efficiently. Learning depends on the learning environment and on the student's motivation, learning preferences, and their ability to learn. An ideal learning environment allowed the student's to attend to instruction and through motivation such as reinforcement or reward addresses student's desire or willingness to learn. And the student's willingness to become involved in learning will influence a teachers teaching approach.

Utilizing Bloom's theory, this study aimed to evaluate the teacher's learning management. By doing so, the researcher able to identify an ideal learning environment that allowed student's to attend the classes and be motivated to work and to learn since learning depends on the learning environment and on the student's motivation as what Bloom's emphasized.

The Bloom's theory as mentioned earlier was complimented to focus on school climate. According to Cohen, McCabe, Michelli and Pickeral (2009) there was a common contention among most education experts and researchers that school climate is a condition which is the result of the -quality and character of school lifell. Further, Hoy and Miskel (2008) described school climate as a collective perception of the students based on the condition endured and the experiences endeavored that affects their emotional and behavioral aspect of their personality and to the interest in their studies. The weight to give the importance on school climate is not only focused on the practices and operational policies of the school, but more significantly how they being motivated and directed by the teachers in their career formations and decisions. These climate factors have significant effects on student learning. Based on literature, school climate has many definitions. Most researchers agree though that it essentially reflects the participants' subjective experience (Cohen, 2006).

Another collaborating theory used in this study was the Transformative Classroom Management, espoused by John Shindler. This theory classified orientations on classroom management in order to help accomplish this, a four-quadrant diagram or matrix which was used to characterized the learning management style of the teachers in their classroom. This classification and approaches have grown into several research studies into classroom

approaches and practices (Shindler, Jones, Taylor, and Cadenas, 2003, 2004, and 2005). As illustrated in figure one in this manuscript, the Management Orientation Matrix, has been beneficial to distinguish one approach or practice to another. The vertical lines of the figure represent the level of effectiveness and the horizontal axis represents a continuum of theoretical orientation, from more student-centered on the left, to more teacher-centered on the right.

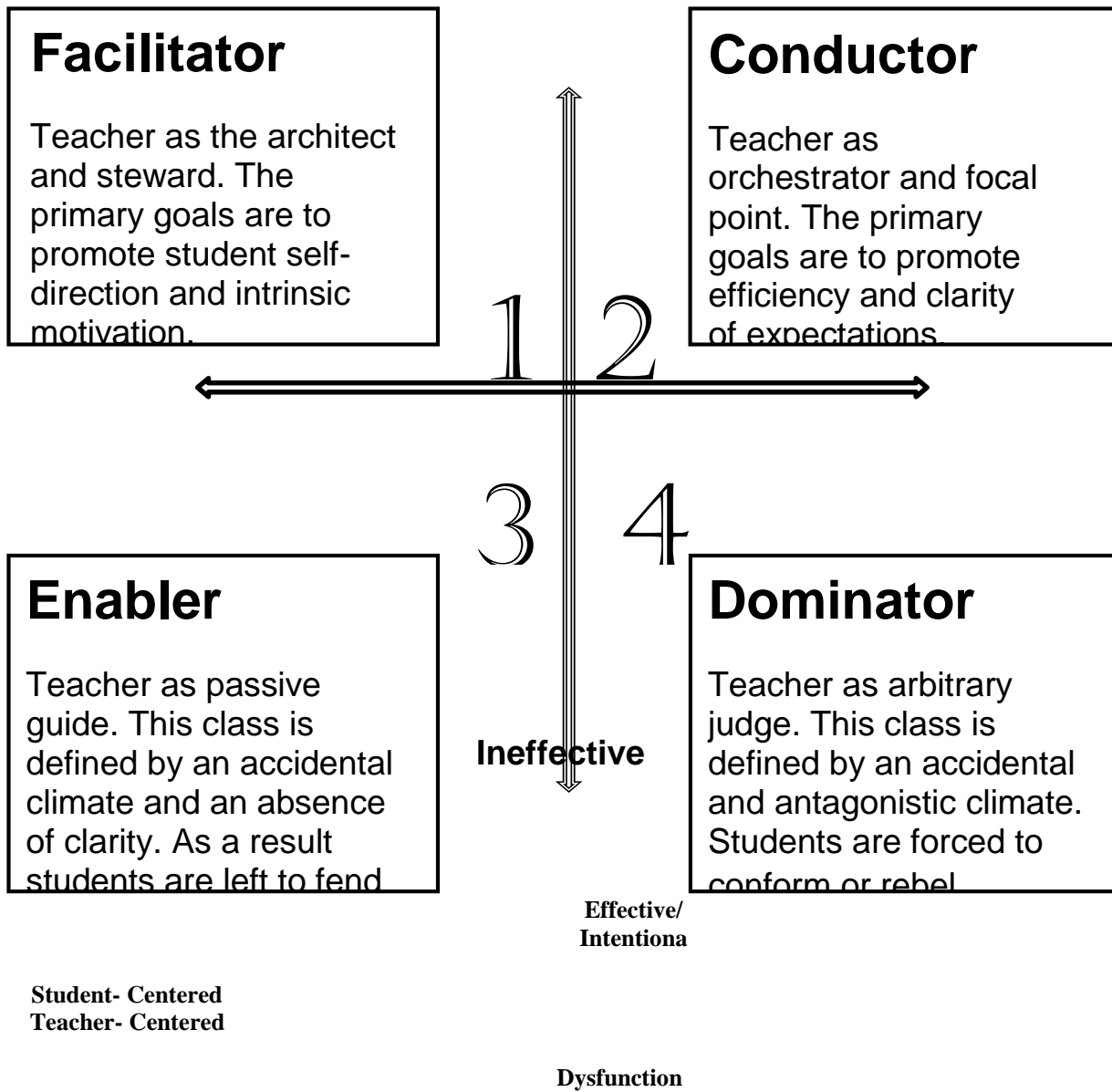


Figure 1: The Four-Quadrant Matrix which represents the Learning Management Approaches as espoused by Shindler

As shown in the figure 1, the entire matrix is represented by two intersecting axis in a horizontal and vertical lines. The horizontal line or axis represents the focus control or power and ownership as a fundamental goal for any class. This modality describes the characteristics of a teacher-centered to student-centered approach of learning management. In the teacher-centered approach, the control and authority rests solely and primarily with the teacher and the students are obliged only follow instructions. On the other hand, the approach that focused on the students, the teacher usually dwelt mainly in the role of directing and guiding the students in activities that are geared towards the attainment of the learning goals. And contrary to the principles adhered on the first approach mentioned earlier, the ownership making the decisions regardless of its impact are primarily given to the students. And as a result, it empowers the students to a higher level of problem solving and provides them the options to make choices and decisions. The aspect that describes the directions is, –who is in control of the steering wheel that sets the direction of class?||

In comparison, order and success of the class are the goal and direction in a teacher- centered approach defined by how the members of the class carry out their respective responsibilities and their efficiency in the learning institution while in a student-centered approach, self-reliance can be attributed. The reason for this was that there is less wasted time and it was focused on the task centered behavior which gives everyone in the class the benefits especially in an obedient and orderly learning environment. And with the view that in a teacher directed classroom is that the ends – students’ who are productive more of the time, justify the means – teacher direction. In a student-centered learning, the approach, the personal and collective growth of the students in their respective courses defines success. The rationale for this circumstance is that when students are subjected in a situation that challenges their capability in which there is a need for them to responsible, they will eventually learn lessons that are as valuables as anything that they can learn from the curriculum.

The need to control or manage the student is the core presumption of teacher-centered approach otherwise they will do things that are detrimental to their studies. The student-centered approach on the other hand, the desire to grow, learn and improve is inherent in the students. Therefore, this gives basis of the teacher-centered thinking to take a teacher-directed approach because the students need it. Whereas, the student-centered thinking the students appears to need a teacher-directed class that they have become dependent on them, and are just lacking the opportunities to develop their own self-responsible nature. This teacher-centered approach adheres to implement extrinsic recognition and rewards. The rationale of this is that rewards and punishments are very important strategies to affect and influence student’s behavior. In the student-centered approach, such strategies are not used and regards them as the main reason that take away of the extrinsic motivation of the students to learn and grown which in effect create a motivating environment that delves into the interests and providing the needs of the students.

The vertical axis reflects the effects of the management approaches. The upper part represents the environment of high functioning, sound relationships, good motivation, and productivity of the classroom. On the other hand the opposite part represents the least effective practices which are dysfunctional relationship, poorly function, poor motivation and productivity.

The relationship between the use of the learning management approach and the extent to which the degree of the teacher’s control which is internal rather than external as described by Shindler (2004) reflects the effectiveness of the teacher-centered approach. The uppermost of the axis represents strategies and approaches that are based on intent and are less accidental which are further described as short-ranged, unconscious and reactive types. Another distinct characteristic is that there is no coherence which usually results to disconnected strategies making the students to be less confident and has a feeling of discontinuity.

Self-efficacy is defined as –the personal determination and belief in one’s might and capacity to carry out sets of action required to produced desired standards or attainments|| (Bandura, 1986). It is the judgement a person make that are needed and prescribed area of performance. It is also reflects on the beliefs on the contingency between the behavior and expected outcome which crates expectations that affect the individual’s preferred efforts, life choices and maintenance of behavior. Self-efficacy is also the perception and belief in one’s might and capacity to carry out sets of action required to produce desired standards or attainments|| (Bandura, 1986). It is the judgment a person make that are needed and prescribed area of performance. It is also reflects on the beliefs on the contingency between the behavior and expected outcome which creates expectations that affect the individual’s preferred efforts, life choices and maintenance of behavior. Self-efficacy is also the perception and belief that one has the capability to carry out that effect by completing a given task or activity related to that competency.

Bandura(1995,1997) perceived efficacy as an important role on how individual and group carry out functions, challenges and task as it affects the affective the aspirations, goals and develop tendencies I relations to the opportunities in the social environment. It is the perception of individuals to achieve a certain goal based on the knowledge, skills and learned competencies they have (Bong & Skaalvik, 2003). It is therefore the belief that affect the individual strength of commitment and aspirations in a bigger and wider scope in perspective which influence their strategic and analytical perception in the midst of their challenges and adversities in the pursuit of attaining their goals in an academic environment.

Zander 2005 described academic self-efficacy is a variable that is affected by successes and failures experienced by

the students in any tasks related to the tasks given and related to their studies but also influences by other behavioral factors such as effort, persistence, perseverance, hard works and the cognitive resources that are used in seeking to interact with the academic environment thus increasing their esteem, self-confidence and positive perceptions. The mentioned theories provide avenue for better understanding of the present findings. These were be used in the analysis of the results on the perspective of the learning management styles and on the self-efficacy of the students. Hence, this further provided bases in the better understanding if there were correlations between the variables

Statement of the Problem

The study aimed to determine the school climate, the instructors learning management styles and student's self-efficacy in the Generic degree management students department of the University of Buirami, Sultanate of Oman form April to May 2014. The result of the study was the bases of the Learning Management Plan.

It specifically answered the following sub-problems:

1. What was the level of school climate in terms of the following:
 - 1.1. leadership;
 - 1.2. academic excellence and outcomes;
 - 1.3. student behavior and discipline;
 - 1.4. environment; and
 - 1.5. faculty relations?
2. What was the instructors' extent of learning management approach as perceived by students in terms of:
 - 2.1. dominating management approach;
 - 2.2. enabling management approach;
 - 2.3. conducting management approach; and
 - 2.4. facilitating management approach?
3. What was the level of students' self-efficacy in the school in terms of:
 - 3.1. academic performance;
 - 3.2. attendance and punctuality;
 - 3.3. ethical standards;
 - 3.4. participation of in-campus activities?
4. Was there a significant relationship between:
 - 4.1. the school climate and academic performance?
 - 4.2. school climate and attendance and punctuality;
 - 4.3. school climate and ethical standards; and
 - 4.4. school climate and participation of in-campus activities?
5. What Learning Management Plan can be proposed based on the results of the study?

Null Hypothesis

- Ho1. There is no significant relationship between the school climate and academic performance;
- Ho2. There is no significant relationship between the school climate and attendance and punctuality.
- Ho3. There is no significant relationship between the school climate and ethical standards;
- Ho4. There is no significant relationship between the school climate and participation of in-campus activities.

Significance of the Study

This study and significance benefitted the following target populations:

Generic degree management students Student the result of this study may provide student nurses with information regarding the influence of their level of motivation to their level of learning. Hence, it may encourage them to be interested in learning by adopting the teachers' learning management.

In addition to that, the Generic degree management students may assess their learning needs which are greatly influenced by their level of motivation. By doing so, the students may be motivated to augment their knowledge essential for their chosen course.

School Administrators. This study may allow the school administrator to determine the effect of the teachers' learning management to the level of learning among the Generic degree management students students. In this, the data may also serve as basis for their continuing development of the current Generic degree management students education program. Moreover, the result of the study may guide the school administrators in the conduct of seminars or training for the teacher to improve their leadership and teaching approach.

Generic degree management students Educators. The study may offer relevant data about the effectiveness of their current learning management with respect to the level of earning to the Generic degree management students. With this, it will allow them to alter their learning management on the basis of the effectiveness of learning among the students.

Researcher. Through the findings of this study, the researcher will be able to determine the suitable learning management of the teachers wherein, learning is conducive.

Future researchers. This study may be useful to future research studies that may pertain to education, teaching strategies, and learning management approaches and may also be of use to research studies about student learning processes and academics.

DEFINITION OF TERMS

This portion defines the identified terms in the study conceptually and operationally.

Academic Excellence and Outcomes. This refers to the ability of the Generic degree management students to perform, achieve, and/or excel in the prescribe standards and undertaking of their course.

Academic Performance. This is the degree of how the Generic degree management students meet the standards set out by the Generic degree management students Ethiopian police university, Generic degree management students Department.

Conductor Management Approach. This is a learning management approach where the teacher takes very intentional approach to create a nurturing and productive learning conditions and promotes a positive relationship among and between students and teacher.

Dominator Management Approach. This is a learning management approach characterized by domination either in overt and covert means and the students left with the options to be obedient or to rebel. This approach of learning management is characterized by the authoritative display of control and power.

Enabler Management Approach. This is a learning management approach characterized by passivity and the teacher believed that when they make verbal appeals and requests to the students, the later will respond with functional behavior.

Environment. This is the physical and external environment or surroundings of the Generic degree management students of the Generic degree management students Ethiopian police university.

Ethical Standards. This is the principles which promotes order, trust, positive environment and effective relationship among the Generic degree management students of the university.

Facilitator Management Approach. This is the learning management approach characterized by self-direction and self-management by the teachers itself. In these approach, the teachers understand that it will take time to achieve their long term goals.

Faculty Relations. This is the relational and professional dynamics between and among the faculty members of the Generic degree management students department of the Generic degree management students Ethiopian police university.

Generic degree management students Conceptually, it refers to the students taking the Bachelor of Science in Generic degree management students. Operationally, it is defined as the respondents of this study who will answer the given questionnaires during the conduct of the study.

Leadership. This is the ability of the person or the university as a higher learning institution to influence a person or another institution in the attainment of ethical and academic standards.

Learning Management. Conceptually, it is defined as the set of plans, strategies and activities used by teachers to ensure that learning potentials and objectives of the Generic degree management students are met.

Learning Management Plan. This is the output based on the result of this study. It contains areas of attention and intervention to promote and enhance the learning management strategies of the university.

Level of Motivation. Conceptually, it is defined as a quality of giving reason to act. Operationally, it is the independent variable to be measured with the use of questionnaire validated by the selected experts in order to know its influence on the level of learning.

Level of learning. Operationally, it is defined as results of the students' learning which is determined by the questionnaire that contains the perception of the students of the Generic degree management students Ethiopian police university about learning.

Participation of in-campus activities. This is the ability of the Generic degree management students to participate in any campus-based activities.

Perceived Effects. Conceptually, it is defined as understanding or comprehending a changed state that occurs as direct result of action by somebody or something else. Operationally, it is defined as a process on how the teachers learning management and the student's motivation affect the level of learning among the Generic degree management students.

School Climate. This is the condition and quality of the environment experienced based by the individual or the

collective perceptions of the Generic degree management students of the Generic degree management students Ethiopian police university that affect their perception, behavior and learning potential.

Student's Behavior and Discipline. This is the range of actions that a student conducted himself in the university.

Student's Self-efficacy. This is the Generic degree management students student's perception and capability to perform something based on the standards or as prescribed by the Generic degree management students curriculum.

Chapter II

RELATED LITERATURE AND STUDIES

This chapter presents the literature and related studies. The first part presents the literature and foundations related to school climate, teacher's learning management and student's self-efficacy. The second part presents various studies that identify correlates and factors on these variables.

Related Literature

A closer historical view of the literature displays the evolution of the terms –school climatell. The said term was derived from organizational research (Van Houtte, 2005) conducted by several researchers through the years. In 1950s, Pace and Stern (in Van Houtte) made organizational climate a main variable in several educational research. A few years later, Halpin and Croft contended that climate as the organizational personality of the school concentrating on the social interactions of the different stakeholders (Halpin, 1996). In the 1970s, several researches on school climate was well underway analyzing the school's social system and cultural dimensions (Van Houtte, 2005) became a main focus.

On the other hand, school ethos was the primary factor for describing school differences in school achievement. A commonly used definition of school climate is that it –is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schoolsll (Hoy 1990).

In 1979, Pettigrew (in Van Houtte, 2005) incorporated culture into organizational climate asserting that concepts such as symbolism, myths, rituals, and so on could be used in organizational research. For the majority of the 1980s, school culture had been all but abandoned. Then, in the late 1980s, and early 1990s, educational research re-discovered the culture concept (Maxwell & Thomas, 1991 in Van Houtte; Prosser, 1999 in Van Houtte). And in the rest of the 1990s, culture was one of the foremost characteristics researched within schools.

During the 1990s, climate and culture were used interchangeably. However, they have differences as well as similarities that distinguish them from one another. For example, climat emphasizes shared perceptions of those within the organization while culture accentuates shared assumptions, shared meanings, and shared beliefs (Ashforth, 1985 in Van Houtte, 2005; Cooke & Rousseau, 1988 in Van Houtte; Denison, 1996 in Van Houtte; Rentsch, 1990 in Van Houtte; Rousseau, 1990 in Van Houtte). Therefore, climate measures are based on what the organization's members perceive their colleagues to believe or assume while culture measures are based on what the individual members of the organization believe and assume themselves. Additionally, the elements of culture (i.e., the norms, beliefs, values) are property of the social system while the element of climate (i.e., organizational member's perceptions) is property of the individuals within the system (Van Houtte). The connection between school climate and school culture revolves around the composition of an organizational climate. The elements of an organizational climate are: the ecology or physical surroundings (i.e., building facilities), the characteristics of individuals or groups within the organization (i.e., socioeconomic status, gender, race, ethnicity, organizational leadership, and so on), the relationships between individuals or groups within the organization (i.e., cohesion, communication, and decision making, which can be perceived as elements of social power) and the culture (i.e., norms, beliefs, values, meanings) (Tagiuri, 1968 in Van Houtte, 2005). According to this, climate can be viewed as the overarching concept with culture as an element within it; thus, school climate encompasses school culture. To capture a comprehensive description of a school climate, all four dimensions should be studied.

There was a difference theoretically and, thus analytically, depending on the view take regarding school climate. Within this literature review and the impending study, –school climatell will be used given that a school's culture is inherent in the larger school climate are discussed next followed by the value and methods of assessing school climates.

There have been three conceptual frameworks that have comprised organizational climate theory. First, multiple measurement-organizational attribute (Forehand & Gilmer, 1964 in Van Houtte) is a set of attributes that describes the organization. These attributes distinguish that organization from other organizations, is enduring over time, and influences the behavior of the people within the organization. According to this framework, climate is an organizational feature. Second, a perceptual measurements-organizational attribute (Hellriegle & Slocum, 1974 in Van Houtte, 2005) is set of attributes that can be perceived about an organization and/or its subsystems by the

organization's members. The attributes may also be brought about from the manner in which that organization and/or its subsystems handle their members and environment. This framework puts weight on perceptual assessment and, as with multiple measurement-organizational attribute framework, regards climate as an organizational feature. The final framework considers the personal attributes of the organization's members (Schneider & Barlett, 1986 in Van Houtte, 2005). Along with the perceptual measurements-organizational attribute framework, this framework puts weight on perceptual assessment by the organization's members. Currently of these three frameworks, the perceptual measurements-organizational attribute framework is most commonly utilized in terms of school climate research (Opdenakker & Van Damme, 2000; Willms & Somers, 2001).

In addition, there are two levels of conceptualizing school climate: school level property or individual-level property (Van Horn, 2003). School climate can be conceptualized as a school-level property with each stakeholder within the school experiencing the school's climate through their experience with the school (Van Horn). If climate is conceptualized as a school-level property, then all the individuals and groups (i.e., parents, teachers, students, staff, and so on) within the school experience and are influenced by the same climate and students outcomes could be predicted by the school climate at the school level, not by differences between individuals or groups within the school (Van Horn). However, school climate can also be conceptualized as an individual-level property with school climate being a psychological property of the stakeholders (Van Horn, 2003). If climate conceptualized as an individual-level property, each individual could experience and be influenced by the climate in a different manner. The school-level conceptualized of school climate is more accurate than the individual-level due to the lack of current information in addition to the limited experience and bias of individuals or groups of individuals within the school. In the present study, the perceptual measurements-organizational attributes framework is utilized as a way of examining a school climate. Additionally, school climate can be conceptualized as a school-level property; however, the individual level property has not been excluded from future analyses. Therefore, school climate should be described as a property of the school experienced by the individuals and groups within the school (Van Horn, 2003).

As a mentioned earlier, Halpin and Croft created a survey called the Organizational Climate Description Questionnaire (OCDQ) (Halpin, 1966) in 1962, which was the first measurement of organizational climate to be applied to educational institutions. It assessed teachers' and administrators' perceptions of school climate on teacher subscales (i.e., Collegial Behavior, Committed Behavior, and Disengaged Behavior) and administrator subscales (i.e., Supportive Behavior, Directive Behavior, and Restrictive Behavior); subsequent school identification into one of six categories resulted (i.e., open, closed, paternal, familiar, controlled, and autonomous) (Halpin). At this time, students were excluded from school climate research. Therefore, in 1973, Finlayson (in Van Houtte, 2005) expanded the OCDQ to include students. The students were asked about their perceptions of other students as well as teachers. There were further revisions to the OCDQ: the OCDQ-RS, which focused on secondary schools (Kottkamp, Mulhern, & Hoy, 1987); the OCDQ-RE, which focused on elementary schools (Hoy & Clover, 1986); and the OCDQ-ML (Hoy & Sabo, 1998). The revisions to the Halpin and Croft's original OCDQ focused primarily on a school's climate on the open-closed continuum.

The openness of a school's climate affects school effectiveness. School openness is on a continuum from the open to closed (Halpin, 1966). A feature of an open climate is the authenticity and integrity of the staff within the school, especially the school's principal. A closed climate could be viewed as the opposite of open in that the principal is ineffective in leading (i.e., micromanagement, interpersonal, aloof, and inconsiderate). Incredibility and dishonesty plague a closed climate (Halpin).

Another dimension of school climate is health. A healthy school climate, compared to an unhealthy school climate, promotes growth and development of the individuals and interrelationships between various individuals within the school. Counterproductive turmoil is the main characteristics of an unhealthy school (DiPaola & Hoy, 1994 in Sweetland & Hoy, 2000). This turmoil affects the interrelationships between individuals of the school creating a climate where learning and academic achievement are hindered. School is viewed as place that individuals are required to be, not a place they want to be (Hoy & Sabo, 1998). Openness and health are care not mutually exclusive constructs. To assess the health of a school climate, the Organizational Health Inventory (OHI-RM) can be utilized (Hoy & Sabo, 1998). Like the OCDQ-RM, the OHI-RM is a 45-item, Likert questionnaire that assesses six dimensions of a school's health. Another measurement to assess school climate is the Schools and Staffing Survey (SASS) (NCES, 1996). The SASS was created in 1985 by the National Center for Educational Statistics (NCES) with four components: the Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the School Teacher Survey. However, other aspects are assessed by the SASS as well as, such as principal's and teacher's perceptions of school climate, safety problems within their school, parental or guardian involvement, and characteristics of the student population (NCES).

According to the Freiberg and Stein (1999 in Bucher & Manning), the school climate is the heart and soul of the school (p. 11). There is a multitude of potential factors that school climate studies can assess. Parental involvement, school safety, and building facilities are discussed further here. The culmination of these three factors contributes to how stakeholders perceive the school as a learning environment. In addition, equity factors

intersect with the school climate factors to influence student achievement. Please keep in mind that these factors are not mutually exclusive; all play an overlapping part influencing student achievement.

Given the importance of parental involvement placed on student academic achievement by the National Education Goals Panel (Hong & Ho, 2005), further discussion is warranted. According to Epstein and Connors (1992 in Brough & Irvin, 2001; Epstein, 1995), there are six types of parental involvement: (1) parenting, which entails establishing supportive home environments for children; (2) communication, which means establishing two-way venues to discuss school programs and student progress; (3) volunteering, which includes organizing for parents to help students at home and school; (4) learning at home, which involves offering parents ideas and ways to help students with school work; (5) decision making, which requires a representative portion of parents to serve as leaders on school committees; (6) collaboration with the community, which entails incorporating community resources into the school to assist in student learning and programming.

According to Bandura (1986, 1997 in Hoover-Dempsey et al.), self-efficacy is the belief that one's behavior will produce desired outcomes. Parental beliefs of efficacy and role construction were found to increase parental involvement with efficacy producing a positive relationship with parental involvement at home, but not a school. However, parental role construction generated a positive relationship with parental involvement at home as well as at school (Sheldon, 2002). Furthermore, Hoover-Dempsey and Sandler (1995) concluded that a parent who possesses high-efficacy typically makes decisions to become more involved in their child's education while overcoming challenges that arise along the way; the contrary is true for a parent who possesses low self-efficacy. Another aspect to consider is a parent's beliefs and social network and its potential to affect how involved they are in their children's education (Sheldon, 2002). A social network is the set of relationships and social connections an individual has with other individuals (Wasserman & Fraust, 1994 in Sheldon). Sheldon argued that social networks typically increase social capital, which in turn may influence the level of parent's involvement in their child's education. Additionally, Sheldon reported that parental social networks may be associated with norms about parental involvement in their child's school and education.

safe school is one in which the total school climate allows students, teachers, administrators, staff, and visitors to interact in a positive, non-threatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth (Bucher & Manning, 2005, p. 560). Safety is another factor that contributes to higher student achievement (Hoy, Tarter, & Bliss, 1990; Newman, Rutter, & Smith, 1989 in Griffith, 1997). School safety explicitly means physical safety, but implicitly means emotional and intellectual safety as well as (Kohn, 2004; Merrow, 2004). School safety, with a particular emphasis on physical safety, and the school's building facilities are inextricably linked to one another.

Additionally, quality of school facilities, level of assistance from school staff, and school safety are related to student satisfaction and achievement (Griffith, 1997).

Learning management refers to the complex set of plans and actions that the teacher uses to ensure that learning in the classroom is efficient and effective. It is therefore different from the discipline is often associated with having students quiet and on their seats, which should not be teacher's central focus in the classroom (Garcia, 2005). Classroom management refers to those *activities* of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur, Soodak (2003).

Learning management also involves teaching the students how to manage their own behavior in classroom setting by establishing learning situations that will allow them to do this (Lardizabal, 2005). Thus, it is broader than discipline and includes the researcher the teacher's over – all educational objectives. Through appropriate learning management, the teacher hopes to increase student's academic achievement and help students understand and direct their own behavior.

An important factor in learning management is Classroom Leadership and the ability to establish a classroom atmosphere that is conducive for learning (Lardizabal, 2005). An effective teacher has to be concerned with his ability to provide a positive and healthy environment for learning to take place. This requires that to be skillful in communicating and motivating students.

Another vital aspect of learning management is Discipline (Lardizabal, 2005). Discipline, however should not be associated with punishment. While discipline is what a teacher does to prevent disrupted behavior.

Effective teachers seek to provide a classroom atmosphere that is supportive of students and their efforts, where all students feel welcome and accepted by the teacher (Sanford and Emmer, 1998). Teachers whose classes are friendly and positive find that their students learn and behave better than whose classes are restrictive and repressive.

The classroom should be a pleasant place for each student to come to and learn in all students should feel welcome in the classroom and accepted as individual with dignity. Equally important to ensure the teacher's success as manager of the classroom situation is his awareness of conditioning that facilitate learning. The teacher plays an important role in determining the kind psychological climate that will prevail in the classroom.

The teacher is also responsible for setting up the physical environment most conducive to learning. This responsibility involves attention to physical conditions such as lighting, ventilation, and room appearance.

It also involves the implementation of certain conditions that put the learning at ease and thus facilitate learning. Learning is facilitated in an atmosphere which promotes and facilitates the individuals discovery of the personal meaning of ideas; Learning is facilitated in an atmosphere in which difference ideas can be discussed but not necessarily accepted; learning is facilitated in an atmosphere which consistently recognizes the individuals right to make mistakes; Learning is facilitated in an atmosphere in which evaluation is a cooperative process; learning facilitated in an atmosphere when individuals feel they are respected and accepted.

Carter V. Good's dictionary of education defines learning management as –the administration or direction of activities with special reference to such problems as discipline, democratic techniques, use and care of supplies and reference materials, the physical feature of the classroom, general housekeeping and social relationships of pupils (Garcia, 2005)

Learning management includes operation and control of activities. Unless classroom procedures are spelled out carefully much time and energy will be wasted, such details as seating, attendance, use of instructional materials, classroom Courtesies and discipline require foresight and planning.

A well-managed class is conducive to mental growth and development. Learning should be interesting and enjoyable under favorable working conditions. Unhygienic conditions affect the health as well as the learning of pupils. The teacher is likewise affected.

He can teach effectively only when conditions around him are favorable. Pleasant surroundings induce good thought and inspire both teacher and pupils to do their best. Good learning management establishes an atmosphere which permits activities to be carried on efficient and economically. It ensures wise use of the teachers and the students' time, effort and energies. It spells careful use of the physical facilities of the school. School practices are consistently identified affecting educational outcomes of the students. Such practices as the assignment of the teachers, teacher expectations, learning opportunities, disregard for learning styles and retention suspensions have a profound impact on the academic achievement of the students. (Garcia, 2005).

Teacher's quality as determine by the education, experience, expertise and licensure has been shown to be the single most significant factor contributing to student achievement. Researchers dating from the early 1990's reveal the teacher's expertise as measured by scores on licensing examinations, higher level degrees and experience – account for a significant proportion of the measured variance in students reading and mathematics achievement scores. Other research, on the impact of the teacher quality on student achievement revealed the students' exposure to successive years of poorly qualified teachers during the formative educational stages impact achievement long term.

Yet, the research also shows that students from low income and minority communities are often served by the least qualified teachers. (Garcia, 2005)

The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals. Successful learners used strategy thinking and reasoning strategic thinking in their approach to learning, reasoning, problem solving and concept learning. They understand and can use a variety of strategy to help them reach learning and performance goals and to apply their knowledge in novel situations. They also continue to expand their repertoire of strategies by reflecting on the methods they use to see which works well for them, by receiving guided instructions and feedback and by observing and interacting with appropriate models. Learning outcomes can be enhanced if educators assist learners and developing, applying and assessing their strategic learning skill.

The successful learners can reflect on how they think and learn, set reasonable learning or performance goals, selecting potentially appropriate learning strategies or methods or monitor their progress towards these goals. In addition, successful learners know what to do if a problem occurs or if they are not making sufficient on timely progress towards these goals.

They can generate alternative methods to reach their goal. Instructional methods that focus on helping learners develop these higher order (Metacognitive) strategies can enhance student learning and personal responsibility for learning.

Institution of higher learning across the nation are responding to political, economic, social, and technological pressure to be more responsible to students needs and more concerned about how well students are prepared to assume future societal rules. Faculty are already feeling the pressure to lecture space less, to make learning environment more interactive, to integrate technology into the learning expertise and to use collaborated learning strategies when appropriate.

The value of learning of any society is its role in the transmission of knowledge and the maintenance of society's norms and values. It is also the avenue by which individuals learn basic skills attitude and competencies. In fact without learning the transmission of culture and technology will not be made possible. For every individual and society, the capacity for continued learning contributes to the evolution of a highly diverse and specialized lifestyle – where some people could become more interested in a specific field. Individuals benefit greatly from learning because endows them with the capacity to achieve goals and lifestyles or even the creative capacity to survive. Similarly, if individuals on learning, so does the society in general. For without learning, society risk extinction by the mere fact that competency skills or values cannot be passed on to younger generations. Thus, a society itself has interested in ensuring the maintenance in learning.

The Four-quadrant Matrix of Learning Management Style Orientation and Practice of Shindler includes the Dominator Management Approach. The essence of the 4-style teacher feels the need to dominate by both overt and

covert means. Students in the class see quickly that they have only two choices, to be obedient or rebel. While there appears to be high degree of intentionality to the 4-style management practice due to the authoritarian display of power, a closer examination reveals much less in reality. Because the teacher acts so frequently out of a reactive mode, students are seldom fully sure what to expect. The mood of the teacher has a great deal to do with the climate of the class on any particular day. Moreover, the 4-style manager is typically a fan of extrinsic rewards, –sit and getll teaching methods, and the use of grading for the purpose of coercion.

As we will discuss in more detail in chapter 20 (Moving up from 4-style to 2-style management), at the heart of the 4-style management approach is a –pain-based logic. ll To attain their desired outcomes the teacher resorts to the delivery of pain of students in the form of punishments, threats, anger, public humiliation, victimizing humor, putting names on the board, and shaming. As a result, the 4-style classroom takes on a combative and hostile climate. As the pain is exchanged between the teacher and the student, over time an increasing number of negative side effects occur, including a decrease in motivation, a lack of trust, an emotionally unsafe climate, and various acts of displaced aggression.

The Enabler Management Approach is defining characteristic of the 3-style manager is passivity. They experience perpetual disappointment that the students are letting them down. The 3-style teacher operates under the faulty assumption that if they make enough reasonable verbal appeals to students (rather than taking deliberate action and/or delivering meaningful consequences), at some point, the students will respond with functional behavior. In most cases, the 3-style teacher is acting out of the rejection of what they see as the unhealthy, authoritarian, 4-style manager. Yet, what they produce is often just as accidental and chaotic as what they are trying to avoid. And commonly, when the 3-style manager become too frustrated with the students' dysfunction and lack of respect, they react with episodes of hostility, which brings them even more inner conflict.

The fundamental problem is that the 3-style teacher preaches self-direction and internal motivation, yet do little to promote them. They confuse the need for a structure with being controlling, which they see as objectionable. The 3-style is typically well intentioned, but inherent in this approach is a lack of courage to lead. Their commitment to promoting student interests is noble, but over time students learn that they are able to act as they please. As a result a high degree of –Social Darwinismll becomes the defining quality for the peer relations. Without intending to, the 3-style teacher has helped promote a rather unsafe emotional climate, thus their label the –enabler. ll Cooperative learning and engaging hands on activities that are the preference of the 3-style teacher increasingly descend into playtime and a chance for students to –mess around, ll as a result of a lack of clear direction and purpose.

The Conductor Management Approach is the most popular classroom management training in the past few years has been defined by the 2-style orientation. Those such as the Canters, Wong, Jones, and others would best be described as teacher-centered approach proponents. The Canters provide the useful term –assertive disciplinell which provides a contrast to the passive (3-style) or hostile (4-style) approaches that they recognized as so ineffective. The 2-style –Conductorll builds their approach on logical consequences, rather than personal attacks and negativity.

The Conductor takes a very intentional approach to management. A successful 2-style begins early in the year with a period of training and education in rules, procedures, and consequences. As if under the command of an orchestra conductor, the class is trained to respond to directions in a very efficient manner. The structure in the 2-classroom is evident. It is built on consistency and clarity. Out of this structure, the goals of a productive learning environment, respect, accountability and positive relationships are constructed. The 2-classroom includes a heavy reliance on encouragement and rewards. The pedagogy in the 2-style approach tends toward direct instruction, but includes multiple methods that have been demonstrated to obtain results.

And the Facilitator Management Approach relatively few teachers choose to take the path of the –facilitatorll or 1-style manager. The ultimate goal of the 1-style manager is to create a class that is self-directed and manages itself. These teachers understand that to do this it will take time, but are willing to live with what might feel like a little less predictability so as to achieve their long-term goals. One-style management goals are defined by an intentional promotion of the students' intrinsic motivation and sense of personal responsibility. Students in the 1-classroom grow in their ability to answer both the –what are we doing? ll as well as the –why are we doing it? ll kinds of questions. An implicit understanding of the community expectations is cultivated. To achieve this end, the 1-style teacher makes a devoted attempt to help student recognize the value of functional and responsible behavior. The 1-style approach places the emphasis on the process of learning over end products, and personal growth rather than the attainment of rewards or the students' relative success in comparison to other students. The 1-style orientation values long-term student empowerment over what might be considered methods that appear to be –working ll in the short term. The goal is not to merely have the student appear on task, but to know that the learning is building toward a positive orientation toward learning itself. The pedagogical approaches that define the 1-style orientation are typically constructivist, collaborative and problem-based.

Self-efficacy beliefs are predictive of two measures of students' effort: rate of performance and expenditure of energy. Self-efficacy beliefs have also shown convergent validity in influencing such key indices of academic motivation as

choice of activities, level of effort, persistence, and emotional reactions. There is that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities. In terms of choice of activities, self-efficacious students undertake difficult and challenging tasks more readily than do inefficacious students.

Self-efficacy to be highly correlated with students' rated intrinsic interest in a motoric learning task as well as in a writing revision task. Furthermore, measures of self-efficacy correlate significantly with students' choice of majors in college, success in course work, and perseverance.

Self-efficacy is positively related to self-rated mental effort and achievement during students' learning from text material that was perceived as difficult. Regarding the effects of perceived self-efficacy on persistence, path analyses have shown that it influences students' skill acquisition both directly and indirectly by increasing their persistence.

Self-efficacy beliefs also provide students with a sense of agency to motivate their learning through use of such self-regulatory processes as a goal setting, self-monitoring, self-evaluation, and strategy use. For example, there is evidence that the more capable students judge themselves to be, the more challenging the goals they embrace.

Related Studies

The study by Kaliska (2002) was conducted to explore and determine the most effective classroom management techniques and practices. This study included a comprehensive review and critical analysis of research and literature associated with classroom discipline and ongoing management to promote positive student learning. The study concluded that the five approaches that were researched in this study, it was found that each approach was unique in its own right. Each had solid goals and objectives. Each had substantial research data to support its theories and ideas.

Ucak and Bag (2012) concluded that the elementary school pupils' self-efficacy of Science and Technology and its sub-dimensions are a high level. In addition, while the elementary school pupils' self-efficacy towards Science and Technology lesson differ in terms of grade, level of parents' education and profession, reading scientific books and watching scientific documentaries variables, there had no meaningful difference for the gender variable.

Furthermore, Sun and Rueda (2012) showed that situational interest and self-regulation were found to be significantly correlated with three types of engagement (behavioural, emotional and cognitive), while computer self-efficacy did not appear to be associated with any of those engagement variables. Results suggested that online activities and tools such as multimedia and discussion boards may increase emotional engagement in online learning, although they do not necessarily increase behavioural or cognitive engagement that educators should identify students who are taking online courses for the first time and provide necessary technical help to increase their emotional engagement, and that it is important for educators to offers students strategies for increasing their self-regulation in distance education environments.

On the other hand, Arslan (2012) revealed that students stated that their self-efficacy beliefs were developed mostly by verbal persuasion and performance accomplishments. They also noted that psychological states and vicarious experiences develop their self-efficacy beliefs at a lower level. It is the factor –performance accomplishments that is correlated with the students' self-efficacy beliefs and predicts them in the strongest way. Apart from performance accomplishments, the factors –various experiences and –verbal persuasion predicts the students' self-efficacy beliefs for learning and performance.

Stipek (2012) indicated that the proportion of minority students in teachers' classrooms was positively associated with their self-efficacy when variables correlated with poverty—proportion of students eligible for free and reduced-price lunch and overall academic achievement in the school—were held constant. Teachers' perceptions of the support they received from administrators and parents were also positively associated with teacher self-efficacy.

Another study confirmed the theorized correlation of Academic Self-efficacy with previous achievement, vicarious experience (school image) and persuasory information (parental encouragement). In the total sample, the percent of variance in Academic Self-Efficacy that is predictable by the three-predictor variables is nearly one quarter. School Image is the best contributing variable followed by Mastery Experience and then by Parental Encouragement. The findings shows that apart from cultural differences, locale and gender difference also exist in sources of Academic Self-Efficacy. The superiority of School Image over Mastery Experience in predicting Academic Self-Efficacy is different from that found in the West, theoretically and empirically. In India, self-efficacy beliefs of youngsters continue to depend more on social and domestic factors than personal experience and mastery (Gafoor & Ashraf, 2012).

Finally, Nwamaka Okorodudu (2012) showed parental motivation and self-efficacy highly predicted students' examination dishonesty. The study suggested that school counselors in secondary schools should organize training programmes, workshops, seminars, and orientations for parents and students from time to time. It also suggested parental and students involvement in formulation of educational policies, curriculum development and implementation in Nigerian educational system.

In a study conducted by Maier (2010), she conducted that as it has been shown repeatedly in the research literature, school climate influences student academic achievement. The studies within the literature employed a single methodology to collect data, typically a quantitative organizational climate survey administered to school

stakeholders. Utilizing a sequential transformative mixed methods design, I studied how the results of the two methodologies were different and similar in terms of the conclusions drawn about the school climate. The school climate factors of parental involvement, school safety, and building facilities were studied. Equity factors were also integrated into the study. Given that these school climate factors are interdependent, the factors needed to be studied using multiple methods. The 'sequential' portion of the research design accomplished this, which first entailed a quantitative organizational climate survey and then a visual ethnography was conducted. The results from the two methodologies uncovered more similarities than differences between higher-ranked and lower-ranked school climates. The 'transformative' portion involved critiquing the results from a feminist's lens, which produced recommendations for school climate improvement. Despite the inventive design and unique methodology used, this study demonstrated that school climate provides a level of complexity that is difficult to assess and even more questions were uncovered about how to research a school climate in a way that actually captures what the school climate is like and how it influences student academic achievement. Future studies need to utilize innovative designs and progressive methodologies to ensure any modifications made to the school climate are carried out with intentionality and mindfulness. Last but definitely not the least, feminist ideals should be at the forefront throughout the school climate assessment and improvement processes.

In another study, Zimmerman and Kitsantas (2005) suggest that high self-efficacy students attribute more responsibility to learners than to teachers and that perceived responsibility was an important motive for academic achievement. In line with these findings, students who, based on their self-efficacy on positive self-perceptions as excellent students received their efficacy information from their general cognitive ability. They emphasized their own responsibility and their strategy was to study alone without asking for help from peers or teachers.

The motive for mastering academic material in many situations is that the knowledge will be needed in the future. If students see that current learning is instrumental for future success, they will be encouraged to master the material (Greene et al., 2004). Self-efficacy differs from other similar constructs as it is more predisposed to the contextual factors and concerns a specific goal. How the academic context is perceived directly influences self-efficacy. Research in self-efficacy confirms that efficacy beliefs have a strong influence on individual's occupational developments and pursuits, career interests, career aspirations, career-related activities and career performance (Lent, Hackett, & Brown, 1999; O'Brien, Friedman, Tipton, & Linn, 2000).

Individuals with high perceived efficacy as regards satisfying educational requirements and attaining professional positions have been found to have a greater interest in them, prepare themselves better educationally and show greater staying power in their quest for challenging careers (Bandura, 1997; Hackett, 1995; Lent, Brown, Hackett, 1994). In other words, students' academic self-efficacy and perceptions of their capabilities and skills influence their career aspirations and motivations for developing these capabilities and skills influence their career aspirations and motivation for developing these capabilities and skills. Previous research has found positive links between perceptions of the relevance of skills and motivation for further learning (Lizzio & Wilson, 2004) between job satisfaction and occupational self-efficacy (Erwins, 2001) and between high academic self-efficacy beliefs and school-to-work transition (Pinquart, Juang, & Silbereisen, 2003). The next section will focus more on transition from education to work.

According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. The construct of school climate generally characterized as multidimensional and representative of shared perceptions of behavior (Ashforth, 1985; Hoy, 1990; Van Houtte, 2005). A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Edmunds (1982) and Lezotte (1990) were prominent in linking climate directly to school effectiveness. School climate has been found to positively affect academic achievement (Greenberg, 2004; Lee & Burkman, 1996; Roney, Coleman, & Schlichtin, 2007; Stewart, 2007), to positively influence a student's behavior (e.g., conduct problems, depression), and to impact the decision to remain in school (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Byrk & Thum, 1989; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Loukas & Murphy, 2007; Rumberger, 1995).

Chapter III METHODOLOGY AND PROCEDURES

This chapter attempts to enlighten the readers of this research about the design of the study and methodology used. It consists of the detailed description of the research setting, the participants, measures, the procedures of the study as well as the statistical tool used for data analysis.

Method

The study utilized the descriptive-correlational method of research design to test the stated hypothesis. This study focused on the description that determines the learning management and the motivation that influence the level of learning of students of the Generic degree management students Ethiopian police university, the degree of relationship between the variables will be described and elaborated through correlational method.

The researcher passed through the tedious scrutiny of the ethics committee to ascertain if there were areas of the study that infringe the interests, suggest possible areas of improvements or raised other legitimate concerns of the university.

Environment

Oman is officially called the Sultanate of Oman. It is an Arab state in the southwest Asia on the southeast coast of the Arabian Peninsula. It has a strategically important position at the mouth of the Persian Gulf. It is bordered by the United Arab emirate to the northwest Saudi Arabia to the west and Yemen to the southwest and also shares the marine border of Iran and Pakistan.

The College of Health Sciences (CoHS) is one of the constituent colleges of the UoB. It is licensed to offer undergraduate programs in health science disciplines; the structure of each program is primarily modular in nature. The Generic degree management students and Optometry programs in Europe and the U.K. specifically; the Generic degree management students program is allied with the University of Applied Sciences Campus Vienna, Austria which offers 20 Bachelor, 16 Master degree programs and 11 Master degree programs for advanced professional training in various fields of study including Health.

Respondents

The researcher utilized a convenient sampling to obtain the respondents of this study. The Generic degree management students department of the university had 296 students and 12 instructors however there were 150 students and 9 teachers who participated and took part in the survey. The bases of the participation of the respondents were purely voluntary and the complete enumeration of students who consented to the survey was based on capacity and willingness of the respondents to participate in the study.

Instrument

The data for this study was collected using a survey questionnaire designed by the researcher. The evaluation tools were a researcher's made instrument designed to assess the school climate and the student's self-efficacy and an adapted tool based on the four-quadrant scale espoused by John Shindler to assess the learning management approaches of the teachers.

A formal letter of approval to use the said questionnaire was obtained by the researcher from the author before the conduct of the study. Reliability and validity of the questionnaire was already tested by the author of the instrument. The questionnaire was an English version being the medium of instruction in the university except the set distributed to the students which has Arabic translations to ensure full comprehension of the questions. The instrument also had a letter to the respondents, providing the rationale and importance of the study. In addition to that, confidentiality of their opinions and answers was ensured to gain their trust and participation.

There were two sets of questionnaires used for the two groups of respondents. The set-A questionnaire was answered by the students of the Generic degree management students department of the Generic degree management students Ethiopian police university. This part enumerates the different features and parameters of the Four-quadrant Matrix of Learning Management Style Orientation and Practice of Shindler and the domains of school climate.

Set B was answered by the teachers which surveyed the school climate and the student efficacy.

As part of the research procedure, the instrument was subjected to validation which was done by the ethics committee of the university. A Reliability Test was also done using the Cronbach's alpha. And the result indicated that Set A has a Cronbach's alpha at .917 and .781 for Set B.

Corresponding to the items of each parameter specified in the instruments was a four numeric scale which best represent the respondent the respondents' idea and assessment. For the tool that assessed the learning management approach, the qualitative or descriptive equivalents of the scales for the survey instrument are as follows:

Weights	Parameters	Response Categories	Interpretation
4	3.26 – 4.0	HM-Highly Manifested	Highly Manifested Learning Management Approach
3	2.51 – 3.25	M-Manifested	Manifested Learning Management Approach
2	1.76 – 2.5	LM-Less Manifested	Less Manifested Learning Management Approach
1	1.0 – 1.75	NM-Not Manifested	Not Manifested at all Learning Management Approach

For the school climate the qualitative re descriptive equivalents of the numeric scales for the survey instrument are as follows:

Weights	Parameters	Response Categories	Interpretation
4	3.26 – 4.0	Very Good	School has Very Good School

			Climate
3	2.51 – 3.25	Good	School has Good school climate
2	1.76 – 2.5	Fair	School has Fair school climate
1	1.0 – 1.75	Poor	School has Poor school climate

For the instrument that assessed the students' self-efficacy which was answered by the teachers, the different domains of school climate and self-efficacy were enumerated with different statements and conditions specified under each domain.

The corresponding items for each parameter specified in the instruments was a four numeric scale which best represent the respondents' idea and assessment. The qualitative or descriptive equivalents of the numeric scales for the survey instrument B are as follows:

Weights	Parameters	Response Categories	Interpretation
4	3.26 – 4.0	Very High	Excellent impact to motivation
3	2.51 – 3.25	High	Good impact to motivation
2	1.76 – 2.5	Fair	Fair impact to motivation
1	1.0 – 1.75	Poor	Poor impact to motivation

Procedure

The researcher sent a letter to the Dean of the Graduate School of the University of the Generic degree management students Ethiopian police university asking permission to conduct the study. Another letter was also transmitted to the office of the Dean of the Generic degree management students Ethiopian police university, Al Buraimi, Sultanate of Oman asking permission to conduct the study of the Generic degree management students Department of the same University. On the same date, data gathering commenced. The researcher proceeded the registrar's office of the University and asked for the list of Generic degree management students to include in the study as respondents, the researcher directly proceeded to their respective rooms, introduced himself and gives a background of the study. The researcher explained the importance of the study and asked the participation and cooperation of the respondents. Confidentiality and privacy was constantly assured by the researcher as well as the rights of the respondents to leave or terminate their participation to the study in anytime and whatsoever reason it may be.

Respondents who agreed to participate were given questionnaires. The researcher provided general instructions for the respondents to guide them in filling in the items of the questionnaire. An agreement between the respondents and the researcher on when the researcher collected the answered questionnaires was made to give the respondents' ample amount of time to answer the questionnaire. Respondents' inquiries related to the study were entertained by the researcher during the conduct of the study. The researcher then collected the questionnaires after the respondents' completion in answering the forms.

The researcher reiterated that all data gathered were confidential and utmost secrecy of the information was observed throughout the process. The episodes of informal and unstructured interviews were also done to validate the empirical data.

Data Analysis

Basically, the study used arithmetic **mean** in statistical manipulation of the data collected. Arithmetic mean aided the researcher in determining the grand mean of the rates given by the respondents in terms of learning management and motivation.

After the grand mean was obtained from series of arithmetic mean, an interpretation about their result of grand mean was presented in order to answer the statement of the problem.

In order to determine the relationship between leadership management and motivation, a statistical tool – Pearson r was utilized. Where in variables were described on how strong their relationships are.

Pearson R is the covariance of the two variables divided by the product of their standard deviations. It measures the strength of a linear association between two variables. And it draw a line of best fit through the data of two variables, and indicates how far away all these data points are to this line of best fit. In this study, this statistical treatment used to determine the relationship between variables.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyses and interprets the data gathered in this study aims to determine the learning management of teachers and its effect on student's motivation of the Generic degree management students of the Generic degree management students Ethiopian police university, Al Buraimi, Sultanate of Oman.

School Climate

School climate through the years of continued research is considered by several education experts as the heart and soul of any learning institution. It is on this premise and essence that leads its stakeholders especially the students to perceive each school day as an exciting day to look forward. In several studies, it refers to the condition and quality of school life that influence learning and achievement. As a condition, it reflects to both psycho-physical logical domain of the school that are open to change which are essential to the learning processes (Houte, 2005) and the conditions of the school that assist the student to view and create their worth, importance, and dignity while on the process of creating a sense of belonging.

There are many researches that put emphasis on classroom management as a crucial factor that influence learning. Letcher (2010) in his study contended that classroom management approach is the most important factor influencing learning. Borger (2006) on the other hand concluded that effective classroom management strategies are important in the efficient and effective achievement of the learning objectives of the students. This statement explains the contention why classroom management is an essential factor the teaching-learning continuum in any institution. Effective classroom management prepares the teacher as the learning manager for an effective instruction which is crucial for the progress of learning of the students.

The respondents were surveyed to determine how they perceived the dimensions school climate. There were five parameters identified and served as gauge in determining the status of such variables and results are as follows:

Table 1

School Climate in terms of Leadership

	Students (n=150) Teachers (n=8)			
Parameters	WM	DE	WM	DE
School sense of vision, and mission	2.64	Good	3.0	Good
Trust and respect in leadership of the institution	2.82	Good	2.75	Good
Curriculum strategies are systematic and integral to the school's leadership strategy.	2.88	Good	2.75	Good
A sense of –shared values being purposefully cultivated.	2.52	Good	2.75	Good
School's decisions which are conspicuously grounded in the university vision and mission.	2.67	Good	2.75	Good
Overall Mean	2.67	Good	2.8	Good

*Legend: 4-(3.26 – 4.0) Very Good 3(2.51 – 3.25)-Good
 2(-1.76 – 2.5) Fair 1(1.0 – 1.75)-Poor*

Table 1 shows the school climate in terms of leadership. The data reflected shows that the students rated leadership at

2.67 weighted mean with a descriptive equivalent of good. On the other hand the teachers rated leadership at 2.74 weighted mean or good. Overall, the two groups of respondents rated leadership as good with the overall mean of 2.74. The finding was a reflection of the thrust of the Generic degree management students Ethiopian police university in its pursuit of attaining leadership excellence.

As a dimension of school climate, leadership can be construed and viewed as institutional educational leadership pursued by the university as an important factor in the establishment and formation of an effective learning environment. The success of a school is largely affected by the leader and the way they managed the institution. Although no such thing as perfect leadership that guarantees success, there are modalities and style that are more effective than others at helping a principal facilitate the development of positive school climate.

The finding was also the confirmation of the several studies conducted. The study by Letcher (2010), concluded that leaders does not fall or use one single style of leadership but often used more than one style of leadership. In a correlation made between the teachers' perception of the principal's leadership style and their perception of school climate, the findings revealed that there was a strong cohesiveness among the members of the faculty. The size of the institution and its faculty may be in direct correlation with the positive feelings the faculty have toward one another. Black (2007) concluded that the best leadership practices can promote exemplary standards of excellence, both in the academic achievement of students and the professional growth of staff members. In pursuit of these goals, many leadership theories, models, and styles have been subjected to extensive quantitative and qualitative analyses. Researchers recognized the need for leadership to be exposed to considerable critical analysis in order sufficient empirical data to translate the theory into an acceptable level of academic credibility (Amderson,

2002; Herbst, 2003; Milligan, 2003; Sendjaya & Sarrors, 2002; Taylor, 2002). Black further revealed a significant positive correlation between servant leadership and school climate.

Academic Excellence and Outcomes

The areas of how well the university observed and implemented their curriculum as the main reflection of advancing their academic integrity was assessed the results are as follows:

Table 2

School Climate in terms of Academic Excellence and Outcomes

Parameters	Students (n=150)		Teachers (n=9)	
	WM	DE	WM	DE
Maximum use of student-generated ideas	2.36	Fair	2.25	Fair and input
Strategies consistently promote increased student self-direction	2.53	Good	2.75	Good
Assessment targets are clear and attainable for learners.	2.59	Good	2.63	Good
Instruction promotes student locus of control, sense of belonging and sense of competence.	1.99	Fair	2.75	Good
Students are given systematic opportunities to reflect on their learning process and progress.	2.2	Fair	2.75	Good
Curriculum learning strategies promotes higher-order thinking (e.g., analysis, application, and synthesis).	2.26	Fair	2.75	Good
Overall Mean	2.32	Fair	2.63	Good

Legend: 4-(3.26 – 4.0) Very Good 3(2.51 – 3.25)-Good
2(-1.76 – 2.5) Fair 1(1.0 – 1.75)-Poor

Table 2 above shows the academic excellence and outcomes as indicators of school climate. The results indicated that the students rated fair the academic excellence and outcomes of the university with mean of 2:31 while the teachers it

good at 2:63 weighted mean.

School climate has been widely recognized as an important component of successful schools and a predictor of a variety of student outcomes (Zander 2005). Generally, results indicate that school climate simultaneously affects students on an individual and collective level. Further analyses revealed that the majority of variance in school climate scores was within schools. Additionally, individual perceptions of climate were more strongly associated with better student performance than aggregate ratings, particularly students' perceptions of teachers' expectations and school safety. However, more between-school variance in students' academic and behavioural performance was explained by aggregate ratings of climate than within-school variance by individual rating. Limited, yet positive support was found for the possibility that aggregate perceptions of climate may moderate the relationship between individual perceptions and student performance.

Students' Behaviour and Discipline

The appreciation of the respondents on the behaviour was also determined and the results are as follows.

Table 3

School Climate in terms of Student Behavior and Discipline

Parameters	Students (n=150) Teachers (n=9)			
	W M	D E	WM	DE
School-wide discipline and campus wide policies are consistently applied.	2.54	Good 2.88	Good	
The institution has clear expectations and has consistent discipline policy.	2.54	Good	2.75	Good
The university used effective strategies to promote behavioral empowerment and accountability among its students as an integral part of professional development. Students working toward collective goals	2.31 2.47	Fair Fair	2.63 Good 2.5 Fair	
Schools maintains traditions that promote school pride and a sense of academic community.	2.24	Fair	2.75 Good	

The institution give due considerations to the 2.19 Fair 3.25 Good Students over management decisions that affect them.

Overall Mean 2.38 Fair 2.79 Good

Legend: 4-(3.26 – 4.0) Very Good 3(2.51 – 3.25)-Good

2(-1.76 – 2.5) Fair 1(1.0 – 1.75)-Poor

Table 3 shows the school climate in terms of students' behaviour and discipline as perceived by the students and teachers. Results revealed that students rated students' behaviour and discipline as fair a weighted mean of 2.38 while the teachers rated good with a weighted mean of 2.59.

In a study conducted by Smith (2005), the findings indicate that there was a relation between school climate and student achievement in the subject being tested. Moreover, the findings indicated other factors that contributed on the disorderly behaviour of the students such as free reduced lunch while were found to be the predictors of students achievement.

The study of (Ninan 2006) investigate school climate using an instrument in order to test the hypothesis which state that there is an inverse relationship between students discipline and school climate and if discipline referrals went down school climate would increase. School climate was also measured using an instrument designed by the Wisconsin Department of Public Instruction (DPI) to track throughout the school year and the findings noted there was no change noted. The school climate data were also subjected into a correlation and found out that school climate as perceived by the students had no significant decrease within the school year even if there referrals made due to disciplinary concerns. It was also found out that there was only a single negative response was noted reported by

students while any other responses stayed to be neutral. In the said study, the researcher also hypothesized that if discipline did not have an interaction with the students' perception of school climate. In another study using the same instrument, Brand et al. (2003) hypothesized that staff in school showed learning growth in the dimensions of their organizational health. This study tried to identify discipline as a factor that does have an effect on students' perception of school climate and found out that as its referrals increase, students' perception of school climate and found out that as its referral increase, students' perception of school climate remind constant. The findings give strong contention that discipline as a single factor did not a strong and significant impact on school climate.

School Environment

The perception of the respondents on the environment as another dimension of school climate with five enumerated parameters and sub-variables was surveyed. The results are as follows.

Table 4

School Climate in terms of Environment

Students(n=150) Teachers(n=9)

Implements Safety and Security	2.8 2	Good	3.38
Protocols			
Physical Appearance and facilities	Parameters WM	2.23 DE WM DE	Fair

Very Good

3.13 Good

Feeling of Community	2.47	Fair	3.38	Very Good
Promotes cultures and sub-groups	2.25	Fair	3.25	Good
All students are valued regards	2.34	Fair	3.0	Good
community members and regards				
presence with sense of honor.				
Overall Weighted Mean	2.42	Fair	3.23	Good

Legend: 4-(3.26 – 4.0) Very Good 3(2.51 – 3.25)-Good
2(-1.76 – 2.5) Fair 1(1.0 – 1.75)-Poor

Table 4 indicates the school climate in terms of environment. The data revealed that the students gave a fair rating for the environmental actor contributing the school climate except the safety and security protocols with a weighted mean of 2.42 while the teachers rated good with a weighted mean of 2.82.

A conducive and therapeutic learning condition of the school environment is a condition that promotes positive school climate for all its stakeholders. This condition is an essential qualification in the promotion of the emotional well-being of its constituents and this exists when students especially feel valued, secured and comfortable where they can socialized and interact with the other stakeholders within their immediate environment. In more ways than one, physical condition and environment of the school affects the achievement of the students and its attributes which may include aesthetic and lighting characteristics such as color, artwork, acoustics, architecture, landscaping, movable furniture and flexible spaces including the quality of services offered, with designated areas for productive activity are its contributing factors. Aside from those factors, may studies and conducted indicated that other adversely structured conditions such as over-crowding, noise, temperature, humidity, and other environmental factors the overall performance of the students.

Faculty Relations

The dynamics of the faculty relations as a dimension of school climate was also assessed and the results are as follows.

Table 5

School Climate in terms of Faculty Relations

Students(n=150) Teachers (n=9)

Parameters WM DE WMDE

Collaboration on matters of teaching 2.9 Good 2.88 Good

Faculty members exhibit high level of respect for 3.07 Good 2.88 Good one another.

Faculty members use their planning time 2.8 Good 2.88 Good constructively to promote instructional excellence

Teachers promote supportive communication 3.15 Good 2.88 Good

Teachers successfully create a sense of	3.19 Good	2.88	Good
community in their classes			
Overall Weighted Mean 2.42	Good	3.23	Good

Legend: 4-(3.26 – 4.0) Very Good 3(2.51 – 3.25)-Good
2(-1.76 – 2.5) Fair 1(1.0 – 1.75)-Poor

Table 5 indicates the results of the survey which assessed the school climate in terms of Faculty Relations. Results revealed that the students rated faculty relations with good ratings with the weighted mean of 2.88 and 2.95 respectively.

School climate has been the subject of several studies over the years and numerous definition were given such as the ethos, atmosphere or milieu. (Hoy, 2008), how one feels towards the school as an institution and the dynamics of the people interactions that transpired inside premises, (Davis & Peck, 1992), or how each member of the organization encountered and gained their experiences in a school (Lindelov, Mazzarella, Scott, Ellis, & Smith, 1989). However, in recent research findings, the significant findings and related literature and concepts gave rise to more a comprehensive and sensible definition of such term and strongly incorporates this into the concept of physical safety, teaching and learning methodologies invented and developed, relationships of those in the school

environment, including faculty, students, and parents and 4) the actual physical environment of the school. This new definition came out through the collaboration of the numerous findings of various experts which focused on the same contention and further determined that there was an enormous discrepancy between current empirical research on positive school climate, and what is actually currently being done in schools. The consensus indicated that the –gap between school climate research, policy, practice, and teacher education is socially unjust. (Cohen, McCabe, Michell-, & Pickeral, 2009). Anderson, (2002) indicated that school climate has strong relations with absenteeism, tardiness, drop-outs and suspension rates. On the same study, the author further contended that institutions that demonstrate positive school climate had better performance, attendance and punctuality, higher morale (Byrk & Driscoll, 2002) and more organizational effectiveness (Borger et al., 2005, Shindler, et al., 2009).

Table 6

School Climate in terms of Environment

Students(n=150) Teachers(n=9)			
Parameters WM DE WMDE			
Leadership 2.67 Good 2.8 Good			
Academic Excellence & Outcomes	2.32	Fair	2.63 Fair
Student’s Behavior & Discipline	2.38	Fair	2.79 Good
Environment	2.42	Fair	3.23 Good
Faculty Relations	3.02	Good	2.88 Good

Overall Weighted Mean 2.56 Good 2.86 Good

Legend: 4-(3.26 – 4.0) Very Good 3(2.51 – 3.25)-Good

2(-1.76 – 2.5) Fair 1(1.0 – 1.75)-Poor

Table 6 summarized the results which reflect the dimensions and components of school climate. The data indicate that overall, both the students and teachers gave a good rating with weighted means of 2.56 and 2.86 respectively. The finding is reflection that promoting positive school climate is a collaborative and concerted commitment of the entire stakeholder of the school system. The data further indicated that there should always be more than one contributory factor that can create a positive and desirable school climate and it is of paramount importance to established and open line communication among the people inside the school where everyone is valued and decisions are made collaboratively. These elements are core strength to develop the culture of trust, unity, pride, respect and motivation on which a school system can sustain to pursue a direction that will build remarkable academic achievements for all students.

Teachers’ Learning Management Styles

The art of teaching and educating is a very important process because it provide an avenue too constantly for professional and personal growth of a teacher. In fact, in this modern and highly dynamic society, the art and science of teaching has become more challenging and fulfilling like never before. And this condition can be attributed to the fact that tertiary education today requires diverse orientation and background and a great deal of knowledge and experiences are needed to meet their learning needs of the students. And because of all these conditions, the classroom management therefore can be efficient, organized or the other way around. This means that students may be motivated or unmotivated to learn and can contribute immensely in the teaching and learning process and they may be proactive, involved and engage in classroom processes or sometimes are only passive and reactive. It is therefore incumbent upon teachers to be able to manage the students and no matter how efficient they may be, there are still other numerous factors that can attributed to the learning outcomes.

The most essential function of teachers is to set up and transform the school environment where learners are programmed, highly motivated and engaged in worthwhile process and activities that support their learning. Hence, establishing an effective approach is foremost amongst several concerns in the classroom. To this date, there are several learning management activities and approaches or that has been introduced and recommended by several researchers and education experts but the comfortable dynamics that coincide the needs and demands of the learners and the teacher’s personal and professional characteristics are advisably be used and implemented. Such classroom management approach must complement to the teachers, not only in one aspect but in many things that work towards achieving an effective teaching performance and learning achievements. The students-respondents were surveyed to assess the learning

management approach used based on the Transformative Classroom Management, espoused by John Shindler. And the results are as follows:

Table 7

Teachers' Learning Management Styles

Approaches	WM	DE
Dominating Management Approach	2.82	Manifested
Enabling Management Approach	2.48	Less Manifested
Conducting Management Approach	2.55	Manifested
Facilitating Management Approach	2.74	Manifested

*Legend: 4 (3.26-4.0) Highly Manifested, 3 (2.51-3.25) - Manifested
2 (1.76-2.5)-Less Manifested, 1 (1.0-1.75) - Not Manifested*

Table 7 shows the four learning management style according to John Shindler which defined and characterized the four learning management approach (Dominating, Enabling, Facilitating, and Conducting Management Approaches). The results of the survey indicated that all management styles were found to be manifested classroom management styles except the Enabling Management Approach which was rated by the students as Less Manifested.

Among the manifested learning management styles rated as dominant, it was the Dominating Management Approach was rated the highest by the respondents. In this type of management, teachers feel the need to take control of the classroom dynamics either by overt or covert means. This circumstance leaves the students to recognize only two choices which are either to be obedient or to rebel. Because of this intent of the teacher to take control, there is a palpable show of authoritative display of power as shown in the reacted mode of the teacher and it became unpredictable on the part of the students what to expect. As a consequence, the mood of the teacher is a great factor in the climate of the class. Another typical characteristic of the teacher in this approach is the tendency to use extrinsic rewards and the use of grading for the purpose of coercion.

The Facilitating Management Approach was rated second highest among the manifested styles of the teachers as perceived by the students. The essence and goal of this approach is to create an environment of control that is self-directed and eventually manages itself. The teachers using this approach understands that in order to implement this type, time is of the element but are willing to live with what feel like a little less predictability so as to achieve their long-term goals. Because of the distinct characteristics of this approach, students develop their capability to find the reason of what they are doing and its implications. The implicit concept and understanding of the community expectations is promoted and cultivated and to achieve this end, the facilitator-teacher makes a sincere and devoted attempt to help student recognize the value of functional and responsible classroom behavior.

The enabling management Approach was given by the respondents the arte of less manifested. The distinct and defining characteristic of this style is passivity where the teacher- enabler has a strong and concrete assumption that if verbal appeals and request were deliberate made; it yields at some point functional behavior on the part of the students. There is the tendency for the students to display dysfunctional behavior and lack of respect, which brings them even more inner conflict. Such verbal appeals may be interpreted as words of good intention, self-direction and internal motivation, yet it does a little to promote them and lack of courage to lead on the part of the teacher. Their commitment to promoting students interests is sincere and noble, but over time students learn that they are able to act as they please.

This approach is a precursor of -Social Darwinism which becomes the defining characteristics of peer relations because in this approach instead of an ideal environment, the teacher has contributed to an unsafe emotional climate and the teacher supposedly use the cooperative learning and engage hands-on in activities, it descends into playtime which give the students to mess around as a result of lack of clear purpose and direction, thus their label the -enabler.

The result was a reflection of the classroom management style used by the teachers of the Generic degree management students Department of the Generic degree management students Ethiopian police university. The dominating management approach represented the classroom management style of the teachers which found to be a beneficial mode of delivering the curriculum of the Generic degree management students education.

There are various literatures which were considered in this study which deals with the different classroom management or approaches, on the level of teacher's teaching performance and as well as the relationship between classroom management styles of teachers and their teaching performance.

Allan Ornstein (1994) stressed that in order to teach, to promote learning, to impart knowledge to students, and eventually to motivate them to attain an exemplary academic achievement, they must be able to manage the student's effectivity. No matter how great is the potential of the teacher, the failure to control the students in the classroom,

minimal and little learning will take place. Effective classroom management is considered as the most fundamental task of teachers and as soon as one builds an effective classroom environment and uses a learning approach that is functional or that really works, a teacher begins to feel a bit comfortable.

Students' Self Efficacy

This study worked in assessing the student's self-efficacy as an influential variable in student's achievement. (Bandura & Wood, 1989) perceived self-efficacy functions as an essential factor in self-regulatory mechanisms and –the belief in one's capacity to perform courses of action required to produce desired result or standard and believed about the contingency between behavior and expected outcome and these expectations affect the individual's choices of activities, effort and maintenance of behavior. (Bandura, 1986), perceive efficacy plays an important role in how humans perform task as it affect their goals and aspirations, outcome expectations, affective tendencies and perceptions of opportunities in the social environment and affect the individual's aspirations and strength of commitment in a very wide variety of settings. (Bong & Skaalvik, 2003) contends that it is what people believe they can do with whatever skills and abilities they may possess that are important, not the actual skills and abilities that they possess. Such beliefs then influenced analytical and strategic thinking, motivation, and perseverance in the face of difficulties and obstacles. Perceived capability in a course may be both varied and complex. In the academic context, students' beliefs about their abilities to achieve academic tasks successfully, i.e. their academic self-efficacy beliefs are strong predictors of their ability to successfully carry out those tasks (e.g. Bandura, 1997; Skaalvik & Skaalvik, 2008). (Bandura, 1993) stressed that students' perceptions of their efficacy to regulate their own learning and to master academic activities determine their level of motivation and academic accomplishments Students are believed to act if their acts boost feelings of competence, control and effectiveness (Bandura, 1997). There were four parameters identified for the respondents to rate and the results are as follows:

Table 8

<i>Student's Self Efficacy</i>			
Items	WM	DE	
Academic Performance			
Students able to cope with the requirement of the course and accomplish different tasks given to them by their teachers.	2.63	High	
Ability to study and remember facts and being able to communicate the learning/knowledge verbally or down on paper	2.38	Fair	
Ave. WM	2.51	High	
Attendance and Punctuality			
Students able to attend classes on time	3.13	High	
Students attend all classes sessions and conferences	3.0	High	
Ave. WM	3.07	High	
Ethical Standards			
Student's behavior is to reflect a refined maturity and attitude that complies with the university standards.	2.13	Fair	
Students are expected to maintain the highest standards of academic integrity.	2.35	Fair	
Ave. WM	2.24	Fair	
Participation of In-campus Activities			
Students able to participate the different curricular and co-curricular activities	2.63	High	
Students able to achieve or gain the academic goals of the in-campus activities	2.5	Fair	
Ave. WM	2.57	High	
Overall Mean	2.59	High	
<i>Legend: 4(3.26 – 4.0) Very High 3(2.51 – 3.25)-High</i>			

2(1.76 – 2.5) –Fair, 1(1.0 – 1.75)-Poor

Table 8 shows the student's self-efficacy based on the four areas. The results revealed that attendance and

punctuality, participation of in-campus activities and academic performance were rated high. The attendance and punctuality was rated as the highest with the weighted mean of 2.57 and academic performance being rated with 2.51 weighted mean. The result was reflection of the thrust of the university in pursuit of educational excellence. The rate of three parameters as good was the realization of the university mission and vision which is to promote academic excellence and discipline among its students.

Table 9

Relationship between the School Climate and the Student's Self Efficacy

Variables Pearson *p* Value Decision of the Ho Interpretation R

School Climate and Academic Performance	.089		-.834		Fail to Reject	Not	Significant
School Climate and Attendance and Punctuality		-.134		.751	Fail to Reject		Not Significant
School Climate and Ethical Standards		-.033		.939	Fail to Reject		Not Significant
School climate and Participation of In-Campus Activities		-.076		.858	Fail to Reject		Not Significant

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

A Pearson product-moment correlation was conducted to evaluate the between school climate and the different dimensions of students' self-efficacy. The results revealed that there was no correlation between school climate and the academic performance, attendance and punctuality, ethical standards and participation of in-campus activities. Hence, the findings failed to reject the null hypothesis. Thus, this indicates that the school climate did not correlate with the different domains and dimensions of self-efficacy. Hence, any condition of the school climate have no significant impact with the students' performance.

The findings affirmed the study conduct by Ernold (2011) which explored the relationship between variables of student achievement and a school's climate of professional practice and found out that school climate has no direct impact and effect on the student's in- campus performance.

PROPOSED LEARNING MANAGEMENT PLAN

Rationale

Teaching is an art that a lifelong pursuit is not enough to master it, but by rigorously refinement of the craft, teachers can continue to improve throughout their career. It needs a great sense of accountability to develop and improve and because changes in practice are oftentimes so difficult, they also need to be given support for change. And defining clear learning objectives for students will create opportunities of what can be applicable approach or modality of teaching can be applicable, practicable and logical.

This learning enhancement plan will provide a notice and parameters of specific performance areas, including the identification of areas of specific support.

General Objectives:

The main purpose of this plan is to promote areas of growth and point of sustenance as a way of upgrading and advancing the vision and mission of the University in the promotion of its educational and academic excellence.

To build and maintain research driven teaching-learning culture and practice in the University.

Specific Objectives:

1. To foster comprehensive and critical review and scrutiny of curriculum to improve the graduate attributes, incorporate developments opportunities, professional practice and ensure an international perspective. To realize this goal, an innovative and coherent curriculum must be produced;

2. To promote and support areas of innovation in all areas and levels in the delivery of Generic degree management students education and competitive culture;
4. To provide an open environment for learning and continued improvements;
5. To make strong connection and symbiosis between teaching and research so that it can contribute to the educational excellence of the institution;
7. To promote quality learning environment and encourages output and independent learning;
9. To provide opportunities that promotes and develops teaching and learning innovations.

Key Areas	Objectives	Activities & Strategies	Persons Responsible	Time Table	Resource Requirements	Financial Requirements	Success Indicators
Learning Management Approach	To explore and evaluate new approaches to teaching and learning process.	Conduct intensive study to identify the effectiveness of the prevailing learning management approaches and explore new forms of educational interaction supported by information and communications technology * Conduct a consultative workshops and conferences with the faculty and program experts;	All Faculty & Staff in all levels	June 2014	References, Consultants PF, Venue for the workshop and all other materials needed		New teaching strategies are identified for implementations
School Climate	To promote a school climate that can contribute a positive school life and foster healthy and conducive learning environment,	conduct a regular monitoring and pocket researches on the status of the dimensions and domains of the school climate; established a mechanism where the status of the school climate are communicated by all levels of the university stakeholders; * conduct benchmarking; * conduct infrastructure development to make the school facilities world class and globally competitive.	University Management, All Faculty & Staff in all levels	On-going	Research data, reports.		Improved school climate as verbalized by the stakeholder
Communications	To create mechanism that creates a faculty-student-university feedback loop for institutional development	*conduct intensive study to identify the effectiveness of the prevailing communication processes to ensure a good feedback mechanism of the status of the curriculum implemented and other factor affecting the school environment and teaching-learning processes.	All Faculty & Staff in all levels	On-going	References, Record and reports		New strategies are identified for implementations, improved communications

	and organizational excellence.						processes in the campus.
Staff Development	To ensure that the staff engaged in teaching and learning & other related services in the university have adequate preparation to support effective learning for students.	provide intensive and mandatory induction programs for all new teaching and learning staff and encourage staff to undergo graduate studies and attend relevant trainings; send the staff to training and other relevant professional activities (locally and internationally); provide professional development opportunities for further learning about effective curriculum design, including involvement of the faculty in professional learning communities to explore innovative curriculum approaches;	All Faculty & Staff in all levels	On-going	Budget for training		Improves Staff performance and outcomes
Curriculum Review	To develop an innovative and coherent curriculum that is responsive and sensitive to the changing demand and standard of Generic degree management students profession, and support the learning experiences & outcomes.	*Conduct a curriculum revisit conference and workshop; identify information resources and other services necessary to support curriculum as an integral part of the design process; conduct benchmarking & forge educational and curricular partnership with other local and int'l educational institutions; undertake an annual, triennial and septennial evaluations of programs that address the extent to which programs develop appropriate graduate attributes. *Ensure an international perspective, incorporate developments in research	All Faculty & Staff in all levels	June 2014	References consultants PF, venue for the workshop and all other materials needed		Curriculum revisited and reviewed. Improve academic outcomes and student's efficacy.

		and lead professional practice.	
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Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This part of the study presented the conclusions drawn from the findings of the study in the course of presentation and discussion of the data collected. The recommendations of the study were framed from the conclusion.

Summary of Findings

This study assessed the school climate of the Generic degree management students Ethiopian police university and result revealed that both respondents (students and teachers) were satisfied. This means that as far as the areas of leadership, student's behavior and discipline, environment and faculty relations are concern, the students and teachers were satisfied. Further looking into the result, the data revealed that among the parameters under school climate, it was the academic excellence that the students were dissatisfied. The finding indicated that the curriculum as it would affect the overall curricular implementations.

The learning management approaches were also surveyed and the result revealed that the three of the four management approaches were identified as manifested management styles except the enabling management approach.

The student's self-efficacy survey revealed that it was good. This means that the academic performance, attendance and punctuality, ethical standards and participation of in-campus activities were good.

There was no significant relation between school climate and the domains or dimensions of student's self-efficacy, hence it failed to reject the null hypothesis. This finding indicated that the learning potential and performance of the students were not affected by the school climate.

Conclusions

Based on the findings of this study, the researcher concludes that school climate and learning management approaches are the important factors in promoting quality and conducive school life. It reflects good values, school norms and values and that good classroom management is essential in a classroom. This finding affirms and has bearing on the contention of the Bloom's Theory of the Taxonomy of Learning on the importance of a good learning environment. While several researches demonstrated the impact of school climate on student development and performance, this study revealed that school climate is not a precursor and does not have bearings on the manifested learning management approach of the teachers.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. The Proposed Learning Management Plan should reviewed, evaluated and adapted by the university management and its academic council for implementation.
2. Corollary Recommendations:
 - 2.1 The university at all cost must adhere to the vision of promoting positive and conducive school climate. The domains and dimensions of school climate may not only be limited to only five parameters but rather more of numerous factors.
 - 2.2 The diverse organizational structure of the university in terms of the orientation, expertise, professional discipline, experiences and nationality of the professors should be used as a strength which should be constructed as an asset of the organization. Confining and defining specific teaching management approach may not be a beneficial direction at the moment. It is therefore beneficial for the institution to benchmark several modalities and theories related to learning management of the classrooms.
 - 2.3 The faculty should develop learning management approach that are best fitted to the culture and learning needs of the students and as demanded by the curriculum
 - 2.4 Student's efficacy should be viewed as a multi-faceted or multi-factored area of curriculum effectiveness. The management must create a culture where every member in the organization can contribute to its attainment. The institution must construe student's performance as both the cause and effect phenomenon.
 - 2.5 Finally, the following topics are suggested for future research undertakings:

- 2.5.1 Comparative Analysis on the Self- Efficacy of the Teachers, and Students in Relation to the Impact on the Educational Outcomes;
- 2.5.2 Comprehensive Assessment of the School Climate of the entire University;
- 2.5.3 Analysis on the School Climate strategies and effectiveness practices;
- 2.5.4 Factors Affecting School Climate and Self- Efficacy of the Teachers and Students;

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APPENDIX A (Sample Letter for the Graduate School)

Derese simegnew

Graduate School
Department University
of the Generic degree
management students
Ethiopian police
university (UV), Cebu
City, Philippines

Madam:

Warm Greetings!

The undersigned is a Graduate School student of the University of the Generic degree management students Ethiopian police university, enrolled in the program of MBA of Management, Major in Human Resource Management.

The undersigned hereby request permission from your good office to pursue and conduct the study as embodied in my research proposal entitled “**LEARNING MANAGEMENT AND MOTIVATIONAL STRATEGIES OF GENERIC DEGREE MANAGEMENT STUDENTS IN THE UNIVERSITY OF BURAIMI**” as partial fulfillment of the requirements to earn the degree. Hoping that this humble request merits your favorable approval and consent. Thank you.

Permission to Conduct Research

This is to certify that *baye munye* was granted permission to conduct the research titled “*LEARNING MANAGEMENT AND STUDENT MOTIVATION OF THE GENERIC DEGREE MANAGEMENT STUDENTS IN THE UNIVERSITY OF BURAIMI, SULTANATE OFOMAN*” as partial fulfillment of his degree in the Doctor of Management , Major in Human Resources Management.

It was confirmed that the researcher and this research study complied with the requirements of the College of Health Sciences. Further, the protection of respondents’ identity, confidentiality and the protection of their culture were ensured and followed during the conduct of this research.

APPENDIX C (Sample Letter for the Respondents)

Dear Respondents:

This informed consent is for the research participant(s) particularly for the Generic degree management students faculty and for the Generic degree management students in Generic degree management students Ethiopian police university and who we are inviting to participate in research titled, “**Learning Management and Student Motivation of the Generic degree management students Student in Generic degree management students Ethiopian police university**”.

I am **Mr. James Ryan Reblando**, a graduate school student of the University of the Generic degree management students Ethiopian police university taking up Doctor in Management. I am going to give

you information and invite you to be part of this research.

You are being invited to take part in this research as my respondent: as a Generic degree management students faculty or as a Generic degree management students student that can contribute to my understanding and knowledge of my research study.

Your participation in this research is entirely voluntary. It is your choice whether to participate or not.

You do not have to answer any question or take part in this survey if you feel the question(s) are too personal and if you do not wish to answer any of the question(s) included in this survey, you may skip them and move to the next question. You do not have to give me any reason for not responding to any question or for refusing to take part of the interviewl.

<i>mission</i>				
Academic Excellence And Outcomes				
<i>Maximum use of student-generated ideas and input.</i>				
<i>Strategies consistently promote increased student self-direction in their respective fields.</i>				
<i>Assessment targets are clear and attainable for learners</i>				
<i>Instruction promotes student locus of control, sense of belonging and sense of competence.</i>				
<i>Students are given systematic opportunities to reflect on their learning process and progress.</i>				
<i>Curriculum learning strategies promotes higher-order thinking (e.g., analysis, application, and synthesis).</i>				
Student Behavior and Discipline				
<i>School-wide discipline and campus wide policies are consistently applied.</i>				
<i>The institution has clear expectations and has consistent discipline policy.</i>				
<i>The university used effective strategies to promote behavioral empowerment and accountability among its students as an integral part of professional development.</i>				
<i>Student \s working toward collective goals.</i>				
<i>School maintains traditions that promote school pride and a sense of academic community.</i>				
<i>The institution give due considerations to the students over management decisions that affect them.</i>				
Environment				
<i>Implements Safety and Security Protocols</i>				
<i>Physical appearance and facilities</i>				

The information recorded is confidential, your name is not being included on the forms, and only your

<i>Feeling of community</i>				
<i>Promotes cultures and sub-groups blend, interrelate and feel like valid members of one academic community.</i>				
<i>All students are valued as quality community members and regards presence with</i>				

age, gender, and how long you have been working or studying in the University.

This proposal has been reviewed and approved by my Dissertation Adviser, members of the Panel, Chairperson and the Graduate School Dean of the University of the Generic degree management students Ethiopian police university, which is a committee whose task is to make sure that research participants are protected from harm. It has also been reviewed by the College of Health Sciences Ethics Committee of The Generic degree management students Ethiopian police university.

Sincerely yours,

Derese simegnew
 RESEARCHER

Part 1: Assessment of School Climate (as perceived by the students)

	4	3	2	1
Leadership				
<i>School sense of vision, and mission</i>				
<i>Trust and respect in leadership of the institution</i>				
<i>Curricular strategies are systematic and integral to the schools leadership strategy.</i>				
<i>A sense of “shared values” being purposefully cultivated.</i>				
<i>School’s decisions which are conspicuously grounded in the university vision and</i>				

<i>sense of honor.</i>				
Faculty Relations				
<i>Collaborations on matters of teaching</i>				
<i>Faculty members exhibit high level of respect for one another.</i>				
<i>Faculty members use their planning time constructively to promote instructional excellence</i>				
<i>Teachers promote supportive communication</i>				
<i>Teachers successfully creates a sense of community in their classes</i>				

Part 2: Learning Management Approaches

Items	4	3	2	1
Dominating Management Approach				
<i>Teacher feels the need to dominate by both overt and covert means</i>				
<i>Students in the class see quickly that they have only two choices, to be obedient or rebel.</i>				
<i>There appears to be a high degree of intentionality due to the authoritarian display of power, a closer examination reveals much less in reality.</i>				
<i>The teacher acts so frequently out of a reactive mode, students are seldom fully sure what to expect.</i>				
<i>The mode of the teacher has a great deal to do with the climate of the class on any particular day.</i>				
<i>Typically a fan of extrinsic rewards, "sit and get" teaching methods, and the use of grading for the purpose of coercion.</i>				
Enabling Management Approach				
<i>The defining characteristics of this style are passivity.</i>				
<i>Teacher operates under the faulty assumption that if they make enough reasonable verbal appeals to students (rather than taking deliberate action and/or delivering meaningful consequences), at some point, the students will respond with functional behavior.</i>				
<i>Manager become too frustrated with the students' dysfunction and lack of respect, they react with episodes of hostility, which brings them even more inner</i>				
<i>conflict.</i>				
<i>Teacher preaches self-direction and internal motivation, yet do little to promote them.</i>				
<i>The approach is typically well intentioned, but inherent in this approach is a lack of courage to lead.</i>				
<i>Their commitment to promoting student interests is noble, but over time students learn that they are able to act as they please.</i>				
<i>Social Darwinism' become the defining quality for the peer relations. Without intending to, in this approach the teacher has helped promote a rather unsafe emotional climate, thus their label the "enabler"</i>				
<i>Cooperative learning and engaging hands on activities that are the preference of this style which the teacher increasingly descends into playtime and a chance for students to "mess around" as a result of a lack of clear direction and purpose.</i>				
Conducting Management Approach				

<i>The Conductor takes a very intentional approach to management.</i>				
<i>A successful conductor begins early in the year with a period of training and education in rules, procedures and consequences.</i>				
<i>As if under the command of an orchestra conductor, the class is trained to respond to directions in a very efficient manner, it is built on consistency and clarity.</i>				
<i>Out of this structure, the goals of a productive learning environment, respect, accountability and positive relationships are constructed.</i>				
<i>Includes a heavy reliance on encouragements and rewards.</i>				
<i>The pedagogy in this approach trends to lean toward direct instruction, but includes multiple methods that have been demonstrated to obtain results.</i>				
Facilitating Management Approach				
<i>The ultimate goal of 1-style manager is to create a class that is self-directed and manages itself.</i>				
<i>These teachers understand that to do this it will take time, but are willing to live with what might feel like a little less predictability so as to achieve their long- term goals.</i>				
<i>Goals are defined by an intentional promotion of the students' intrinsic motivation and sense of personal responsibility.</i>				
<i>Students in the 1-classroom grow in their ability to answer both the "what are we doing?" as well as the "why are we doing it?" kinds of questions.</i>				
<i>An implicit understanding of the community expectations is cultivated. To achieve this end, facilitator-teacher makes a devoted attempt to help student recognize the value of functional responsible behavior.</i>				

Part 3: Describe yourself

Please check (√) the box provided that corresponds to your appropriate response to the following items:

1. Age:

18-25

26-35

2. Gender:

Male

Female

**End of questionnaire.
Thank you for your time.**

**SCHOOL CLIMATE, INSTRUCTOR'S LEARNING MANAGEMENT
AND STUDENTS SELF-EFFICACY**

SURVEY QUESTIONNAIRE B

Dear Colleagues,

Below are questions that will help assess and determine the Teacher’s Learning Management Approach and the student’s self-efficacy. The result of this study will be used to develop a Proposed Classroom Management Enhancement Plan. This survey is completely confidential and anonymous. This research is voluntary and you have the right not to participate if you feel not comfortable of answering any questions. Rest assured that any information provided in this research will be treated with utmost confidentiality. Thank you for your participation.

Derese simegnew

Researcher

Instruction: Each item in this part specifies the different dimensions of school climate and the student’s self-efficacy. Corresponding to each item is a four numeric scale that you are going to place a check (√) which best represents your idea and assessment. The qualitative or descriptive equivalents of the numeric scales are provided in each table.

Legend: 4- Very Satisfied, 3- Satisfied, 2-Dissatisfied, 1-Very Dissatisfied

Part 1: School Climate (as perceived by the Teachers)

	4	3	2	1
Leadership				
<i>School sense of vision and, mission</i>				
<i>Trust and respect in leadership of the institution</i>				
<i>Curricular strategies are systematic and integral to the school’s leadership strategy.</i>				
<i>A sense of “shared values” being purposely cultivated.</i>				
<i>School’s decisions which are conspicuously grounded in the university vision and mission.</i>				
Academic Excellence & outcomes				
<i>Maximum use of student-generated ideas and input.</i>				
<i>Strategies consistently promote increased student self-direction in their respective fields.</i>				
<i>Assessment targets are clear and attainable for learners.</i>				
<i>Instruction promotes student locus of control, sense of belonging and sense of competence.</i>				
<i>Students are given systematic opportunities to reflect on their learning process and progress.</i>				
<i>Curriculum learning strategies promotes higher-order thinking (e.g., analysis, application, and synthesis).</i>				
Student Behavior and Discipline				
<i>School-wide discipline and campus wide policies are consistently applied.</i>				
<i>The institution has clear expectations and has consistent discipline policy.</i>				
<i>The university used effective strategies to promote behavioral empowerment and accountability among its students as an integral part of professional development.</i>				
<i>Students working toward collective goals.</i>				
<i>School maintains traditions that promote school pride and a sense of academic community.</i>				
<i>The institution give due considerations to the students over management decisions that affect them.</i>				
Environment				
<i>Implements Safety and Security Protocols</i>				
<i>Physical Appearance and facilities</i>				
<i>Feeling Community</i>				

<i>Promotes culture and sub-groups blend, interrelate and feel like valid members of one academic community.</i>				
<i>All students are valued as quality community members and regards presence with sense of honor.</i>				
Faculty Relations				
<i>Collaborations on matters of teaching</i>				
<i>Faculty members exhibit high level of respect for one another.</i>				
<i>Faculty members use their planning time constructively to promote instructional excellence</i>				
<i>Teachers promote supportive communication.</i>				
<i>Teachers successfully create a sense of community in their classes</i>				

Part 2: Student’s Self-Efficacy

Legend: 4-Excellent, 3-Good, 2-Fair, 1-Poor

Items	4	3	2	1
Academic Performance				
<i>Students able to cope with the requirement of the course and accomplish different tasks given to them by their teachers.</i>				
<i>Ability to study and remember facts and being able to communicate the learning/knowledge verbally or down on paper</i>				
Attendance and Punctuality				
<i>Students able to attend classes on time</i>				
<i>Students attend all class sessions and conferences</i>				
Ethical Standards				
<i>Student’s behavior is to reflect a refined maturity and attitude that complies with the university standards.</i>				
<i>Students are expected to maintain the highest standards of academic integrity.</i>				
Participation of In-campus Activities				
<i>Students able to participate the different curricular and co-curricular activities</i>				
<i>Students able to achieve or gain the academic goals of the in-campus activities</i>				

Please check (√) the box provided that corresponds to your appropriate response.

1. Age: 2. Gender:
 18-25 Male
 26-35 Female
 36-45
 46-55
 56-65

3. How long you have been teaching in this institution? Number of Semester/s:
 1-2
 3-4
 5-6
 7-8

**End of
 questionnaire.
 Thank you for
 your time**