Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

FACTORS AFFECTING THE ACADEMIC ACHIEVEMENT OF CHILDREN'S ENGAGED IN TRADITIONAL WEAVING AND POTTERY INDUSTRY IN GULLELE SUB-CITY ADDIS ABABA

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Abbreviations:-

E-FACE: - Ethiopians Fostering the Attainment of Child Education and wellbeing through Education and Capacity Building

EFA:-Education For All

GoE: - Government of Ethiopia.

ILO:-International Labor Organization

MDG: - Millennium Development Goal.

MoE:-Ministry of Education.

NGO: - Non-Governmental Organization.

SES:-Socio Economic Status

SIMPOC: - Statistical Information and Monitoring Program on Child Labor

UPE: - Universal Primary Education

UNESCO: - United Nations Educational, Scientific and Cultural Organization

UNICEF:-United Nations Children's Fund.

Abstract

This study focused on the factors that influence academic achievement of children engaged in child labor. It intends to identify the school related factors that influence childrens engaged in child labor concerning access and retention in Elementary school education in the Gullele sub city of Addis Ababa. The study adopted the descriptive survey design and targeted a population of child labor in Elementary schools . A total of 112 grade 8 students selected from 4 elementary schools in the sub city were included in the study. Purposive sampling technique was used to select the 112 grade 8 pupils engaged in traditional weaving and pottery industries. Data was collected using achievement test and questionnaires. The questionnaires were pre-tested on 37 respondents selected from two elementary schools. The Descriptive statistics, correlation& regression technique were used to analyze the data. Result of the data analyses revealed that pupil engaged in traditional weaving and pottery industries are significantly affected by the work condition (workload), their attitude to the school, their school attendance, the amount of support from their family. Findings of the study suggest the need for a well-designed program support that can have a positive and long-term impact on enrollment and academic performance of those affected school children. Hence, this intervention requires the involvement of all stakeholders including nongovernmental organizations.

Chapter One

Introduction

1.1 Background

Etymologically, the word “education” is a derivative of the Latin verb “educare” meaning ‘to bring up’, ‘to lead out’, ‘to rise up’, ‘to inform’, ‘to teach,’ and ‘to train’ (see Nnaemeka, 2011).Education is, therefore, a process of learning, acquiring and transferring knowledge, training, skills, and ideas. It is a key tool in eradicating poverty and achieving sustainable human development. Without it, all other tools employed , are weak and feeble. Education enhances individual and collective capabilities, and brings the society to a higher level of awareness in respect of its opportunities as well as possibilities (Nnaemeka, 2011). In this regard, education has a crucial role to play in bringing about systematic, orderly, and peaceful socioeconomic and political change for the good of all people (Talesral, 2007).

Creating accesses to free, quality and compulsory education for the most marginalized group of pupil is the key for the success of the MDG. The Education For all goals were established at Jomtien (Thailand) in 1990 and reaffirmed at the 2000 World Education Forum in Dakar (Senegal). In 2000, the world’s governments committed to achieving universal access to free, quality and compulsory primary education by 2015 (UNSCO, 2007).

The goal of achieving universal primary education (UPE) has been on the international agenda since the Universal Declaration of Human Rights affirmed in 1948, which articulates that elementary education should be freely and compulsorily available for all children in all nations. This objective was restated subsequently on many occasions,

including the international treaties and the United Nations conference declarations (EFA Global Monitoring Report, 2005) as follows

> *"The right to education is a fundamental human right that occupies a central place among human right because it is essential and indispensable for the exercise of all other right and for development. No civil, political, Economical or social right can be easily exercised by individual without a Minimum level of education"*

In almost all countries, education is offered in the form of hierarchies, starting from nursery level to higher education. Primary education is one of the hierarchies of education. It is vital to achieving economic growth, increasing income, and sustaining a healthy society.

For general education, the main goals are to improve access to quality basic education in order to make sure that all children, youngsters and adults, with particular emphasis on females, acquire the competencies, skills, values, and attitudes that enabling them to participate fully in the social, economic, and political development of Ethiopia and to sustain equitable access to quality education services as the basis and bridge to the demand of the economy for middle level and higher level human resources (MoE,2010).

Despite the commitments made by governments under international instrument to provide education for all, especially free and compulsory quality basic education, for millions of children in worldwide remain deprived of educational opportunities many of them are due to poverty, even if they are not at work (Nawaz &Irfan ,2012).Therefore, governments, their education authorities and national EFA partners must continue to work together to ensure basic education of quality for all, regardless of gender, wealth, urban/rural location, language or ethnic origin (Etsey, 2005).

Many students missed school because of school closing, teacher absence, long walking distance to and from school and hunger (Godfrey, 2013). Poverty can make it even more likely that a child will drop out of school than that he or she will never enter school at all. Children labor exploitation is one of the many factors that affect children's academic achievement in school. Children who are highly vulnerable to labor exploitation may not focus on their education. Low achievement is strongly but not universally associated with disadvantaged groups. It works in various ways; some of them connected with poverty itself and its attendant stresses, poor housing, even poor nutrition, and health and social class(Lancaster and Ranjan, 2003).

A key factor is the 'home learning environment, the amount parents read to their children, the number of books in the home, the degree to which parents support their children's education in and out of school (Rober&Geeta ,2007). Poorer health and social behavior due to poverty also undermine educational achievement (Moore, 2009**).**

More than 5.5 million children are categorized as orphans or vulnerable children in Ethiopia these children are vulnerable to a range of forms of abuse, neglect, exploitation and violence, common and widespread child risks identified by the participating children include: physical punishment, humiliating and degrading treatment, sexual harassment and rape, child labor exploitation, trafficking, abduction and robbery. The prevalence and magnitude of some of the risks differ between urban and rural communities.(Save the children Ethiopia, 2010)

The Government of Ethiopia is committed to the provision of quality education and training to its citizens at all levels. The Ethiopian Constitution has articulated the provision of Basic Education as a human right to every Ethiopian child. As reported by

Derbassa (2006, cited in Aemiro ,2011), Ethiopia reaffirmed its commitment to achieving universal primary Education by 2015 with a specific target to bring all boys and girls to school and will be able to complete a full course of primary Education.

The researcher can not find many research topic related to the effect of child labor in the academic achievement of engaged children in the context of Ethiopia. However, (Bedi & Assefa, 2004) investigated whether the number of hours worked by children has an effect on school attendance and on their reading and writing ability.They found a nonlinear relationship between hours of work and school attendance of children but, at between 16-22 hours of work, the reading and writing ability of children begins to suffer while school attendance is not affected. On the other hand, Tassew (2011) showed that a limited amount of child labor affected a student class attendance. Similarly, Solomon and Alemu (2006) also tried to map the effect of child labor on different dimensions such as health, income and work conditions of 323 children in SNNPR whose age were below 14 years. The major goal of this research is to examine what factors influence the academic achievements of grade 8za students engage in traditional weaving and pottery works in Gullile Sub-city in four primary schools.

1.2 Statement of the Problem

As indicated in the above section, to our knowledge there are almost no research outputs on the effect of child labor in the academic achievement of children's engaged in traditional weaving and pottery industries in the context of Ethiopia. This research aimed at studying the factors that influence the academic achievements of students engaged in traditional weaving and pottery industry. Hence, the study is answering the following basic questions:

1) What are the factors that influence the academic achievement of students engaged in traditional weaving and pottery industries?
2) Is there a significant difference in academic achievement between students getting more support than those who get little support?
3) Do pupils with a positive attitude towards school perform better than those having negative attitude?

1.2 Objectives of the study

The overall objective of this study is to examine the factors that influence the academic achievement of students engaged in traditional weaving and pottery industry in three words of Gullele sub-city.

1.4 Significance of the study

The study is expected to provide the necessary empirical evidence regarding the major factor that may influence pupils learning and thereby enabling concerned bodies to be aware of the current conditions and take necessary steps to improve the education of those children engaged in traditional weaving and pottery industries. Therefore, the study is important, because it enables to :-

- Identify the academic achievement problems of this type of students engaged in traditional weaving and pottery industries.
- Provide basic information to other researchers who want to study further on the subject matter under study.
- Contribute for better theoretical understanding about the academic achievement of children engaged in traditional weaving and pottery industries.

1.5 Scope of the study

Achievement is a very wide concept and related to many factors .Hence; it is difficult to include all components in this study. It is a challenging aspect of the academic literature that student performances are influences due to social, psychological, economic, environmental, and personal factors & these factors strongly influence the student's performance, but these factors vary from person to person and country to country (Nawaz &Irfan, 2012).

Therefore, this study concentrates on pupil's attitude toward their achievement and Family educational support and workload in relation of pupil's achievement. The scope is also limited to 112 grade 8 students (aged 13 to 16 years) engaged in traditional weaving and pottery industry in four primary schools (Gusekom, Addis Tasfa, Eyarose Alem and Hamela 19 Elementrary school) found in Gullible-Sub city of the Addis Ababa city Administration.

1.6 Operational definition of variables

Academic Achievement: - is defined as outcomes that include individual student marks in a given year, school achievement examinations, or standardized test scores in core subjects, grades or GPA, and teacher rating scales (Chowa, 2013) .

Attitude: - Refer to students interests in their school and their teachers.

Child labor: - The term "Child labor" is often defined as work that deprives children of their childhood, their potential, and their dignity, and that is harmful to physical and mental development. (ILO, 2006)

Educational resource: - Educational resources are materials used to support education that may be freely accessed, reused, modified, and shared by anyone.

Family background: - Refer to family education and educational support for their children.

Second Cycle Primary education: - Grade 5 to 8 grades.

Work condition of the child: - is the amount of hour per week each student engaged in weaving or pottery job.

Chapter Two

2. Review of related literature

2.1 Factors influencing educational achievement of pupils

The primary purpose of this review is to assess some relevant literature works regarding the academic achievement of children engaged in traditional weaving and pottery industries, with a focus largely on the impact of family support, attitude of students, work condition of the learner and class attendance.

The literature review is organized under five major sections. The first one deals with Student's attitude towards school and their academic achievements. The second one falls on Student SES, and academic achievement. The impact of school attendance to the engaged learner academic achievement is presented in the third section. The forth one is about family educational support and its effect on pupils academic achievement , and the final one is child labor, excessive workload, and its effect on their academic achievement of students .

The academic achievement of children is one of the most important issues being emphasized by the governments of the developing world (Nandy, 2003).

Many researchers discussed the different factors that affect the students' academic performance in their studies. There are two major factors that affect the students' academic performance. These are internal and external classroom factors. Internal classroom factors include students competence in English & Math's, class schedules, class size, English & Math's text books, class test results, learning facilities, homework, environment of the class room, complexity of the course material, teachers' role in the class, technology used in the class and exams systems. External classroom factors

include extracurricular activities, family problems, workload, financial, social, and other problems. Research studies show that students' performance depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance, however, certain factors deteriorate the educational progress of children in the society. Such factors include; child labor, socio-cultural factors, socio-economic factors, geographical factors among others (Nawaz &Irfan 2012).Educational research has also identified many factors that could influence student achievements, including teacher educational expectations, and teacher and student perceptions of student school experiences (Gansu ,2012).

Roby (2003) also showed other factors that directly and indirectly play a role on a student achievement. Students, parents, and educators, i.e., testing climate, and curriculum, can control some of those variables to a certain degree. Other factors are much more difficult to affect, students' academic achievement such as socioeconomic conditions.

There are other major out of school factors including loss of parents through death and divorce, inability of many parents to raise school fees, lack of money for uniforms, books, pens, and other costs associated with school, beating, and abuse of children' by their boss. Together with the factors mentioned above, poverty, orphan hood, political or administrative bias, religious factors, educational factors and lack of initiatives that are not detrimental to child's access and retention in primary school education still needs to be addressed .This may include government policies and programmers put in place to enable the child in particular to access and be retained in primary school education. Another line of research examines more closely the connections between student

educational expectations, their school experiences, and achievements. Student perceptions of school experiences as reflected in their self-evaluations of academic abilities and achievements and feelings of disengagement are closely related to their educational outcomes (Gansu,2012) .

Boykin (1986, cited in Rachuba, 2001) found that academic risks may be associated with the potential discontinuity, or "lack of fit," between the behavioral patterns and values socialized in the context of low-income and minority families, communities, and those expected in the mainstream classroom and school contexts.

Roberts (2007, cited in Farooq, 2011) also reported that theory of educational productivity determined three groups of nine factors based on affective, cognitive, and behavioral skills for optimization of learning that affect the quality of academic performance. Aptitude (ability, development, and motivation); instruction (amount and quality); environment (home, classroom, and peers)

2.2 Students' attitude towards school and scholastic achievement

The term attitude refers to general ways such as characteristics of individuals as feelings, interest, appreciation, value, commitment, opinions, beliefs, and value system. There have been many attempts made to enhance students' academic achievement. It has always been the main concern of many dedicated teachers and parents that their students and children be as much successful as possible. In relation to this, many teachers are convinced that students need the positive attitude to succeed academically (Zainol,2011

Sarwat (2013) noted that attitude affects behavior, influencing what the learner selects from the environment, how he will react towards teachers, towards the material being used and towards the other students.

Papanastasio (2002, cited in Mulugeta, 2008) explained that there is a significant correlation between attitude and achievement. Additionally, students' confidence in themselves academically and their perceived control over learning affect not only the strategies they employ in studying but also their overall academic achievement.

Sewnet (1995), found that the attitude of the student towards the school and teachers, as measured by interest indicators, had a significant influence on the achievement (measured by tests for reading, writing and computing skills) of the student in the subject.

2.3 Student Socio Economic Status (SES) and Academic Achievement

Considering the importance of primary education in national development, it would be expected that many countries would have launched program to increase access leading to achieving universal primary education. This has, however, not been the case with many of the African countries. They reflect enormous differences in enrolments and participation, with some countries having achieved close to universal provision, while others continue to lag behind. Research indicates that poverty is one of the most important economic factors accounting for the low participation families are too poor to afford direct and opportunity costs for their children to enroll in school. As economists tend to demonstrate, economic development normally boosts educational growth. In this regard, countries, which have more resources to allocate to education, both as an investment and as consumption good, achieve a higher participation in education as shown by evidence from more industrialized countries (Nnaemeka, 2011).

Understanding the relationship between family social position and children's educational outcomes is one of the key areas where sociology informs educational

research. Students' socioeconomic status (SES) is typically used as the variable that reflects inequality in access to family and community level resources that provide essential support for demonstrating academic achievement. Educational accountability systems recognize the importance of student SES by including it among the reporting categories for which states are required to demonstrate improvements in student achievement.

In educational research, SES is a frequently used statistical control, because empirical data support the notion that SES is a significant contributor, whether directly or indirectly, to both individual and group differences in educational outcomes.

Adams (1996, cited in Farooq, 2011) reported that, besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adelson & Emily, 2014).

It has assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental socio economic status. The role of socio-economic status cannot be denied as it has a great effect on personality, learning, and development of the individual and his academic achievement.

As the socioeconomic status of their parents increased students' academic performance will be increased, because, if the SES of parents is stronger enough they are in a position

to provide sufficient materials for their children, Otherwise student from the low economic status family engaged themselves to part time work and this in turn influence academic achievement of students negatively. Although many studies confirm that socio-economic (family) background and school-factor interplaying in determining the academic achievement of a learner (Tassew, 2011).

SES in relation to student's school achievement refers to parents and family SES as explained by their achievements in schools. Most studies revealed that, particularly at primary level, children from low SES families are more likely to have: -

- low level of literacy, numeracy, and comprehension.
- lower retention rates.
- lower educational participation rates.

It is encouraging to see that many governments, funding agencies, and civil society organizations are increasingly rallying to this more inclusive and comprehensive view of education (Etsey, 2005) .Income, assets, and family structure are the main household characteristics identified in the literature that impact on school completion rates. The likelihood of children dropping out of school depends on the level of opportunity costs incurred by parents by being in school children with greater opportunities to earn income are likely to be taken out of school and involved in work if parents need additional income (Tassew, 2011).

The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Kohn (1963, cited in Ferdows, 2012) found that the parents' social class would affect the quality of their relationships with their children and these

quality differences would have a direct influence on the children's school performance. According to him the parents' behavior, values, and beliefs stemmed from their socio-economic background, i.e., their social class, income, occupation, and education.

2.4 Attendance and Student Achievement

Effective teaching and learning cannot take place without the coming together of the teacher and the students under one roof-the classroom. In other word to check students' commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis, i.e. the attendance register (Oghuvbu, 2010).

Evaluation of learning is a widely debated topic in education generally. However, despite the common assumption that benefit from attending lectures, until 1990s there was little evidence about attendance and its effects on students' learning. A number of recent studies has found positive effects of attendance on performance, leading some authors to call for policies to increase or even mandate attendance (Adegoke &Ayinde, 2013).Some possible causes of school absenteeism are listed by (Naemeka ,2011) as follows:-

- ✓ Lack of Subject Interest and Personal Interest in studies.
- ✓ The mental capacity of a student does not matches with the course opted.
- ✓ The poor teaching skills of a teacher also keep away student from the school.
- ✓ Unfavorable learning environment, unconducive interpersonal relations between students & teachers in schools.
- ✓ Lack of confidence and ragging also cause absenteeism.

- ✓ Poor food of canteen and poor infrastructure facility in school such as no place in a library to sit may also be considered as reasons for absenteeism.
- ✓ Teacher absentees or lacking of efficient teachers in schools is a major cause to shift towards private tuitions, which further lead to student absenteeism.
- ✓ Preparation for examination, excess of homework and sometimes fear from examination keep away students from school
- ✓ Social phobia (do not have friends), Health (always sick) and inferiority complex within student causes absenteeism.
- ✓ Over expectation of parents, also deteriorate the attendance of a student when she/he is unable to cope with parent nature of making comparison among their own children of with the friends of their child.
- ✓ Poor socio-economic background of the student and too much socialization causes absenteeism. It mostly happens during teen age and college when the students form a group to freak out.
- ✓ School culture shock (have a hard time coping up, might be that the school is too advance.)
- ✓ Financial support (the family cannot afford education or education is not a primary necessity).
- ✓ Differing Community Attitude towards Education (the people that surrounds your home and within it education is not given importance)

There is wide spread agreement that chronic school absence jeopardizes student performance and predicts dropout. Research suggests that the reverse might also be true: i.e a positive relationship can exist between school attendance and academic success; however, few studies have confirmed this assumption.

The majority of studies show that students attending classes would in one way or another, perform better on assessment than those skipping class. Class attendance has been repeatedly shown to be correlated with performance (Musser, 2011).

Rohrman (1993, cited in Jones, 2006) reported that, even though previous research has linked students' socio-economic factors that are associated with student absences that are beyond the control of the school, educators could improve attendance, by monitoring students' attendance, encouraging personal development, and building relationships with parents setting high expectations. It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities.

Skette and Damina (2012) indicated that learning and academic performance should be considered from a more holistic approach and the main factors which are considered critical to learning are active learning, students' and attendance.

Stanca (2006, cited in Gomeze &Rosaria 2008) simply exploited variation in attendance and academic performance (both measured in percent) over different midterm exams, using panel data estimators to account for time-invariant individual heterogeneity. Their findings indicated that fixed effect estimators are preferable and that attendance has positive and significant effects on performance, ranging from 0.04 to 0.15 percentage

points of performance for each additional percentage point of attendance. Absenteeism, and related class disruptions (e.g. from students entering late and leaving early) can be a concern for educators, because they create an unpleasant and unproductive atmosphere, reducing the ability of instructors to teach well and for students to learn.

Understanding the severity of absenteeism in relation to student achievement can be important to instructors that wish to minimize such disruptions and increase incentives to attend class (Harris, 2006) .

A study conducted on 300 primary schools of New York city indicated that 20% fourth grade were chronically absent for one year and these absences are dragging down student achievement, lowering scores on the state's Math and English language arts tests, even a child with good attendance suffers a small loss academically when the school has a high absentee rate, suggesting that excessive absences across the board can undermine the quality of instruction for all students by creating classroom churn and leaving teachers mired in review and remediation (Musser ,2011).

Gomeze &Rosaria (2008) reported that an original approach to identify the "pure" effect of absenteeism on exam performance in a small (n = 60) Principles of Microeconomics course. Students' absences records over the semester are matched with records of the class meetings when the material corresponding to each question of three multiple-choice exams was covered. Results from a regression analysis show that missing class on a specific day significantly increase the likelihood to respond incorrectly to a multiple-choice question based on the material covered that day compared to students who were present. This finding suggests a negative relationship between absenteeism and academic performance. For class attendance to have the most academic value, both

students and teachers must be actively engaged. Students will accomplish little academically if they only come to class to socialize, complete work for other classes or activities, or sleep. Students must choose to participate in their own education and take responsibility for their learning. Class attendance does not guarantee success, but can enhance the probability of academic success. Even if a teacher is intellectually stimulating and provides clear lessons, explanations and examples, some students will not be motivated enough to come to class. Teachers and advisors must make students cognizant of the benefits of attending class. They must show students the empirical relationship between attendance, grades, and academic success. Despite the best efforts of teachers, the high-risk student who has no real interest in learning and who does not attend classes will have a low probability of success. Although opinions are at odds about class attendance, research supports a strong link between classroom attendance and grades. Research indicates that attendance is statistically significant in explaining class grade and overall student performance (Robert& Geeta , 2007).

Absenteeism in one angle viewpoint is the most common cause of degrading performances of students. Especially to those who are included in the advance intelligence curriculum, absenteeism causes a great lose and may result to giving up an aimed position. It can also cause social repletion especially when a class is composed of a great number of students. This habit can cause a dilemma to the school administration when big figures are involved and may decrease the school's performance. The student body is the greatest contributor to the success or the ground falling of the school. An individual who have habitually made absences in class may have lost the chance of learning. He or she might have less chances of getting an aimed position. The school

who plays an important role to a child's motivation has known the impact of absenteeism to a student and to the school performance itself (Lata & M.Getal ,2014).

Lack of financial resources may limit school attendance among the poor in developing countries, the relatively poor in developed countries, however, often feel excluded from the school community, or the whole school community itself may feel excluded from the wider society. Such exclusion affects their ability to gain the full benefits from education or to translate the benefits of education into remunerative employment. This also has a potential impact on motivation to participate or to do well in education (UNESCO ,2007).

2.5 Family Support and its Effect on Pupils Academic Achievement

Substantial research supports the importance of family involvement in the elementary school years. Growing body of intervention evaluations demonstrates that family involvement can be strengthened with positive results for children and their school success. To achieve these results, it is necessary to match the child's developmental needs, the parent's attitudes and practices, and the school's expectations and support of family involvement (Harvard Family Research Project, 2006/2007).

Families are the primary socializing agents for their children. In addition to providing necessities, such as food, shelter, and clothes, families transmit cultural and educational values and help children adapt to societal demands and opportunities. Early parent Child interactions help children learn regulatory process and socialize them into the rhythm of their family and culture. Not only they directly exposed to risks in their homes and communities, including illnesses, crowding and family stress, lack of psychosocial stimulation, and limited resources, but they often experience more serious consequences

to risks than children do from higher income families. In spite of the attention given to the deleterious effects of poverty on children over the past several decades, rates of poverty remain high, particularly in families with young children and there has been limited attention to the processes where by poverty impacts children's education and development (Black &Patrice ,2011).

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Jones, 2006)

Both research and administrative data show that investment in basic social services for children is a key element to ensure success in alleviating their poverty. It also shows that a minimal level of family resources to enable parents to meet the needs of their children are required - even when families are prepared to put their own needs or the needs of work and other social claims upon them. If there are insufficient resources to satisfy children's needs - however hard parents can be shown to try - then this can cause other obligations and relationships to crumble (Nandy&Gordon ,2003).

Studies have shown that when families are involved in their children's education, children earn higher grade and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors (Ephrard etal, 2013).The influence of the family educational climate is defined by the amount and the style of help that children receive from the family. This is determined by elements of the family context, like the dynamic of communication and affective relationships, attitudes towards values, expectations, etc. Along these same lines, parental expectations have a notable influence on academic results, even when controlling for initial knowledge and socio- economic context (Diaz, 2008).

Marzano (2003, cited in Farooq, 2011) reported that the home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work. The positive results of parental involvement in their children's schooling include improved achievement, reduced absenteeism, improved behavior, and restored parental confidence in their children's schooling. Parent involvement in education at home and at school was positively related to young adolescents' academic outcomes. Parental involvement with older children extends these benefits beyond schooling into later life and career decisions (Ephrard etal ,2013).

2.6 Child labor, Excessive work load and its Effect on their academic achievement

Child labor is a global problem, and its elimination is being called for in the world. According to a recent International Labor Organization report, it was estimated that there are 250 million children between the ages of 5 and 14 years working in Developing countries of which 120 million are working full time while 130 million are working part time(ILO ,2005). These children are involved in such activities like picking coffee or tea regardless of whether it is a school term or holiday .They are also involved in fishing activities, salt harvesting, and sugar cane cutting. Many researchers reported that child labor is a serious concern, because large numbers of children are trapped in highly exploitative and abusive employment relations such as domestic work and bonded labor. In the dangerous and hazardous categories of work, brick making, commercial sex, mining, and carpet making are the most cited reports that many children work for excessively long hours and do not receive adequate nutrition, health care, and education (Ligeve, 2012).

The international community's efforts to achieve Education For all and the progressive elimination of child labor are inextricably linked. Education and, in particular, education of good quality up to the minimum age for entering into employment is a key element in the prevention of child labor. Understanding the interplay between education and child labor is therefore critical to achieving both EFA and child labor elimination goals (Rosati &Lyon, 2008).The phenomenon of child labor plays itself out in various forms and shades. Some are clearly more visible than others are. Children are known do a variety of production works ranging from soccer balls in Pakistan, charcoal in Brazil, fireworks in China and foot wears in India, diamonds in Coted'Ivoire etc. In sub Saharan

Africa, hawking/street trading evidently, seems to be the most popular form of child labor. Estimates indicate that 20 per cent of children between the ages of 10 and 14 are involved in child labor and street trading. As such, children have come to make-up about 17 per cent of Africa's Labor force (Nnaemeka, 2011).

Depending on the nature of the work (and the type of educational opportunities available), child labor can increase pressure to or cause dropouts from schooling; or provide financial support for the child's schooling and/or that of siblings, many children both work and attend school (Kwame etal, 2007).

Many children in developing countries are neither enrolled in school nor engaged in paid employment. Although these so-called "idle" or hidden children are not gain fully employed, many of them tend to work in more hidden forms of child labor, like work in the household, at the family farm or in the family business (Ellen, 2010).

Child domestic work in Child Labor is captured and defined variously by different people from different backgrounds and cultures. However, there is a somewhat consensus that it is "a child engaging in a work to sustain self and or support family." Often the child's development is endangered in many ways by such activities. Children working one standard deviation above the mean have average scores that are 16% lower on mathematics exams and 11% lower on language exams, consistent with estimates of the adverse impact of child labor on returns to schooling (Victoria ,2007**)** .

The study by (Lancaster and Ranjan, 2003) effectively explains the picture of child labor this study is based on an analysis of the child labor data sets of the from Brazil , Several of these data sets were collected under the ILO's Statistical Information and Monitoring Program on Child Labor (SIMPOC). SIMPOC provides technical assistance

to ILO member States to generate reliable, comparable, and comprehensive data in all its forms. SIMPOC was launched in 1998 in response to the growing need for more comprehensive statistics on child labor. The Brazil Child Labor Survey is aimed at obtaining information on households with children between the ages of 5 and 17 years. The Central Statistical Office in Brazil embarked on a study of 6000 randomly selected households and examined in detail the activities of children aged 5 to 17 years who are found in these households. On the principal focus of this study, the independent variable estimates work hours adversely affect both school enrolment (i.e. the probability of the child attending school) and the school outcome variables from the first hour itself. However, the estimated positive coefficient of the work hour's square variable suggests that the adverse marginal impact of child labor hours on the schooling variables weaken as the labor hour's increase. The IV regressions agree that beyond 5 hours a day the marginal impact changes direction, i.e. child labor hour's impact positively on his /her school enrolment and the measures of school outcome. Note, incidentally, that the coefficient estimates of the work hours variables, because of the inconsistency, yield quite different qualitative results from the IV estimates. The gender disaggregated IV estimates of the "years of schooling" equation for boys and girls in Brazil yield a similar picture. It is interesting to note that the turning point where the incremental impact of child labor hours on schooling years changes direction is remarkably robust 4.37 hours a day for boys, 4.51 hours for girls and 4.40 hours for all children. The turning points for the impact of labor hours on school attendance are 4.65 hours. However, that as the Brazil data analysis shows, these turning points will rarely be reached since very few children will clock such high work hours. The point to note from the Brazil evidence is

that the disutility to the child from the first labor hour as he/she starts working is quite high. For example, the first hour of child labor reduces the probability of the child's school attendance by approximately 50%. Alternatively, it leads to a reduction in the "years of schooling" by 2.569 years. The gender differential is quite noticeable the reduction in the years of schooling of boys is 2.13 years while that of girls is 3.69 years. It is mildly reassuring that the marginal impact weakens with each additional hour that the child works, but it will take absurdly long working hours for the marginal adverse effects on learning to disappear altogether(Lancaster and Ranjan,2003) .

Watson also criticized these phenomena as "Child labor has an adverse effect not only through a reduction in enrolment but also because the children may be too tired to concentrate when they are in school. Labor work may displace time spent on homework or additional study, or in extra classes, which are a popular phenomenon in Vietnam" (Watson, 2008).

Education is the key element for social and individual development, every nation whether it is poor or reach requires the quality of education that much its existing level of development. The ILO estimated that there are 152 million child labor between the age of 5 and 14 in worldwide. At the same time, some 67 million children are not enrolled in primary school and a similar number are not enrolled in junior secondary school level. On the present trends the international community will fail to meet the Millennium Development goal of achieving universal primary education by 2015(ILO, 2005).

According to ILO(2005) nearly a quarter of Million children or 16 out of every 100 children worldwide are engaged in exploitative child labor in violation to the convention on the rights of the child and international standards. About one of every eight children in the world is engaged in market work.

Despite general acceptance, that child labor is harmful and despite international accords aimed at its eradication, progress on lowering the incidence of child labor has been slow. While often associated with poverty, child labor has persisted in some countries that have experienced substantial improvements in living standards. For example, Latin America, with several countries in the middle or middle-upper income categories, still has child labor participation rates that are similar to the world average. Countries have adopted various policies to combat child labor. Most have opted for legal prohibitions, but these are only as effective as the enforcement. As many child labor relationships are in informal settings within family enterprises, enforcement is often difficult several countries, particularly in Latin America, have initiated programs that offer households an Income transfer in exchange for the household keeping their children in school and/or out of the labor market. Presumably, governments invest resources to lower child time in the labor market in anticipation that the child will devote more time to acquisition of human capital. However, despite a huge acceleration in the research on Child labor, there is surprisingly little evidence that relates child labor to schooling outcomes in Developing countries. In fact, most children who work are also in school, suggesting that perhaps child labor does not lower schooling attainment. Additionally, studies that examine the impact of child labor on test scores have often found negligible effects, although most of these are in developed country contexts (Victoria etal ,2007).

Child labor in Ethiopia

Poverty in Ethiopia is chronic due to, among others, population pressure, land degradation, unemployment and under-employment among adults and school youth. The other main cause of child labor is cultural values. The Ethiopian culture encourages children to work to develop skills. Children are considered as assets to generate income in time of poverty, children should, therefore, be given work at home early in life and be obliged to assist parents. A recent research work shows the situation of child labor is worsen time to time. Solomon & Alemu (2006) Conducted a survey on 323 child laborers in SNNPR and the result showed that about 42.0% of children was below the age of 14 years and was engaged in employed labor. According to the researchers the reasons for child labor included poverty (60.7%), loss of parents (17.3%), disagreement with parents (8.4%), parental separation (6.5%), shortage of food (5.3%) and displacement due to war (1.5%). Almost all of the respondents' parents had a low-level rank occupation with 64.0% having a monthly income of less than 50 birr and 79.0% of the respondents reported that they were from poor families. Among the respondents, 51.1% were domestic child laborers, 22.6% were street child laborers, and 18.3% were working in private organizations (Ibid). Two-thirds of the child laborers were working for more than **10 hours** a day and 82.0% of them had a daily income of less than five birr. About half of them stayed in the job for more than two years and most of them did not visit their parents or relatives for long periods. Eighty-four percent of them reported previously encountering one or more health problems. Malaria-like illnesses and diarrheal diseases were the major health problems reported by the author. About 19.0% of them were sexually active, yet 22.6% of them have never heard about HIV/AIDS.

About three-quarters of them did not attend any kind of health education program. The majority (77.4%) of them had never heard of the Conventions on the Rights of the Child (CRC) (Solomon & Alemu ,2006).

Ethiopia is not only widely accepted but also often considered as a better alternative for children coming from poor families. The factors that contribute to children being pushed into domestic labor are poverty, lack of opportunity for schooling, ignorance of risks of domestic service, and the increasing number of orphans. Different literature also pays considerable attention to the impact of involvement in child labor on Children's scholastic achievement.

As noted by Lancaster and Ray (2003, cited in Tassew, 2011) a child labor (even in limited amounts) leads to a reduction in school attendance rates and in the number of years of schooling received, children's learning will be adversely affected. Hours spent at work reduce time available for study, tires the child and reduces learning productivity.

2.7 Conceptual framework

Academic achievement at any point is a cumulative function of family, community, and school experiences. A study of the entire process would require complete family, community, and school histories, and such data are rarely if ever available. Indeed, the precise specification of what to measure is poorly understood. In the absence of such information, analyses that study the contemporaneous relationship between the level of achievement and school inputs for a single grade are obviously susceptible to omitted variables biases from a number of sources.

Significant researches have indicated that students' social and economic circumstances are the most important factors explaining their educational results. Low achievement is

strongly but not universally associated with disadvantage. It works in various ways; some of them connected with poverty itself and its attendant stresses, poor housing, even poor nutrition, and health and social class. A key factor is the amount parents read to their children, the number of books in the home, the degree to which parents support their children's education in and out of school (Steveng , 2005).

It is important to note that students, with the highest poverty rates, are more likely to be chronically absent. Similarly, students from low-income families had lower attendance than their more affluent peers. Steveng (2005) suggests that improving attendance can help reduce the achievement gaps among socioeconomic groups. Parents are responsible for getting their children to school every day, schools and communities need to recognize and address the barriers and challenges that may inhibit them from doing so, especially when they are living in poverty. Research has revealed significant relationships between attendance and grades that concluded that initial attendance is a lair predictor of future academic performance. The total amount of time that students report studying has often been examined as a potential predictor of success in school. It might seem that the more time that students spend studying, the better grades they should receive (Ahmed etal,2013)

Hence, all of the research reviewed in this chapter support the view that student performance depends on different socio-economic, psychological, and other environmental factors and most of the researchers concluded that family income influences academic performance positively. Parental expectation and parental communication are also two important variables that can increase students' achievement. Regardless of parental background related to SES and education level, the

gap between high and low, SES background students' achievement can be reduced by increasing parental expectations and parental communication. Once parental communication is established, parental expectation will more than likely happens by it. This is because once parents communicate with their children and their children's teachers; they may become more knowledgeable about their children needs.Based on the synthesis in the preceding paragraph, the conceptual framework of the study is presented pictorially as follow.

Chapter Three

Research Method

3 .Methods &Design of the study

This chapter deals with the methodology of the study and the statistical procedure employed to analyze the data.

3.1 Design

With the intention of getting, the general picture of the existing challenges of educational achievement among children's engaged in traditional weaving and pottery industries in the sampled sub-city the quantitative approach was employed for a better understanding of a research problems.

3.2.1 Participants

The research was done in Addis Ababa, Gullela sub city in three Woredas where many Children migrated from rural area mostly from south Ethiopia "Gamo Gofa" and "Semen Shawa"in searching for work (like traditional weaving and pottery) .This sub-city is selected purposely, because it is the area that worst child labor exploitation took place like in"Sheromada" and "kachane."A total of 112 sample children (48 male &64 female) were selected within the age range of 13 to 16 years. The participants are selected from four elementary schools located in three woredas (1, 2 & 6) of Gulelle sub-city ,which are beneficiaries of the E-FACE project .These three woredas are potential areas for child labor exploitations like traditional weaving and pottery industry.

Table 1:- Summary of Participant Number In four Selected Schools.

Study Groups	School Name	No of sampled student in each school
Grade 8	Gusekom Primary School	37
	Addis Tesfa Primary school	25
	Eyarose Alem Primary school	6
	Hamela 19 Primary school	44
	Total sum	**112**

3.2.2 Sampling techniques

The population of the study includes those children working in traditional weaving and pottery industry in Gullele sub-city (Sheromada and kachane). The sample sub-city,woreda &school are selected using purposive sampling technique.

3.2 Method of data collection

The purpose of this study is to assess some factors that influence the academic achievement of students engaged in traditional weaving and pottery industries. It also investigates the relationship between achievement variables &attitude of students towards their school, work conditions (workload), the Family support, & Class attendance of the students. The data source, the sample selection procedures, development of measuring instrument, data collection instruments of the study are described below.

3.2. Data collection Instruments

The researcher employed three types of data collection instrument to collect data, which are briefly described as follow:-

3.2.1 Achievement test: - The first group of instrument was mainly meant to assess the achievement of pupils in certain subject areas. It consisted of two kinds of instruments namely English and Mathematics achievement tests, which are taken from grade 8 regional examination. The items are selected based on a table of specification that was prepared using the objectives indicated in the grade 8 English and Mathematics syllabus.

3.2.2. Questionnaire:-The questionnaire was designed to collect information from students. It consists of items about academic related characters plus some factors such as effect of family educational material support & certain school related needs, students' work condition and their attitude towards schooling.

3.2.3. Document analysis: - Document analysis is a social research method which is used as a tool for obtaining relevant documentary evidence to support and validate the facts stated in a research. In this study the first and the second semester attendance sheet of all 112 student was reviewed.

3.3. Procedures of data collection

The Academic achievement test and Questionnaire were administrated to all the participants. The English and Mathematics schoolteachers participated during the administration of the instruments. Instruction on how to respond to the questionnaire was read to the participants. The questionnaires were administered immediately, after the administration of the test , all the response sheets were retrieved from the respondents. All the 112 questionnaires were properly filled and returned.

Variables included in the study are-

The Dependent variable:-

- Academic achievement of students

The independent/explanatory variables included students':-

- Attitude towards their school and achievements
- Family Educational supports
- Attendance of the pupils

3.5 Methods of data analysis

The quantitative data analysis was guided by the overarching question: What are the factors that influence the academic achievement of children engaged in traditional weaving and pottery industry? To explore the impact and influence, a multistage process of data analysis was conducted. First, the correlation of each independent variable and dependent variable was analyzed, followed by regression analysis. Once meaningful constructs are established, data were analyzed bellow :-

The data were coded, entered, and analyzed by using SPSS. Appropriate statistical tests were performed to answer the research questions, correlation &multiple regressions were used to analyze the contribution of the independent variable to the predicted variable academic achievement.

The major dependent variables were English and Mathematics achievement and Correlation and regression was computed using attitude, family support, workloads of pupils & school attendance of student engaged in traditional weaving and pottery industries. Finally, alpha value of 0.01 was used for all significance tests carried out in

the study, which was decided earlier to data collection. Overall, the quantitative analysis addressed the four specific research questions outlined in chapter one.

3.6 Pilot Test ’for Self –Descriptive Questionnaires

A pilot test was conducted on 42 (26 male &16 female) grade 8 children selected to cheek the reliability of the questionnaire. The school were selected from both weaving and pottery areas. A five point scale questionnaire that composed of 5 item about the family support, 12 item related to the attitude of student towards their achievement and school and the last question was about the amount of time the student spend on work at home. Finally the questionnaire was administered and 37 questionnaire were properly filled and returned. Findings of the data analysis indicated that the internal consistency reliability coefficient is 0.73. Based on the information gained during pilot test very poor item were rejected and modified.

Chapter Four

4. Results and Discussions

In this chapter, results of data analysis are presented. It begins with a descriptive analysis of findings in section 4.1, followed by results of correlation analysis in section 4.2. Section 4.3 presents results of multiple regression analyses.

4.1 Descriptive Statistics of predictor and criterion variables

This simpler descriptive statistics include the mean and standard deviations for each independent and dependent variable and the sample distribution as shown in table 2 below.

Table 2:- Mean and Standard deviations of predictor and criterion variable

Variable	N	Min. Score	Max. Score	Mean	Std. Deviation
English (Y_1)	112	3	25	14.42	5.30
Math's (Y_2)	112	5	22	13.89	4.21
Average achievement of English and Math's test (Y_3)	112	4	23.5	14.16	4.47
Support (X_1)	112	2	5	3.36	1.06
Attitude (X_2)	112	1	3	2.09	.28
Work load (X_3)	112	1	3	1.96	.84
Attendance(X_4)	112	1	4	3.21	1.07

As shown in table 2 above, those independent variables which have high standard deviations shows a greater spread or variation on the dependent variable than those, with relatively low standard deviation. For example, among the predictor, variables attendance (X_4) have relatively high standard deviation than other variables. The finding also show that , pupil with high support mean scores (M=3.36) performed better on English and Mathematics achievement test than with the mean workload score of 1.96.

4.2 Results of inter item correlation analysis

This method was employed to examine the nature and degree of relationships of the variables under investigation .The result of inter item correlation analysis is presented in table 3 below among the independent variables.

Table 3 Inter item correlation between English, Mathematics, and composite result of English and mathematics and Independent variables.

Variable	English (Y_1)	Math's (Y_2)	Ave.of English &Math's test (Y_3)	Support (X_1)	Attitude (X_2)	Work load (X_3)	Attendance (X_4)
Y_1	**1**	.769**	.954**	.912**	.758**	-.908**	.515**
Y_2		**1**	.926**	.665**	.667**	-.794**	.595**
Y_3			**1**	.853**	.762**	-.911**	.585**
X_1				**1**	.683**	-.909**	.376**
X_2					**1**	-.713**	.497**
X_3						**1**	.543**
X_4							**1**

Significant at P<0.01**

As shown in table 3 student workload were negatively and significantly related with English achievement performance (r=-0.91, p<0.01).It indicates that as the work load of children in the home increase the English achievement is highly affected or decreased. In addition, English achievement performance was positively and significantly correlated with attitude of student (r=0.76, p<0.01) and attendance of the learner (r=0.51, p<0.01).This indicates that the more students in the class and positive attitude to school the better result in English achievement.

Also in the above table, we can observe that, Math's performance was positively and significantly correlated with educational support (r=0.66, p<0.01) , attitude (r=0.67, p<0.01) , and attendance of the learner [r=0.59, P<0.01].This shows that the above

(support, attitude and attendance) variables have positive influence on students' Mathematics achievement. While a work load of student [r=-0.79, P<0.01] negatively and significantly related with Math's achievement performance .

Finally, in the correlation between the composite average score in English and Math's with the independent variables are shows that, English and Math's achievement test score was positively and significantly correlated with educational support r=0.85, p<0.01) , attitude (r=0.76, p<0.01) & attendance[r=0.58, P<0.01] of the learner , indicates that educational support ,positive attitude of student toward school and good class attendance influence student performance. However a work load of student [r=-0.91, P<0.01] this indicates that the achievement level of student in both English and Math's scores in the sample study is highly and negatively affected by the work conditions of the student at home .

4.3 Results of Multiple Regression Analysis

The purpose of this section is discussing the combined effect of two or more independent variables. Thus, multiple regression analysis was employed to determine the extent of interaction between the independent variable in relation to dependent variable .Summery of the result of multiple regression analysis on academic achievement[$Y_1.X_1$,X_2,$X_{3,}X_4$] is presented in the table below.

Table 4 Result of regression analysis based on English achievement result

Model	Un standardized Coefficients		Standardized Coefficients	R	R Square	Sig.
	B	Std. Error	Beta			
Constant (Y_1)	-5.76	1.50				.00
X_1	2.64	.41	.53			.00
X_2	3.16	.89	.17	0.94	.89	.00
X_3	1.65	.57	.26			.00
X_4	.46	.21	.09			.02

a. Dependent Variable: English

Model -1 The regression equation:

$\boldsymbol{Y'}$=2.64$\boldsymbol{X_1}$+ 3.16$\boldsymbol{X_2}$ + 1.65 $\boldsymbol{X_3}$+$\boldsymbol{0.46X_4}$-5.76

Where Y'=predicted academic achievement English,X_1=support , X_3= work load , X_4=attendance and X_2 = attitude

The results on table 4 indicated that 89.1% of the variance in English achievement among the sample student was accounted for by the predictor variables (X_1, X_2, $X_3, \& X_4$) taken together. The relationship between English achievement and the predictor variables taken together was high as shown by the coefficient of multiple correlation (R = 0.94). Thus, the predictor variables investigated when taken together

could, to some extent predict English achievement among primary school pupils involved in this study.

The F-value (219.53) of the analysis which was significant at alpha level of 0.01 lends credence to the fact that the prediction capacity of the predictor variables of this study did not occur by chance. Hence, each predictor variable explained the larger proportion of the variance in English achievement test result by the current data.

Table 5 Result of regression analysis based on Mathematics achievement result

Model	Un standardized Coefficients		Standardized Coefficients	R	R^2	Sig.
	B	Std. Error	Beta			
Constant (Y_2)	1.45	2.01		83.1	.69	.47
X_1	-1.01	.55	-.25			.07
X_2	2.80	1.20	.19			.02
X_3	4.05	.77	.80			.00
X_4	.64	.28	.16			.02

b. Dependent Variable: Math's

Model -**2** : $\boldsymbol{Y'}$ **= - 1.01X_1+2.80X_2 +4.05 X_3**+0.64X_4+1.45

Where ($\boldsymbol{X_1}$)**support** , ($\boldsymbol{X_2}$ **) attitude**($\boldsymbol{X_3}$) work load and ($\boldsymbol{X_4}$)attendance

Table 5 above shows the values of the parameters of the regression analysis between the predictor variables ($X_1, X_2, X_3, \& X_4$) and mathematics achievement(Y_2). The R^2 value

indicated that 69.00% of the observed variance in the mathematics achievement scores is explained by the variance in the predictor variable taking together ($X_1, X_2, X_3, \& X_4$). The analysis also gave a standard error (SE) of 2.38 and F-value of 59.61 which significant at an alpha level of 0.01. This shows the fact that the predictor capacity of the predictor variables of this study did not occur by chance hence the larger proportion of the variance of the mathematics achievement was explained by though a large proportion of the variance by the current data.

The relationship between Math's achievement and the predictor variables taken together were high as shown by the coefficient of multiple correlation (R = 0.83). Thus, the predictor variables investigated when taken together could, to some extent predict Math's achievement among primary school pupils involved in this study.

Table 6 Result of the regression analysis based on the composite average English and Math's result.

Model	Un standardized Coefficients		Standardized Coefficients	R	R^2	Sig.
	B	Std. Error	Beta			
Constant (Y_3)	-2.15	1.39		0.93	0.87	.12
X_1	.81	.38	.19			.04
X_2	2.98	.83	.19			.00
X_3	2.84	.53	.53			.00
X_4	.55	.19	.13			.00

C. Dependent Variable: Composite average English and Math's score.

Model -3 : $\boldsymbol{Y'}$ =A + $B_1 X_1 + B_2 X_2 + B_3 X_3 + \ldots B_n X_n$.

$\boldsymbol{Y'}$ **= 0.81$\boldsymbol{X_1}$+2.98$\boldsymbol{X_2}$ +2.85 $\boldsymbol{X_3}$**+0.55X_4-2.16

Where **($\boldsymbol{X_1}$)** support**,** **($\boldsymbol{X_2}$**) attitude**,** **($\boldsymbol{X_3}$)**work load, and **($\boldsymbol{X_4}$)**attendance

Table 6 above shows the values of the parameters of the regression analysis between the predictor variables ($X_1, X_2, X_3, \& X_4$) and the composite average achievement of English and Mathematics achievement test $result$ (Y_3).

The results on table 6 indicated that 86.80% of the variance in average achievement of both test was accounted for by the predictor variables ($X_1, X_2, X_3, \& X_4$) taken together.

Chapter Five

Discussion

The study involves a total of 112 grade of students selected from three primary schools situated in three words of Gulelle sub-city, which is selected using the purposive sampling technique. Data collected by through achievement test in English and Mathematics & questionnaires. Descriptive statistics, correlation and regression analysis were conducted in the study. Findings of the data analysis showed that the academic achievement of students in Mathematics and English is influenced by their attitude ,workload at home, the extent of family support and attendance more specifically ,this study revealed that work load at home has a negative and high influence on student Mathematics achievement followed by attitude and class attendance.

Student' achievement in English is highest and positively influenced by their attitude, followed by family support and class attendance. where as ,work load at home has a high and negative influence on students' achievement in English. Over all, student composite average result in English and Mathematics is negatively and highly influenced by their workload at home, were as, family support attitude and class attendance have a positive and significant influence respectively.

The relationship between average of English and Math's achievement test scores and the predictor variables taken together were high as shown by the coefficient of multiple correlation (R = 0.93). Thus, the predictor variables investigated when taken together could, to some extent predict the average achievement of both subjects among primary school pupils involved in this study. The analysis also gave a standard error (SE) of 1.66 and F-value of 175.89 significant at an alpha level of 0.01. This shows that the predictor

capacity of the predictor variables of this study did not occur by chance hence the larger proportion of variance of the average achievement of both subject was explained by though a large proportion of the variance by the current data. The results indicated that in table 4,5&6 have confirmed findings of the previous studies by Zainol (2011) and Sarawat (2013) about attitude of students; Tassew (2011), about the factor of SES by Stanca (2006) about the importance of attendance. In addition, Nnaemeka (2011)found similar findings about the effect of child labor on the student academic performance. The result also show that Parents support has a significant positive relationship with students' academic performance, the better the parental support the better the result of the students.

Chapter Six

Conclusion and Recommendation

This study has tried to examine the academic achievement of students Engaged in traditional weaving and pottery industries in relation to their attitude, educational support, time they spend in work (workload) and their class attendance at school. The study employs a quantitative research approach.

In conclusion the academic achievement of students engaged in traditional weaving and pottery industries in the sample sub-city is influenced by their work conditions (workload) at home, their attitude, family and class attendance.

Recommendation

Based on the findings the following recommendation is made, most of these children belong to the most marginalized group in society and come from families living in poverty and due to the lack of early identification, appropriate educational material support, and heavy workload these children are prone to repeat grades. Generally, these children taken as a low achiever, Perhaps the important factor is most children comes from low-income working family who are unable to secure satisfactory family arrangements for care. Well-designed programs support can have significant positive long-term impacts on primary school enrollment and academic performance; these come through pre-school effects on physical and mental growth. Therefore, all stack holder and nongovernmental organization should act on the problem.

Although many these students score below average on the achievement test so better instructional techniques and strategies must implement at the classroom, school, at the

Woreda and sub city levels can help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics.

Finally, the Federal and Regional government must play the lead role in the crusade against child Labor by providing the enabling environment, appropriate legislations, healthy diplomatic relations, infrastructure etc. More directly,

- Arranging scholarship support to the children of poor families.
- Supporting NGOs, donors and civic organizations to increase financial and material provisions to vulnerable children.

REFERENCE

{ BIBLIOGRAPHY **}**

Appendix

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Questionnaires to be filled by student engaged in traditional weaving and pottery industries. The aim of these questionnaires is to collect information about factor affecting student academic achievements engaged in traditional weaving and pottery industries .I assure you that the response you give will never be used for another purpose other than the one mentioned above. So you are politely asked to respond for items accordingly and honestly. Thank you very much for your kind cooperation.

Instruction one

1. Each item, please mark X for the item that you believe are expressing Low, Medium and High respectively.

Low(1)	Medium(2)	High(3)

1.1	Parental interest in checking and supervising school result			
1.2	parental support in buying school material			
1.3	parental effort in supervising your daily learning activity			
1.4	The amount of time your parent provided you for study			
1.5	Parents reward when you got high score in test			

2. Below are items which have been designed to assess your opinion and mark X ,for the item that you believe are expressing disagree ,undecided and agree respectively

		Disagree (1)	Undecided (2)	Agree (3)
2.1	Rather than going to school better to work at home			
2.2	Doing home work is irrelevant			
2.3	Other day are better than school day			
2.4	I am interested in basic subject (Math's &English)			
2.5	I feel comfortable when I am in school			
2.6	I prefer learning than working at home			
2.7	I usually enjoy when doing my home work			

2.8	I am eager to see new lesson day today			
2.9	I like to read			
2.10	I listen when my friend talks during class time			
2.11	I usually start performing home work and assignment as early as possible			
2.12	I am comfortable when doing my assignments at school libraries			

6. For how long have you working in 24 hours?

a. 4 hr. b)5 hr . c. 6 hr d) 7 hr e) above 8 hr.

7. What do you understand to be the terms/child labor/ and conditions of your activity?.....

.....

Name ----------Grade/sec ----------No----------

Time allowed 1:00 hr

I. <u>Each equations have four alternatives decide on the correct answer and write the letters of your choice on the provided space</u>

1. Which of the following are not rational number

   A. $\sqrt{100}$ $B.\sqrt{144}$ $C.\sqrt{25}$ $D.\sqrt{140}$

2. Which one of the following statement is true about a rational numbers a, b and c where a, b, c≠ 0

   A. $a + (b - c) = (a + b) - (a + c)$ C. $(a + b) \div c = (a \div c) + (b \div c)$

   B. $a \div b = b \div a$ $D.\, ax(b + c) = (a \times b) \times c$

3. What is the result of $2x^a + a^2x^ay^x$ where $x = 2, y = 3, a = 1$

   A. 20 B. 22 C. 23 D. 24

4. A simplification of $\sqrt{\frac{2}{5}} \times \sqrt{\frac{125}{8}}$ $gives$

A. 1.5 B. 2.5 C. 0.4 D. 5

5. Which of the following is not true?

A. $\sqrt[3]{\frac{27}{8}} = \frac{3}{2}$ $B.\sqrt[3]{\frac{1}{8}} = \frac{1}{2}$ $C.\sqrt[3]{\frac{64}{27}} = \frac{4}{3}$ $D.\sqrt[3]{\frac{27}{9}} = 3$

6. The solution set of the equation $3(2x-1) - 2(3x-4) = 11$ is

A. $\{5\}$ $B.\{1,2,3\}$ $C.\emptyset$ $D.\{0,1,2\}$

7. If the value of x is a whole number the solution of inequality $\frac{2}{7}(14x - 21) \leq 6$ is

A. $x \leq 3$ B. $\{\ldots, -2, -1, 0, 1, 2\}$ C. $\{0, 1, 2, 3\}$ D. None

8. The expression $(a+b) \div \frac{1}{a} + \frac{1}{b}$ *equal to*

A. ab B. $\frac{a+b}{a+b}$ C. $\frac{a+b}{ab}$ D. $\frac{ab}{a+b}$

9. a simplified form of $\sqrt{\frac{4}{10}} \times \sqrt{\frac{250}{16}}$ equal to

A. $\frac{3}{2}$ $B.\frac{5}{2}$ $C.\frac{7}{2}$ $D.\frac{15}{2}$

10. What is the mathematical equation of the sum of two connective even number is 50?

A. $x + (x+2) = 50$ $B.2x + 2 = 50$ $C.(2x) + (2x+2) = 50$ $D.all$

11. One of the following is binomial term

A. $(x-y)(x+y)$ $B.(a+b)^2$ $C.(a-b)^2$ $D.(a-1)(2a-1)$

12. Highest common factor of $5y^4 + 10y^2$ *and* $20y^2 + 40y$

A. $y+2$ $B.y+10$ $C.5y+10$ $D.5y$

13. An algebraic expression that contain three terms is called

A. Binomial B. monomial C. trinomial D. all

14. What is the value of $\frac{x-y}{x+y}$, *when* $x = 5, y = -3$

A. $A, -1$ $B.-3$ $C.\ 4$ $D.-2$

15. If $a = 2, b = -3, c = -5$ *then the value of* $\frac{a-(b)}{b-a}$ *and* $2c^2 - 3b + 2c$

A. $\frac{1}{5}$ *and* 49 $B.1$ *and* $\frac{1}{2}$ $C.5$ *and* $\frac{1}{10}$ $D.\frac{1}{4}$ *and* $\frac{1}{5}$

16. Simplified form of expression $2(a+2b-3c)+3(5a-b+4c)+4(a+b+c)$

A. $\frac{2}{a}+5b+10c$ $B.10a+5b+10c$ $C.15a+5b+10c$ $D.12a+5b+10c$

17. A man is 32 years older than his son. Ten years ago he was three times as old as his son. What present age of a man?

A. 26 years B. 22 years C. 58 years D. 46 years

18. The expression $(1-x)-[Cl-x)-[1-(1-x)]$equal to

A. x $B.-x$ $C.2x$ $D.-3x$

19. The result of $\frac{5}{8}\left(2\div\frac{3}{10}\right)\left(8\div\frac{4}{3}\right)$ is

A. 1 B. 4 C. 25 D. $\frac{15}{2}$

20. The solution set of equation $\frac{2}{x}+\frac{2}{3}=\frac{5}{x}+\frac{1}{2}$

A. 18 $B.9$ $C.2$ $D.-6$

21. $-2(5+3x)-7+2x=\frac{1}{2}(8x-4)+7x, the\ value\ of\ x\ equal\ to$

$A.-1$ $B.-2$ $C.-5$ $D.3$

22. How many terms are in the expression $5x+3y-2$

A. 1 B. 2 C. 4 D. 3

23. Which one of the following is not true

A. $(x-y)(x+y)=x^2-y^2$ $C.(a-b)(a-b)=a^2-2ab+b^2$

B. $(a+b)(a+b)=a^2+2ab+b^2$ $D.(x+y)^2=x^2+y^2$

24. Identify the correct one

A. $x+y\ \ is\ binomial$ $C.\ 6x^2\ y\ is\ monomial$

B. $2x^2+7x+3\ is\ trinomial$ $D.None$

25. The points of coordinate (x. y) the condition x> 0 $and\ y>0\ is\ found$

A. $4^{th}\ quadrant$ $C.2^{nd}\ quadrant$

B. $1^{st}\ quadrant$ $D.3^{rd}\ quadrant$

26. The graph of the equation $y = -3x$ *is pass through quardants*

A. $1to3$ $B.2to4$ $C.1to2$ $D.4to3$

27. The equation of a line $y = mx + b$ the slop is pass through quadrants

A. 1 B. M C. b D. x

28. What is the slope of a line points pass A(3,2) and (5,8)

A. 5 B. 2 C. 3 D. 4

29. Which of the equation is not pass through organ

A. $y + 4x = 0$ $B.y = \frac{1}{2}x$ $C.2x - y = 0$ $D.y = 3x + 2$

30. One of the given order pairs are in third quadrants

A. $(-1,-3)$ $B.(-1,3)$ $C.(1,-3)$ $D.(1,3)$

Name ----------Grade 8 -- No----------

Time allowed 1:00 hr

Choose the best answer from the given alternative and blanked the letter .

1.Jemal : I can ride a bicycle

Mesfin:----------

a.So can I b. Neither can I

c. I can neither d. I ride, too

2.The weather is _____cold _____hot ,it is warm

A Either –or b. neither –nor

c. very-and d. neither

3.Police :- what did you do after you got home?

Seifu :- I watched Tv

Police :-Did anything happen which you _____the Tv?

a.Have watched b. are watching

c. watched d. were watching

4. Mulgeta :- My maths results are not good . what do you advise me?

Sara :- I think you _____hard

a.Have studied b. might study

d. are studying c. should study

5.Ato Faris said to his daughter “make me some coffee?” we can say :-

Ato Faris asked his daughter _____some coffee.

a. Making b. made

c. please make d. to make

6.Mekedes :- I have a terrible headache?

Mother : just a minute I _____you an aspirin

a.Will get b. get

c. am getting d. got

7.Ato Belay hasn’t decide but he thinks if he ha get a better Jobs .he ,

a.Rents b. will rent

c. might rent d. is renting

8.Ali is seriously sick, how do you advise him?

a.Ali, please see a doctor b. Ali, you ought to see a doctor

c.Ali, you will see a doctor d. Ali, can I see doctor

9.Selam encourages Samiraa and Semira encourage slam . They encourage _____

a.Each of them b . them selames

c.both of them d. each other

10)Meron : can Melkamu go to the museum with us tomorrow?

Kasa : He can’t He ----------his sister at the airport

a)is going to meet c) meets

b)is meeting d)will meet

11)Helen arrived at the bus station early ……she would not miss the bus.

a)because c) so that

b)although d) if

12)samual neither watched TV ……went shopping on Saturday

a) or c)and

b)but d)nor

13)The air is not as clean as it used to be. It ……..more polluted each year

a)gets c)is getting

b) has got d)got

14)sara's father has already decide to visit lalibela .He ……a plane ticket tomorrow.

a)will buy c)is going to buy

b)is buying d) buys

15)The school I got to ……..in 1936 EC

a)was established c)is established

b)established d) has been established

16)The two men were sitting under the tree when a car suddenly ……towards them.

a)came c) has come

b)comes d)was coming

17) Aster always ……the shopping for the family.

a) makes c)gets

b)does d)goes

18)Harar ,……is the capital of harari region ,is always worth a visit.

a)which c)that

b)it d)what

19)Egypt had nearly ……television receivers as Nigeria

a)as many c)more

b)twice as much d)twice as many

20)Ethiopia had ……number of television receivers per 1000 people

a)the lowest c)the lower

b)the highest d) the higher

21)The number of radio receivers in Nigeria was …….

a) Higher than Egypt c)equal as Egypt

b)small as Egypt d)the same as Egypt

22)Fatuma has …….marks of the entire student in four subjects

a)highest c)higher

b)high d) the highest

23)working in steel factory is one of ……..jobs in world.

a)the most dangerous c)dangerous

b)more dangerous d)danger

24)My friend enjoys ……honor films.

a) to watch c) to be watching

b) to watching d)watching

25)The radio will not work.....you put some batteries in .

a)as c) when

b)if d)unless

26)I can not give you a ride because my car ……..at the moment .

a)is being repaired c)was repaired

b)repairs d) is repairing

27)Rahel felt sick.....she ate four ice cream cones

a) if c)until

b)because d) so

28)It is impossible to sneeze without ……your eyes .

a)close c)to close

b)closing d)closed

29)In towns you have to drive slowly, you.....drive faster than 50 km/hr.

a)don't have to c)have not to

b)must not d)might not

30)I have to ……..a difficult decision about my future ,I think I am going to leave my job.

a)do c)make

b)be d) get

DECLARATION

I Befekadu Yeseraw Tekle ,declare that, this thesis is my original work in design and execution and has never been submitted to any university or institution and those material contained here in, has been duly acknowledged.

Name : Befekadu Yeseraw

Sign : …….

Date : …….

This thesis has been submitted for examination with my approval as a university advisor.

Confirmed by advisor

Mulu Nega (Ph.D)

Sign:…….

Date:…….