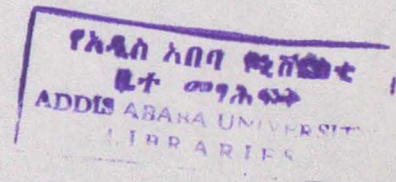


ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

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By

BERTA FLATE

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS IN SPECIAL NEEDS EDUCATION IN
PSYCHOLOGY



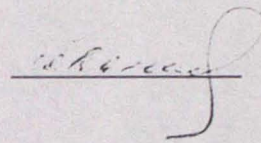
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Addis Ababa University
School of Graduates Studies

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Approval of Board of Examiners

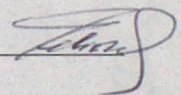
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Acronyms

EMIS= Educational Management Information System

CDR= Institute for Curriculum Development and Research

MOE= Ministry of Education

IER= Institute of Educational Research

Abstract

The main purpose of this study was to investigate the main factors that effect the low achieving grade one pupils on the basis of their school academic achievement profiles, their acquisition of basic learning skills, home conditions, school environment, parents and teachers interactions and their views regarding this issue.

On the other hand, It was also intended to detect if there is any larning disability among these grade one low achieving pupils.

In this study no significant difference was found between urban and rural locations in sttiscal values computed from the responses obtained for data analyses.

However, the results obtained from the responses of the subjects indicated that the low achieving grade one pupils were mostly affected by their cognitive and physical problems (eg. MR and language disorder), Parents illiteracy and economically disadvatageousness, inconducive school environment, age disparity, scarcity of learning materials, teachers low attitudes towards their profession and less concern to help the low achieving grade one pupils.

CHAPTER ONE

1.1 Introduction

The aim of primary education is to equip a population with literacy and numerical skills in order to meet the challenges of life at home and at work; laying a foundation for further educational advance (Mulugeta & Amanuel,2000).

Thus, to achieve this aim like many other activities in our life, an educational program is organised around certain purpose or expectations, which could be enunciated at various levels of specificity, like aims, goal objectives or specifications. Immediate education is a process of bringing about desirable changes in the individuals by way of enabling them to acquire knowledge develop certain understanding, interests and attitudes, perform certain skills that ultimately lead them to happy productive and socially acceptable life (Marew etal 1999)

For the great majority of young children in Ethiopia, the first grade involves a major adjustment. Whereas their life before the first grade has involved out doors mixed activities with carefree play, at school they are expected to sit for several hours with other students paying rapt attention as the teacher introduces new and often strange concepts and skills. For many of young people, this experience is discouraging and stressful. They are unable to grasp all that is taught and they fall behind their peers. By the end of the year, approximately one third of the new pupils decide that school is not for them. (Yilfign et al, 1999). Yet the general objectives of Ethiopian education policy of the transitional government of Ethiopia was to:

- bring up citizens who respect human rights and stand for the well-being of peoples, as well as for equality, justice and peace, endowed with democratic culture and discipline.

- bring up citizens who differentiate harmful practices from useful one, who seek and stand for truth, appreciate aesthetics.

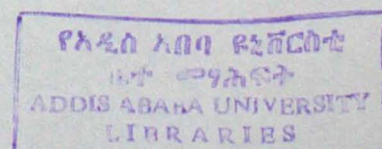
- cultivate the cognitive, creative, productive and appreciative potentials of citizens (M.O.E 1994 ,PP. 7-8).

On the basis of this policy guideline, the institute for curriculum development and research has formulated goals of primary education (i.e. rade 1-4 first cycle) which state:

To provide basic education which is appropriate to the age - level, physical and mental development of learners, acquaint the learners with production and service giving activities with their environment and lay the foundation for further education and training by equipping them with problem - solving skills and attitudes(ICDR, 1994. pp.2-3).

In Ethiopia primary education is supposed to begin at the age of seven (i.e. 7-12 age, for grade 1

However, one can note realistically that a country like Ethiopia will not have homogenous age group in the classes. Age disparity is a phenomenon one can not avoid at this stage of development in Ethiopia, a country with predominantly rural population, low level of literacy, low participation rate and low level of socio-economic development.



It was argued that the main factor of age- grade disparity was not late entrance, but rather repetition and that repetition caused age heterogeneity which in turn caused repetition resulting in a vicious circle of cause and effect (Tekle Haimanot 1999).

Furthermore, Reighton (1971) noted that elementary school is a child's' first encounter with a social setting which operates on other than a primary group basis. In the family and neighbour-hood play ground, the child is considered as a whole and he is perceived as uniquely different from all other children.

In schools, however, all children are judged by the same objective criteria, the children are rated primarily on their performance in specific activities, and little attention is paid to their backgrounds.

It is in the elementary schools years, then, that the child learns to indicate and to respond appropriately to behaviour suitable for -complex-social organisations. In this study factors that affect the academic performances of low achieving grade one pupils will be investigated.

Thus, the main purpose of this study will be to investigate issues pertaining to the ecology of low achieving grade one students in selected primary schools in Addis Ababa and adjacent woredas to Addis Ababa in Oromia region.

1.2 Background of the study

It is hardly possible to trace directly focused research on elementary schools children in Ethiopia who achieve low grades in their academic performance in grade one.

However, some studies indicate that, there are a number of anomalies in grade 1 retention rates of a developing country.

In this respect, throughout sub-Saharan Africa, the rates of grade 1 retention vary from 52% in Gabon to 0.2% in Zambia (UNESCO, 1984).

Variation in state policies regarding early school retention substantively affect children's likelihood of passing grade 1, and these policies may have an enormous impact on children's lives (Liddell Christine, 1996 pp. 227-228).

Regarding Ethiopia, according to EMIS (1999) promotion, repetition and drop out rates are the three paths of students' flow from grade to grade and characterise the efficiency of education system in producing graduates. Students' flow rates are the most important elements in any school system. Over staying beyond the prescribed number of years or leaving before the completion of an education cycle are both indicators of inefficiency of the system.

As some indicators reveal, the reality of the above statement seems to be true in the case of the Ethiopian education system at present

The indicators of the Ethiopian education system (1999) revealed that in 1997/98 academic year, in grade one the percentage of repeaters and drop out rates were 17.3 % and 27% respectively.

On the other hand EMIS (1999) educational statistics and annual abstract shows that in this academic year, the total number of children enrolled in grade one were 1,091, 065 males and 749,120 females this summed up to 1, 840, 185. Among this enrolled

population repeaters were 177,069 males and 126, 187 females and the Total was 303,256 or 16.5%.

On the basis of the above numerical indicators of 1997/98; one can conclude that out of the first grade total entry 44.3% of the children have repeated or that there are a great number of low achievers in grade one.

According to the education and training policy of Ethiopian education system, promotion for grade 1-3 is based on summative evaluation, but since the policy is not implemented fully, in this regard, there are repeaters in those grades. This shows that it is not improving in spite of the endeavour made to decrease it

Thus, an immediate and appropriate investigation is a necessity to curb the situation.

1.3 The statement of the problem

Regarding the issues of students ability in learning Mercer (1989) argues that all the students are unique, different from one another intellectually, emotionally, socially and physically. However, most students are taught in regular classes, without the need for special services and the classroom teacher feels capable of meeting instructional needs. Some students, however, deviate so greatly from "normal" limits that the regular classroom teacher must look for special means in dealing with their learning and behaviour problems.

In light of the above statement, a great number of first grade pupils are low achievers, i.e. they are either failures, repeaters or school leavers before reaching grade 2. Thus, this situation has made the issue very pressing and vital to be detected in this study.

Hence, the purpose of this study is to answer the following questions or issues pertaining to grade one low achieving pupils.

1. What does the achievement profile of 1st graders look like in general and in which 'areas' do they achieve low?
2. What are the major problems of 1st graders, who achieve "low" regarding:
 - 2.1 Acquisition of basic learning skills i.e. listening, speaking, reading writing, reasoning and computation
 - 2.2 Home conditions
 - 2.3 school conditions and associated policies
3. Are there differences between urban and rural teaching in:
 - 3.1 Identifying students who need special services ?
 - 3.2 Evaluating academic performance of low achievers ?
 - 3.3 Evaluating behaviors of low achievers ?
 - 3.4. Opinions about the effectiveness of self- contained class practice ?
 - 3.5 Consulting low achieving pupils' parents ?
4. Are there differences between urban and rural pupils in :
 - 4.1 Previous schooling ?
 - 4.2 Learning in mother tongue ?

4.3 Engaging themselves in home activities

4.4 Motivation to learn ?

4.5 Learning skills that they don't perform well ?

5. Are there differences between urban and rural parents in :

5.1 Education status ?

5.2 Economic status ?

5.3 Engaging their children in home activities ?

5.4 Providing learning materials to their children ?

5.5 Rating their children's motivation to learn ?

6. What options do exist to improve this situation?

1.4 Objectives of the study

As discussed earlier in the background of this study, there are a great number of children who are low achieving and who as a result repeat.. Thus this study will investigate the problems that have been encountered in teaching and learning processes of grade one low achieving pupils

1. General objective

To examine why a great number of grade one students achieve low

1.4.1 Specific objectives



1. To investigate the factors that affect the academic achievement of grade one low achieving pupils
2. To assess whether the organisation of the school environment is optimum enough for teaching and learning process.
3. To assess whether teachers carryout consistent evaluations to give support for children, who scored low grades.
4. To know whether the parents help their children at home and report to the school the problems encountered by their children in learning and discuss the case with the teachers.
5. To assess the problems of grade one low achieving pupils regarding home conditions, associated policies and the health status of the child.
6. To assess problems that are encountered by low achieving grade one students in acquisition of basic skills (i.e.) listening, speaking, reading, writing, reasoning and arithmetic computations.

1.5 Delimitation of the study

This study is limited to grade one low achieving pupils in Addis Ababa and the adjacent woredas' elementary schools in Oromia region.

The main reasons why these schools are chosen is to make the study manageable relatively to the time constraints. The schools randomly selected are from urban and rural areas.

The limited resource for conducting the study and the distance of regions from the capital city compared to the time allocated for carrying out the research dictated the writer to focus on the schools mentioned above.

In addition, the study was limited to the initial stage of 1st cycle of elementary school level. This was because of the fact that a great number of children achieve low grades in grade one every year.

1.6 Implication of the study

The outcome of this study will be expected to have its own theoretical and practical significance in answering the problems that are encountered by grade one low achieving pupils in pursuing their lessons.

It can also serve as a source of information for individuals who need to investigate further the issues related to grade one low achieving pupils.

This study is also expected to reveal students that may have learning disabilities or difficulties.

1.7 Functional definitions or Contextual meaning of key terms

.3 Situation:- refers to major problems/factors that affect grade one low achieving pupils in terms of:-

- Pupils' personal attitude and health condition
- Home conditions
- School environment and associated policies
- Teacher's interactions and teaching practices

. Low achiever: - is a grade one pupil whose grade points are below 50% in all of his/her subjects and the total average

Repeating: means the same place in a grade is used more than one year by a student in order to master some educational task.

Academic achievement refers to actual classroom academic performance of the students which is indicated by the over all average grades on their report cards (Hills P.J. 1982. p. 628).

Learning difficulty: the degree to which a given word is hard to learn or to spell determined by the amount of time or effort required for learning the word or by percentage of pupils who learn the word under normal condition (Ibid)

Learning disability: - is a disorder in one or more of processes required in using and understanding written or spoken material . The disorder may be deviant in compromised ability to speak, think, read, write, spell, listen or do mathematical operations. Such disorders usually include conditions of brain injury, brain dysfunction; dyslexia, perceptual difficulties and aphasia (Hawes. 1982p. 129)

Slow learners are children who are failing in their schoolwork. They have had difficulties in class for sometimes and give their impression that they may need special help over lengthy period.

The basic assumption is that most school repeaters are children who come to school without cognitive and emotional maturity and who lack basic psychosocial and cognitive skills that are essential for the acquisition of literacy and interpersonal skills. Furthermore, academically low achievers who may have come from unfavourable school and home environment, might have induced low self-esteem due to their academic performances in the respective subjects (Tirussew 2000)

CHAPTER TWO



2.1 Related literature Review

A number of studies have been undertaken in different countries as to why a number of children repeat in grade one. For example the argument of Liddell Christine (1996) indicated why should the first years of schooling be so fundamentally problematic for South Africa children? Consensus opinion is rooted in the idea that children begin school without school readiness skills. It is assumed that children are reared in homes with little preparation for formal, western based systems of schooling, and consequently encounter difficulty in mastering the requirements of classroom life and formal education.

Apart from the problems which arise from students ability to understand concepts, organise and express ideas and comprehend what has been learned in the class, there exist some problems which may emanate from students self-concepts, level of performance and motivation that keep several students from improving over all efficiency and achieving suitable level of quality.

From the fore going learning and teaching processes it is clear that learning and academic achievement are brought about as a result of the students' inner activity and intellectual involvement and that such behaviours may not necessarily be displayed in terms of visible activity. Presumably a student may be visibly active in class but that may not necessarily make him/her an above achiever just as a passive student may not necessarily be an under achiever. (Ademe and Gebremeskel1989).

Students with learning difficulties may have problems in one or several of the academic areas, such as reading, arithmetic, language and spelling. The individuals may lack social

adjustment, motivation or self-management skills and are often described with such terms as hyperactive, clumsy, poor attention span, under achiever and poor memory.

Students with learning problems are identified with variety of labels such as learning disabled, mildly retarded, emotionally disturbed, economically disadvantaged and educationally handicapped.

On the other hand, educational theories suggest that in order for instruction to be effective the learner must first of all participate in the instructional situation. It is not sufficient for him simply to be present as a body. He/she must be motivated to acquire the capability of accomplishing something. Then, too, he/she must attend to the stimulation provided by instruction if it is to have an effect on his learning, because much of instruction to the human learner takes the form of symbolic communication. He must be set to perceive and comprehend such communications rather than simply hear them as patterns of sounds. Instructors should make sure that their students acquire all of these characteristics if they want to enhance learning and achievement.

Regarding low achievement of pupils in primary schools, Sewnet (1995) in his study disclosed that learners, because of various interlocking factors are expected to have differences in academic performance. The major assumptions upon which these seem to be wide spread agreement among social scientists on a typical favourable or unfavourable experience of young people can be ascribed to home or school or community influences. It is obvious that a problem originating in one of these areas may cause poor achievement. The combined effect and interplay of these factors then, considered to have brought about academic performance disparities between pupils of comparable ability

For example, many of the indigenous languages do not contain direct equivalents of words such as square, circle, and triangle. These words are not in common usage at home and it is hardly surprising that young children encounter difficulties in assigning these words correctly in grade 1.

The academic competence of a young child is a process characterised by the reciprocal interaction of multiple factors. A framework of these influences that is based on more complex models follows a system theory approach. The framework identifies factors that affect one another and describes how alternations in the system affect future performance of children.(Bulter 1994).

To overcome this situation the teacher can do a great deal to sustain this concentration period by keeping lessons interesting, by varying teaching methods, and by keeping blocks of time on any one activity quite short (Bellpeter and Kerry Trevor 1982).

A student who is learning disabled is one who does not achieve on a level commensurate with his /her age and ability levels. This designation is used when, after learning experiences appropriate to the students' age and ability level have been provided, a lack of achievement is found in oral expression, listening comprehension, written comprehension, basic reading skills, reading comprehension, mathematics calculation mathematics reasoning and/or spelling (Borich Gary D. 1988).

Other studies outcomes showed that one of the root causes for low achievement in primary education is repetition. Without denying the important influence of socio-economic status on school achievement, policies affecting internal aspects of the education system can be implemented that will sharply increase retention while maintaining the quality standards.

In sharp distinction too much research that concludes with recommendations to improve retention by changes in teachers belief and their practices with respect to evaluation and promotion would do more, immediately, to solve the retention problem (Schiefelbein, Ernesto 1975).

Liddell Christine (1996) further argues that Grade 1 failure does not help South African children succeed in subsequent years. It is not a quick and early corrective for children who lack basic skills. Instead, it sets them on a trajectory of school failure and early dropout. This holds true for the whole developing world. Forexample,the principle of retention in early grades is a dubious practice for all children. But in the case of South African children it is more so because the characteristics, abilities, and home circumstances of children who fail are not satisfactorily distinguished from those children who succeed.

However, when achievement level is below the mean, but is consistent with the students' intellectual functioning, he/she usually is not classified as learning disabled, many measurement decisions are required in assigning such as designation for a particular learner. Also this decision is made co-operatively by multidisciplinary team (consisting of regular teacher, special educator, school administrators, parents and special service staff such as counsellor psychologist and diagnosticians). The regular class room teacher is expected to be sufficiently knowledgeable about the learner so that discrepancies between achievement and academic aptitude can be carefully assessed (Borich Gary D, 1988).

Furthermore, Schiefelbein Ernesto (1975) in his study, repeating an over-looked problem of Latin American education suggests implementing promotion policies that result in rapid reduction of the repeater rate in the early primary grades is necessary.

Hence, improvement of internal operations like teacher training is necessary because present teacher training programs fail to provide teachers in the classroom with the means to detect when a student has failed to master a given lesson essential for going on to the next step. Thus, planned training principles that help to organise remedial courses might also contribute to the alleviation of the low achievers repeater problem.

One of the studies conducted on primary schools' achievement in Ethiopia indicated that the young pupils are reluctant to participate in front of their seniors, even when they have a better grasp of the material. Distinct from age differences, some of the children already have a grasp of basic learning skills such as how to count and add, how to read and write while others have no exposure to these skills. Those with ahead start tend to dominate in classroom participation, leading those with no prior preparation to feel inferior. With such large numbers, it is difficult for the teacher to reach out to those who come to school with no preparation. While the curriculum is designed for children with no preparation, actual classroom conditions inevitably favour those with a head start (Yelfign and et al 1999).

For students who are currently enrolled in regular education, the class room teacher will be the most likely individual to identify students with needs for special services. (BorichGray 1988).

Teachers' interest in their profession, incentives given to them by the Ministry of Education and the pupils number in a classroom are some of the constraints that read to the pupils low achievement. In this regard, Sewnet (1995) suggested that crowded classroom condition reduce the teachers opinion of style of teaching and has its own contribution in minimising the teaching interest of teachers. In other words, teachers could teach in a better way if they were teaching in classes where there were small number of students. When the number of student

is more than the standard class size, (i.e. 50 pupils in a class) it will be very difficult to manage teaching effectively (Sewnet 1995).

Further ,in his findings,Tirussew (2000) indicated that the need for introducing early detection, assessment and intervention for sensory, cognitive, behavioural and motor impairments is of almost importance to curb the escalation of the problems and their subsequent adverse consequences on school achievement as well as in other spheres of social life.

However, teachers traditionally have not had a sufficiently rich knowledge base to plan for instruction based on a careful assessment of the processes that students use to solve problems (Carpenter Thomas. et al .1988)

The success of educational process depends to a great extent on the character and ability of the teacher. For this premise, the teacher must posses a firm ground in, and a considerably deeper knowledge of the subject he/she is going to teach than the level at which they are obliged to teach these subjects. Further more, teachers should be trained in such a way that they would be able to see, analyse, and integrate the needs, feelings and aspirations of children in their environment with their communities and nations need (Ambaye, 1999).

The quality of the interaction of the child in the family constellation has many influences on the child's school-related cognitive functioning. (Goldberg ,1977. and Watson ,1972. Tirussew ,2000.) posited that when infants start to discover, explore or manipulate their environment, the parents may provide them support and encouragement. Thus, this early experience of the child would lead to dependency on the parents for social and intellectual

stimulation as well as for their physical needs. Generally, “ the nature and cosequences of these initial transactions depend on the responsiveness of the mother/caregiver.”

Regarding parent and school relationship KAY (1999) indicated in her study that the consensus amongst educationalists and education policy in the U.K is that there should be a partnership between the home and the school in which parents should be available both at home and in the school to work with their children in support of their education. She further argued that parental involvement means helping with homework, helping in the classroom assistants, reading with your child, taking part in the activities and outings, and doing extra-curricular activities and it entails providing time, space and equipment (books, computers etc) for children to work at home and supporting the school in various ways- attending meetings and school events as well as supporting the philosophy of the school.

Further research indicated that children's earliest learning experience occur within the family. There seems to be a general consensus among theorists in psychology and education that a child's academic achievement is not a simple function of her/his innate ability. In addition to ability, environmental factors play important roles in the child's scholastic performance. In particular exposure to different types of stimuli out of the school may produce different levels of academic achievement independent of ability. Among these out-of schools variables which influence or which are at least related to academic achievement of children and adolescents, much attention seems to be given to parenting styles (Baumrind Black, 1967. Dornbschetal, 1987. Labornetal, 1991. SentayehuTadesse , 1988.)

It is important for professionals to recognise that parents are the primary advocates for members of a family who need to address problems resulting from the presence of a child with sever learning difficulties. In addition, they are not only the “first educators” of their

children, but they will also have acquired the expertise to make essential information about their children availability to all members of the "professional education team" (Tilstone Chirstine 1991).

Other studies also indicate that people working with children with learning disabilities are left to "get on with it". They are expected to provide the best possible service within the options of their community, and to question the adequacy of those options in order to obtain additions to them (Grant Margaret 1978).

In some studies the role of home areas experience was emphasised and it is noted that, many children enter school from homes where educational knowledge has been successfully transmitted in nurturing and well-scaffold context. However, they have difficulty in transferring the skills they utilised in acquiring knowledge at home to this new learning environment. In this way, school based knowledge acquired in the natal setting becomes irrelevant once children enter the classroom (Liddell Christine, 1996).

Although its importance is often overlooked, the organisation of the school environment plays a central role in teaching and learning within schools for children with severe learning difficulties.

Unless favourable conditions are prevailing within the school environment, it may be difficult to anticipate bright future about the success of low achievers in any school setting.

One of the African countries studies regarding grade one failures indicated that to be able to cope with early schooling in South African classroom requires an extra ordinary capacity to deal with boredom, inertia and passivity. Children of the developing world comprise 95% of the world's new generation. Until issues of educational wastage are fully addressed by

educationalists the world over, and not merely by the handful with explicit interests in children of developing regions, it is hard to envisage a means by which the divide between the developed and developing nations can be breached (Leddell Christine 1998)

On the other hand, Cooper and Upton (1994) argued that the ecosystem approach offers specific and practical measures which may lead to the enhancement of the overall effectiveness of schools, stressing as they do the power that is derived from the appreciation of differing, sometimes conflicting, personal perspectives on situations, and the importance of giving consideration to human individuality. This approach not only offers assistance to students and their teachers, but also has important implications for relationships among staff and between staff and parents

Hence, to meet the educational needs of students with learning problems, teachers must develop strategies and techniques that enable them to alter the type and amount of instruction. To succeed in school, students with learning problems need a systematic instructional program that is planned according to their individual needs (Mercer Ann R 1989).

Thus to give optimum support for under achievers, records of achievement emphasise that one of the major purpose is "to provide feed back in order to affect the curriculum, teaching and organisation of the school." Further, the rich data received from pupils and parents should be taken into account in evaluating and developing curriculum (Tilstone Christine, 1991).

Moos Rudolf H (1980) suggests that relationship and innovation oriented classes can create student satisfaction and interest in the subject matter. These classes enhance social growth (friendliness and helpfulness) and personal growths (independence, self-esteem creativity) but do less well in facilitating traditional achievement score.

High achievement gains can occur in classes that emphasise goal (task and completion) and maintenance (organisational and clarity) areas and are lower in warmth, but these classes do less well in facilitating student interest, moral or creativity. Control oriented classes lead to dissatisfaction and alienation and do not facilitate personal, social or academic growth.

Gains on traditional achievement measures are most likely to occur when there is a combination of warm and supportive relationships, an emphasis on specific academic task and accomplishment, and reasonably clear, orderly and well - structured milieu. These types of classroom setting, which have a high expectation and demand for performance, can also enhance creativity and personal growth.

On the other hand, well defined measures that serve to reduce age differences in a given grade might also help to reduce repeating and low achieving pupils in grade one because teachers face problem with students of widely different ages in the same classroom.

But some studies indicated that primary grade students make the greatest gains in reading and mathematics in classes which are warm, task oriented, systemic and orderly. Students in these classes do well on such out come criteria as creativity and positive self-concept as to students in classes which are warm and flexible, but less task oriented and structured. Children that show higher scores on non-verbal reasoning, have lower absence rates, and display greater willingness to work independently in flexible class room settings that provide more exploratory materials and allow for more individual freedom of choice. Furthermore, students in classes which emphasise task orientation and structure, but which are relatively low in warmth ,do well on standard achievement test measures but less well on indices of creativity and self-estee (Moos Rudolf H 1980).

Furthermore, other potentially influential variables such as text books and supplementary materials, organisation of the lesson and sequencing of materials, the cognitive learning styles of individual pupil and the influence of entire school environment may have profound effects up on academic achievement (Ademe and Gebremeskel ,1989).

Generally, the factors that affect lowachieving grade one pupils as discussed in the literature review are interconnected and vary in the nature of the pupils' characteristics and the ecosystem in which the child exists.

Therefore, this study will try to find out these ecosystem problems that the low achieving grade one pupils encounter and to recommend possible remedial procedures



Chapter Three

Research Method

3.1 The scope of the study

This study included all of grade one pupils who scored below 50% in almost all of their subjects and total average in ten primary schools. The primary schools were selected from five woredas in Addis Ababa and five woredas adjacent to Addis Ababa in Oromia region.

This survey study has used three types of data collection instruments for the investigation of the situation of low achieving grade one pupils (See Table 2)

Table 1. Number of schools and pupils included in the study

No	Name of the school	No. of grade one teachers	No of pupils in grade one			No of pupils who got below 50% in grade one (1 st semester 1993)		
			Male	Female	Total	Male	Female	Total
1	Wondrad 1 - 8	8	170	395	565	144	50	194
2	Entoto Amba 1 - 8	10	327	308	635	106	85	191
3	Kolfe 1 - 8	13	377	488	865	49	71	120
4	Gtesemani 1 - 8	8	126	107	233	13	15	28

5	Selember 1 - 8	10	358	369	727	69	68	137
6	Yekatit 23 1 - 8	13	531	643	1174	162	161	323
7	Burayu 1 - 8	4	142	123	265	7	8	15
8	Chancho 1 - 8	5	180	196	376	30	44	74
9	Jimasenbete 1 - 6	8	233	232	465	57	69	126
10	Oda Nabie 1 - 8	5	179	200	379	30	46	76

.2 Sampling

From a population of low achieving grade one children in ten primary schools of Addis Ababa and adjacent Oromia region Woredas, a total of 284 subjects were selected using simple random sampling method. (i.e. ten pupils from each school; 100 parents and 84 teachers were also selected from the these schools)

The ten primary schools were also selected from the above ten woredas using simple random sampling method i.e. one primary school from each woreda.

The sampled pupils were all grade one children whose grade point was below 50% in almost all of their subjects.

This study also included eighty-four, grade one teachers in the ten primary schools who were required to fill out the questionnaire on the situation and performance of grade one low achieving pupils.

Furthermore the attitude, behaviour and opinion of 100 parents of the sampled pupils were also collected in 23 itemised questionnaire.

3.3 Data sources

The first data source was the school record (i.e. Roster) of 1993 academic year, first semester's pupil achievement record to analyse the academic performance of the low achieving pupils in the ten primary schools.

The second one was the questionnaire responses, collected from the teachers and the third was responses on parental attitudes behaviours and opinions on grade one low achieving pupils in the ten primary schools. The fourth one was a structured interview which was administered to grade one low achieving pupils in the ten primary schools.

Table 2 No of questions each instrument contained

No	Instrument	No of items
1	Structured pupils' interview	30
2	Teachers' Questionnaire	32
3	Parents' Questionnaire	23



3.4 Preparation and development of data collecting instruments

Different sets of questionnaires were distributed to sample of teachers and parents of low achieving grade one pupils in the selected primary schools. The questionnaires required their attitudes and opinions towards the low achieving grade one pupils the practices exercised; and helps rendered to them to alleviate their academic performance.

Structured interview was also administered to a sample of hundred grade one low achieving pupils in the ten primary schools, to assess their learning problems.

The questionnaires and the structured interview were prepared in Amharic and Afaan Oromoo to be used in Addis Ababa and Oromia region (See Appendix A)

The items included in the questionnaires and interview were 23 for parents, 32 for teachers and 30 for grade one low achieving sample pupils respectively.

Records (Rosters) of the ten primary schools were also assessed and all the pupils who scored below 50% in almost all of their subjects and total average were identified. Hence; ten such pupils were selected from each school by simple random sampling method.

Furthermore, the questionnaires and structured interview were pilot tested for their clarity and validity before they were carried out for the actual study. Five graduating students evaluated the pilot test content validity. The reliability of the instrument (questionnaire) was also computed using split half items Spearman Brown prophacy-fomula and it was found to be significant. (i.e. $r_{11}=0.939$).

CHAPTER FOUR

4.1 Data Presentation and Analysis

In chapter one the statement of the problem has been presented and in chapter two the literature review pertinent to this study has been discussed.

The characteristics of samples surveyed using Questionnaires and structured interview were described in chapter three. The primary data was collected using school records (rosters), Questionnaires and structured interview prepared for this purpose.

The Questionnaires were distributed to 100 parents and 84 teachers, while the structured interview was administered by the writer to 100 grade one low achieving pupils in ten primary schools. The raw data were organised, tallied and tabulated to facilitate further computations. The raw data were analysed and interpreted based on the questions posed in the statement of the problem and in relation to the related review of literature that was secured.

4.2 Teachers' responses analysis

Table 3. General (background) information on teachers' responses.

Item	No	%
1. Location		
a) Rural	36	43.4%
b) Urban	47	56.6%
2. Sex	23	27.71
a) Male	60	71.29
b) Female		

3. Age		
a) 21-30	24	28.5%
b) 31-40	28	33.3%
c) 41-50	30	35.7%
d) 51-60	1	1.1%
4. Present academic qualification		
a) 12	9	10.7%
b) 10+2	11	13%
c) 12+T.T.I	58	69%
d) 12+2	1	1.1%
5. Years of service		
a) 5-10	21	25%
b) 11-20	25	29.7%
c) 21-30	32	38.0%
d) 31-40	3	3.5%



The questionnaire was distributed to 84 teachers. However, 83 of them responded correctly.

The major characteristics of the teachers included in the sample is summarised in table 3.

As it is indicated in the table 56.6% of the teachers are teaching in urban and 43.4% of them are teaching in rural schools. This implies that there is a scarcity of teachers to some extent and shortage of classrooms in rural primary schools.

71.4% of the respondents were found to be female teachers while male teachers were counted 27.3%. As one can understand from the result the female teachers' is more than the number

of male teachers and it is believed by the writer that the assignment of female teachers to this lower grade is appropriate, because female teachers have maternity characteristics to handle these young children to alleviate their academic performances.

About 70% of the respondents are older than 30 years of age and 69% of them have T.T.I. qualification while 92.7% of the respondents have a service of 5 to 30 years and beyond. The result indicated that the majority of the respondents have long years of service and are well experienced.

On the other hand the rest items (i.e. Item 6-32) were analysed using percentages frequencies and χ^2 statistical methods. In most computations percentage statistical analyses was employed because the nature of the questions posed and the rating scale assigned to the options or views urged the writer to use this statistical method (See appendix 8).

Except teachers at Getesemani school in Alemgena woreda in Oromia region, all the teachers from the 9 primary schools are teaching all subjects in grade one being a self-contained teacher and the average number of pupils in a classroom was found to be 70. This situation indicated that self-contained classroom practice is implemented in almost all primary schools and the class size is over loaded and it has made the teachers not to pay due attention to the weak and low achieving pupils in their classes.

The teachers interest in their profession was found to be low and those who reacted to the question posed on item 9 which inquires why they don't like their profession have cited their opinions as follows.

1. I am not qualified in all subjects of grade one, hence it is difficult for me to teach as desired and make the pupils benefited 94%.
2. The teachers salary is very low compared to the task carried out by them 72 %.
3. The textbooks are not relevant to the grade level and pupils' age and it is difficult to manage 77%.
4. No incentive and up grading of education status is rendered by Ministry of Education 55%.
5. The job itself is boring 66 %.
6. Salary is not paid on time 88%.
7. The profession is neglected by some community members and this situation affects teachers' attitudes towards their profession 50%.
8. Teachers' problems are not considered by the government 61%.

Regarding their school environment conduciveness for teaching and learning processes 42% of the teachers responded that it is less conducive. While 30% of them responded that their school conduciveness is high. Thus, it seems that the conduciveness of school environment for teaching and learning processes is less conducive in most schools. "Do you identify pupils who need special services in academic performance ?" was another question posed and 95% of the respondents confirmed that they identify pupils who need special services in their academic performances. The statistical value calculated to compare the practice of identifying pupils who need special services in their academic performances between urban and rural

teachers was found similar $\chi^2(1, N=83) = 0.407, P > 0.05$. However, it seems that the help and services rendered to low achieving grade one pupils are minimal; specially in urban primary schools, because the number of pupils in grade one who got below 50% in all subjects is very high as it is indicated in table 1.

Other questions presented were do teachers encourage the low achieving pupils to solve problems on their own initiatives and whether the home experience has importance in promoting learning skills in schools.

The respondents reported that 59% of them encouraged their low achieving pupils always while 21% of them reported that they encourage them less often. Also 42.8% of the respondents said that home area experience has importance in promoting learning skills in schools and 26% and 22.6% of them responded that it is important and it is not important respectively. The statistical computation for this item revealed no significant difference between urban and rural $\chi^2(3, N=83) = 0.853, P > 0.05$. This situation revealed that most of the teachers encourage their pupils to solve problems on their own initiative and the home area experience is highly important in promoting learning skills in schools.

However, results of items 14 and 15 showed the low achieving grade one pupils performed poorly in academic skills such as, computing (17.8%), reading (25%), listening (33%), speaking (4.7%), and writing (15.4%) No difference was found between urban and rural low achieving pupils, regarding academic skills that are poorly performed $\chi^2(4, N=83) = 0.853, P > 0.05$. They also performed low mostly in language area (i.e. 56%). 21% in Maths and 14% in social science respectively. In the statistical computation made, no difference was found in subjects area in which the low achievers perform low mostly between urban and rural pupils $\chi^2(3, N=83) = 0.052, P > 0.05$. This condition revealed that most of the low achieving grade

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one pupils are poor in learning skills and command of language to comprehend new concepts in learning and teaching interactions.

These low achieving grade one pupils were also characterised by low motivation (17.8%), problems to ask questions when things are not clear (3.5%), less initiative to solve academic problems on their own and all of the above (60%) in academic performances. In the statistical computation made, no difference was found between urban and rural low achieving pupils with regard of the academic performances they are characterised by $\chi^2(3, N=83) = 0.720$, $P > 0.05$. This situation has portrayed that the above lacking academic performances have contributed highly for low achievement of grade one low achieving pupils.

It is apparent that consistent evaluation techniques are needed to make the promotion of pupils from grade to grade (i.e. grade 1-3). The evaluation methods used by grade one teachers included in this study differed highly. However, the most common techniques responded by most teachers were: -

9. Giving tests 10 times in a semester and checking their exercise books 73%.
10. Class work 69%.
11. Home work 64%.
12. Class participation 41%.
13. Project work (i.e. individual work, such as writing composition in few sentences) 36%.
14. Group work in solving problems 32%.



15. Visit programs related to pupils' subject area such as, natural science and social science 23%.

16. Oral tests given weekly 59%.

17. Final written exams were the prominent evaluation techniques mostly used 78%.

Though, these evaluation methods seemed highly important to evaluate grade one low achieving pupils' academic performance, yet most of the pupils achieved low (i.e. below 50%) which implies that some of these pupils might have learning disabilities. For instance, during the administration of structured interview to the low achieving grade one pupils, in 4 primary schools (Oda nabie, Getesemani, Wondirad and Selamber) four pupils were found mentally retarded and one pupil had language disorder (i.e. articulation problem)

Furthermore, the behaviors that low achievers mostly exhibited in the class were responded by the teachers and it was found to be hyperactivity (26%), reluctance (10.7%), poor attention span (26%) and poor memory (26%). The behaviours that the low achieving pupils mostly exhibited in the class was statistically computed and no difference was found between rural pupils $\chi^2 (3, N=83) = 0.005, P > 0.05$. This circumstance will confirm that these behaviours can highly contribute to grade one pupils' low academic performances and low achievements.

Regarding the availability of teaching and learning materials, another question was raised and according to the responses obtained from the teachers, the most scarce materials in their schools were rated as books (47.6%), desks and chairs (15.4%) classrooms (15.4%) and teaching aids 20.2% . The difference in the scarcity of teaching and learning materials between urban and rural was statistically calculated and it was found similar. The result clearly indicated that the most essential and basic learning materials that were lacked were

found to be books and teaching aids. This condition disclosed that unless the pupils get individual books to work on and the lesson presentation is accompanied by teaching aids, it is obvious to expect pupils' low academic performance and low achievement.

In the schools that were included in this study the responses obtained from the subjects indicated that the self-contained class schedule was 69%, many teachers teaching different subjects in grade one (23.8%), the school uses both of the above (5.9%) and I don't know (0%) respectively. The effectiveness of self-contained class practice was also asked and the result showed that it is highly effective (3.5%), it is effective (5.9%), It is less effective (15.4%) and it is not effective 73.8%. The statistical value calculated about the effectiveness of self-contained class practice showed no difference between urban and rural locations $\chi^2(3, N=83) = 0.406, P > 0.05$.

As one can observe from the results it was found that almost all the schools used self-contained schedule (69%) and the self-contained practice is not effective 73.8%. Hence, based on the results revealed the writer believes that the teachers are not teaching efficiently in this very grade level, because they opposed the self-contained class practice (73.8%).

Further more, the subjects were asked if their schools practice automatic promotion policy for grade one pupils promotion and they responded yes, 52.3% and No, 46.4% respectively. As the result indicated the promotion policy is not implemented accordingly in all the schools and it is believed by the writer that this disparity in policy implementation can camouflage the problems of low achieving grade one pupils.

The teachers in the schools that practice automatic promotion policy were also asked if they have found this policy effective in terms of low achievers and they responded, it is highly

effective (10.7%), it is effective 2.3%, it is less effective 2.3% and it is not effective 48.8% respectively. As the result indicated it is clear enough to deduce that the automatic promotion policy is not effective in terms of low achievers.

The subjects were also asked whether the age differences among grade one pupils can attribute to low academic achievement and the responses obtained revealed that 28.5% it attributes highly, it attributes 39.2%, it attributes less 15.4% and it doesn't attribute 13%. This implies that the age disparity among grade one pupils has attributed (83.1%) to the low academic achievement and repetition.

The teachers were also inquired if they do encourage their pupils to be co-operative in working with their classmates to promote learning outcomes and the responses obtained were: I always encourage 69%, I encourage them sometimes 27%, I encourage them less often 2.3% and I have never tried it no response. This result indicated that most of the teachers encourage their pupils to work cooperatively so that their learning outcomes could be promoted and fruitful.

The teachers were also asked to express their feelings about their class size and comfortability for teaching and learning processes and the responses obtained from the given options revealed that their class size is high 47% and they don't feel comfortable with their class size 80.9% respectively.

This situation indicated that the class size is over loaded than the normally required standard and this condition might have made the teachers not to feel comfortable with their class size and as a result it seemed that the teaching efficiency of the teachers is hampered at large.

Another questions that were posed to probe the endeavours made by the teachers in encouraging their pupils to ask questions and giving special attention in solving problems to their low achieving pupils were presented. The responses obtained showed that 88% of them encouraged their low achieving pupils to ask questions on their own and 70% of them have given due attention to their low achieving pupils in solving academic problems. This implies that the endeavours made by the teachers to alleviate their low achieving pupils academic performance is encourageable.

Regarding the relationships of the parents of low achieving pupils and their teachers in consulting with each other about the academic problems encountered by these pupils and discuss about the remedial procedures, questions were also raised.

The subjects responses showed that 54.7% of them consulted with the parents always and 38% of them consulted with the parents sometimes. The statistical value computed to know the difference between urban and rural about the consultation of teachers with parents of low achieving children's was similar $\chi^2(3, N=83) = 0.0, P > 0.05$. This computation result became zero because one option was not answered by one subject.

On the other hand the result also showed that 47% of the parents were less willing to consult with the teachers while 25% were willing, 11% were highly willing and 13% of them were not willing to consult with the teachers about their children's academic problems.

It can be understood from the above result that though, most of the teachers are attempting to create good relationship perspectives to discuss with the parents of low achieving grade one pupils their parents are less willing to consult with the teachers and discuss the academic problems encountered by their low achieving children. This situation indicated that the school

and parent relationship is weak and this implies that the parents' back up for their low achieving children is very less.

Hence the writer believes that this condition might have contributed highly for the low academic achievement of their children. Lastly, the teachers were inquired to state some possible measures to be undertaken to alleviate the academic performances of the low achieving pupils.

Among the total respondents of 83 subjects, almost 72% of them reacted to this question and some of the reasons they cited are summarised as follows.

1. Minimise pupils number to the class standard (i.e. 50 pupils in a class) 64%.
2. The pupils have to be introduced to kindergarten before enrolment to grade one 69%.
3. Consistent evaluation for promotion has to be voided. Instead as usual final examination has to be conducted 55%.
4. Organise study program for weak pupils after class 50%
5. Work co-operatively with parents so that they undertake daily follow up 69%.
6. Provide enough learning materials so that each pupil can own it 78%.
7. Not to enrol pupils to grade one before age of 7 years 59%.
8. Not to practice self-contained class, since teachers lack mastery of all subjects they teach in grade one 73%.
9. Arrange programs for weak pupils to work with those who have high calibre 41%.

- 10..Advise pupil to develop their own initiatives to learn 27%
- 11.Categorise pupils according to their age to render due help 50%.
- 12.Teachers' commitment to their profession is decisive 46%.
- 13 Encourage group work among pupils 36%.
- 14..Praise the pupils for their academic performances and what ever they attempt always 23%.
- 15..Make pupils read in class so that they can improve their reading and comprehension skills32%.Upgrade teachers' teaching skills through in service programs 59%.

Pupils' 4.3 responses analysis.

Table 4 Background information on pupils' responses.

Items	No of Respondents	%
1) Location		
1. Urban	50	50%
2. Rural	50	50%
2) Sex		
3. Male	43	43%
4. Female	57	53%
3) Age:		
5. 5 years	5	5%
6. 6 years	15	15%
7. 7 years	17	17%
8. 8 years	6	6%
9. Above 8 years	57	57%

4) Are your parents alive?		
10. Yes		
11. No	92	92%
	8	8%
5) With whom are you living		
12. Parents (mother/father)	92	92%
13. Uncle/Aunt		
14. Grand parents	5	5%
15. Guardian	3	3%
	-	
6) Previous schooling?		
16. Yes	65	65%
17. No	35	35%
7) If yes what type?		
18. Priest	52	52%
19. Koranic	0	-
20. Kindergarten	13	13%
21. Any other ____	-	
8) Do you learn in your mother tongue?		
22. Yes	92	92%
23. No	8	8%

The structured interview was administered to 100 grade one low achieving pupils in the ten primary schools, by the writer using face to face interaction.

The participation of subjects in rural and urban schools in this study is the same (equal).

Because equal number of participants was considered from both locations. As it is stated in the sampling procedure the selection of the low achieving grade one pupils was using simple random sampling method. From the responses of the pupils it was found that 43% of the participants were Males and 53% of them were females. This indicates that the females number exceeded the males number to some extent in achieving low grades in most of their subjects. However, one can't generalise this result as a true indicator because of the limitation of this study.

The result also showed that only 17% of the pupils were enrolled to grade one on the age supposed (7 years) to begin education and 57% of the pupils were above 8 years old.

This age disparity seemed to have caused difference in conceptualising and comprehension of new concepts among pupils in the new school environment. Most of the pupils (92%) of them live with their parents. This condition indicated that the immediate support of their parents is there. However, one can deduce that parents' support is minimal, because the pupils' academic achievement is low. The statistical value calculated didn't indicated any difference between urban and rural $\chi^2(1, N100) 0.0003, P > 0.05$

Regarding, their previous schooling 65% of them have attended some schools such as priest 52% and kindergarten 13% while 35% of them have not exposed to any schooling. The result showed that there are no as such significant differences among the pupils who are exposed to schooling and not exposed to schooling in terms of their academic achievement.

The medium of instruction in the ten primary schools was the pupils' mother tongue 92%.

Since almost all of the subjects learn in their mother tongue urban and rural pupils were found

similar This result indicated that learning in their mother tongue doesn't make any difference in coping up with academic performances for low achieving pupils.

The subjects were asked to cite the subjects they like most and why they like it?

The responses obtained were:

1. Afaan Oromoo 10%
2. Amharic 32%
3. English 14%
4. Maths 24%

5. Science 20% and the major reasons cited were found to be their teachers explain to them the lesson very well and the subjects were easy for them to understand. This result didn't show any significant appreciation of the lessons they pursue, though they confirmed that their teachers explain to them the lessons very well and they can easily understand the subjects they preferred.

The results showed that their least preference of the subjects was Afaan Oromoo 9%, Amharic 8%, English 33%, Maths 32%, Science 10% and Social Science 8% respectively. They also cited some reasons why they like least those subjects and the reasons were summarized as follows: -

5.2 I can't understand the subject 40%.

5.3 I don't study it 36%.

5.4 My teacher doesn't explain it to me very well 24%.

As the result indicated , more pupils preferred least English and Math their academic achievement in the rest of the subjects was also found to be as low as in English and Math. However, the reasons the pupils cited out have to be considered and tackled to curb the situation.

Before attending the regular school, "Have you ever experienced reading, writing and computations?" was another question that was raised. The subjects responded 92% yes and 8% No. This implies that even though, almost all of the subjects responded that they had exposure to reading, writing and computations before attending regular school their earlier experience didn't enable them to gain good grades in their subjects. The other questions asked were about the back ups rendered to them by their parents at home areas.

How often do you parents help you at home in explaining to you difficult concepts in your lesson? The subjects responded regularly 34%, sometimes 32% and never 34% . The result indicated that most of their parents explain to them difficult concepts regularly and sometimes while some of them never explain to them difficult concepts. This indicates that there is less regularity in explaining to them difficult concepts.

In the case of providing educational materials the subjects responded 99% yes and 1% No. This implies that the low achieving grade one pupils didn't face shortage of educational materials. On the other hand, according to the responses of the subjects 80% of their parents have encouraged them to study their lessons at home, while 20% of the parents didn't. This indicates that their parents encourage them to study their lessons at home. The other question was how often they were engaged in home activities to help their parents? The result showed

that 39% always, 17% sometimes, 29% less often and not at all 15% . This implies that 85% of the respondents were engaged in some home activities and this situation didn't enable the pupils to study their lessons and it attributed for their low academic achievement. The subjects were also asked, how much they were motivated to learn? Their responses were rated very much 75%, medium 9%, low 16% and no response. This implies that most of them are motivated to learn.

According to the evidences obtained from their schools achievement records (Rosters), another question was posed to know why these low achieving grade one pupils scored low grades in all subjects? The major reasons they cited out are summarised as follows:-

5.5 I could not understand the subject 36%

5.6 I didn't study my subjects 56%

5.7 I was sick and didn't follow up my lessons continuously 2%

5.8 I have no time to study, because I am loaded with heavy work at home 4%

5.9 My parents don't help me at home 1%

5.10 I am new for the school environment 1%

As the result revealed most of the pupils didn't study their lessons and some of them didn't understand their lessons. Hence, to change this situation, study programs have to be facilitated at school and home areas for them. Teachers also have to be committed to help and give due attention to these low achieving pupils. Farther more, the subjects were asked if they work their class works, home works, and other assignments co-operatively with their

classmates. The result indicated that 54% of the respondents said yes while 46% of them said No. Most of the respondents who said 'No' reasoned out that they have no friends to work with. Thus, pupils have to be initiated to exercise cooperative work with their classmates in school and home areas, so that they can help each other on the subject area, which is not clear for them. Almost all of the respondents 99% confirmed that their school environment is attractive for them to learn in.

Regarding teacher pupil interaction and relationships in teaching and learning processes some questions were also asked.

According to the responses obtained from the respondents, "Is your teacher humorous?" 88% of them said 'yes' and 12% of them said 'No', this implies that there is a good relationship between pupils and teachers.

It was also inquired that if their teachers help them when they have problems in learning processes and they punish them. The respondents revealed that they do help them 79% and they don't 21% while 63% of them responded that their teachers punish them sometimes and 37% of them responded they don't punish them respectively. This implies that most of the teachers help their low achieving pupils when they have problems in learning processes.

Though some teachers punish their low achieving pupils, which have to be voided to raise the pupils' self-esteem.

As the result indicated most of the teachers 76% don't scold their low achieving pupils and 24% of the teachers scold their low achieving pupils sometimes and less often. 79% of the teachers explain to their low achieving pupils about the subject matter when a subject is not clear to them and 74% of the teachers ask questions their low achieving pupils. On the other

hand 81% of the teachers do encourage their low achieving pupils to ask question on their own if things are not clean. These results indicate that these are good relationships and interactions between teachers and their low achieving pupils I teaching and learning processes.

Further more, the subjects were asked to indicate learning skills that they don't perform well from the given options. The result obtained from the respondents disclosed that computing 31%, reading 6%, writing 2%, speaking no response, listening no response and comprehension (61%) are the major learning skills that they don't perform well respectively. As the result revealed it seems that these low achieving pupils might have learning disabilities, which has to be investigated further. It is confirmed by the respondents(77%) that their teachers advise them to study more when ever they get poor grades in their lessons, which is appreciable.

Finally, the subjects were also asked to state their impressions how to up grade their academic performance. All the respondents were committed in their responses to study very well to up grade their academic performances

4.4 Parents' responses analysis.

Table 5 General information on caretakers' background

Item	Respondents	%
1) Location		
a) Urban	48	48%
b) Rural	36	36%
1) Sex		
a) Male	42	42%

b) Female	42	42%
1) Age:		
a) 20-30 years	9	9%
b) 31-40 “	46	46%
c) 41-50 “	21	21%
d) 51-60 “	6	6%
e) above 60 “	2	2%
1) Relationship to the child		
a) Father	38	38%
b) Mother	24	24%
c) Brother/Sister	11	11%
d) Aunt/Uncle	3	3%
e) Grand parents	7	7%
f) Guardian	0	0
1) Education status		
a) illiterate	50	50%
b) 4 – 8	17	17%
c) 9 – 11	6	6%
d) 12th	5	5%
e) 12 + 2	4	4%
f) above 12 + 2	2	2%
1) Distance from home to school		
a) less than K.M	28	28%
b) 1 – 2 K.M	40	40%
c) 3 – 4 K.M	4	4%
	6	6%

d) 5 K.M	6	6%
e) above 5 K.M		
1) Economic status		
a) rich	1	1%
b) average	46	46%
c) poor	36	36%

The information-securing instrument (Questionnaire) was distributed to 100 parents of the sampled low achieving grade one pupils. Among these participants 84% of them reacted to the questions posed in the questionnaire while 26% of them didn't.

As it is indicated in table 5, 48% of them were from urban and 36% of them were from rural and sex wise 42% were males and 42% were females respectively. Regarding the age 46% of them were from 31-40 years and their relationship was found to be father/mother 62%. This result reveals that most of the parents were adults and their relationship is parental, which is very vital to the low achieving pupils backing up and caring. In items of education status of the parents 50% of them were found to be illiterate and 17% of them had a primary school level of education. The use of X^2 statistics calculated value $X^2 (5, N=84) 0.886, P > 0.05$ to compare the difference between urban and rural location indicated no significant difference. This result shows that, since most of the low achieving pupils' parents are illiterate, it is difficult for the parents to help their children in explaining to their children new concepts and problems they encountered in learning process.

On the other hand, as the responses obtained from the data revealed, the distance of the school from home was found to be 40% 1-2 KM and 28% less than a kilometre. The difference

between urban and rural was statistically not significant ($X^2 = 0.166$, $df=1$, $P>0.05$). This result shows that the home school distance has no significant effect in hampering low achieving pupils' academic performance.

Furthermore, a question was presented about the economic profile of the parents. The result indicated that 46% of them were average and 36% were poor. There was no significant difference between the two location $X^2 (2, N=84) = 0.0179$, $P>0.05$. It can be observed that the parents' education status and economic profile seem to be similar, which might have contributed to negative effect in backing up and providing learning material for their low achieving children.

To obtain basic data on parents' marital status, they were asked to respond to the options given in the item. The result showed that 41% of them were married and 14% of them found to be widow/widower while 9% of them were separated. This implies that more of the parents are either father or mother of the child.

Parents were asked to indicate how do they rate their workload at home. In this regard, the subjects responses were found to be 49% average, 25% heavy and light and other 6% respectively. This result implies that most of their children seem to be engaged in home area activities in helping their parents and as a result their study time might have been minimised.

Parents were also asked about their present occupation. Their responses revealed that 30% of them had no job, 16% farming, 16% other, 13% civil servant and 9% trading . The difference between urban and rural was not significant the result showed that many of the parents (30%) had no job. Hence the writer believes that this situation is one of the factors that has led their

children to achieve low grades in their academic performance. Because children who come from economically deprived family are at risk in learning situation.

Another question presented to the parents was, "How often does your daughter/son help you by involving in home activities?" Their responses were found to be always 21%, sometime 18%, rarely 29%, and never 15% respectively. The difference between rural and urban was not significant $X^2(3, N=84)=0.104, P>0.05$. This result seems to confirm with the question posed on item 9 and it implies that most of this children are burdened with work at home area.

Furthermore, parents were asked to indicate, "how often do they provide learning materials for their children?" The responses secured were 36% always, 18% sometimes, 27% rarely and 3% rarely. No difference was found between urban and rural respondents $X^2(3, N=84)=0.220, P>0.05$. Though, 36% of the parents responded that they provide learning materials always, this result shows that the provision of learning materials for their low achieving children is inconsistent.

Further, parents were asked to give their options whether they encourage their child to raise and discuss problems he/she encountered in learning situation. The result showed that 69% of them said yes and 13% No. Even though, 69% of them justified that they encourage their children, the writer doesn't approve this justification, because 50% of the parent were found to be illiterate which inhabits discussion with their children as it is discussed earlier.

The parents who said yes were further inquired to provide the practices they used for encouragement. Their responses were found to be 15% by providing gifts, 43% by praising, 12% by showing his/her result to others and any other means's 13% respectively. Despite, the disapproval of the writer about the encouragement given by the parents in discussing the

subject mater with their children, the above encouraging practices are found to be usual and encouraging.

Another question that was posed to parents was, "what do you do, when your child gets poor grades in some of his/her subjects?" The subjects responses were, I encourage him/her to study 61%, punish him 5%, I go to school and consult with his teachers 12% and I have never thought about the care 6% respectively. With this regard of urban and rural locations No statistical difference was found $X^2(3, N=84)=0.001, P>0.05$. This implies that most of the parents do insist their children to study more, whenever their children get poor grades in some of their lessons.

Parents were also asked to indicate the mechanisms they use in following up whether their children often go to school or not. In their responses the subjects have indicated the mechanisms from the given options in the item and it was found to be, I always check what he/she did at school 33%, I ask his/her teacher 4%, I ask his/her friends 34% and I have never tried for 13% respectively. The result showed that the main follow up mechanisms that the parents used whether their children have gone to school or not were checking what they did at school daily and asking their children's friends while teacher contact was found to be the least which was vital.

Parents were asked, whether they allocate time for their children for playing and studying and 52% of them said yes and 32% of them said No. As the result indicated the study and play time allocation is encouraging, even though; home area activity engagement by the children is high as discussed earlier.

Another important information that was secured from the parents was the age of enrolment of their children to grade one. The parents reacted to this question and the responses obtained were found to be at 6 years 15%, at 7 years 32% at 8 years 12% and above 8 years 25% respectively. Here, No significant difference was found between urban and rural location $X^2(3, N=84)=161, P>0.05$. The result indicated that even though there is age disparity among children in enrolment to grade one, most of them (32%) were enrolled to grade one at the age of 7 years.

Further, the parents were asked to provide their reasons why they have not enrolled their children to grade one at the age of 7 years. The responses they cited out is summarised as follows: -

1. I needed my child to experience very well about the school environment at kindergarten 56%.
2. My child was not enough mature 52%.
3. My child was sick and I couldn't enrol him 46%.
4. I made him/her to stay in priest school so that he/she gets mastery in reading 32%.
5. He/she couldn't read at home with parents help 15%.
6. I couldn't provide his/her learning material 14%.

The subjects were also asked whether they encourage their children to study with their neighbouring peers or not. They responded 62% yes and 22% No. This implies that the parents encourage their children to study with their neighbouring peers. However, in the

question posed for the pupils to know whether they work their home works, class work and other assignments with their classmates most of them confirmed that they don't.

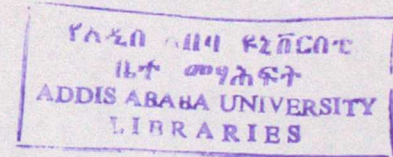
Parents were also asked to rate how much their children were motivated to learn and the responses obtained were, high 41%, average 29%, low 10% and I don't know 4% respectively. There was no significant difference between urban and rural X^2 (3, N=84)=0.668, $P>0.05$. This result indicates that most of the children are motivated to learn, despite that they got low grades in their lessons in terms of low achieves.

The subjects were inquired to cite out their opinions from the given options in the item about the effectiveness of the promotion policy, which allows automatic promotion for grade one pupils. In their responses the subject rated their opinions, it is highly effective 6%, it is effective 9%, it is less effective 42% and I don't know 27% respectively. There was no statistical difference between urban and rural X^2 (3, N=84)=0.689, $P>0.05$. The result shows that the automatic promotion policy for grade one is less effective and some of the parents seem to lack this policy's knowledge.

Finally, the parents were asked to provide any idea they would like to suggest in order to alleviate the academic performance of the low achieving pupils in grade one. The major opinions they cited out are summarised as follows: -

1. Free promotion and self-contained practice is not necessary 76%.
2. Enrolment to kindergarten before entering grade one is vital 67%.
3. Teachers and parents should work co-operatively 62%.

4. Make the child in doing exercise at home and explain to him difficult concepts in his lessons 60%.
5. Teachers' commitment and help is crucial in the school environment 57%.
6. Reduce pupils' number in the class to the standard required 55%.
7. Prepare relevant textbooks to the pupils' age and potential 54%.
8. Make learning materials available 49%.
9. Don't burden the child with home activities 42%
10. Encourage the child to be motivated to learn 41%.



Chapter Five

5.1 Summary of the results

The objective of this study was to examine general achievement profile of grade one low achieving pupils in the sample schools, major problems they encountered in teaching and learning processes, school and home environment, if there exist learning disabilities, parents and teachers opinions to improve the situation. The data were analysed and interpreted based on the question posed above and in relation to the review of literature. Thus, based upon the data analysis, the findings could be summarised as follow:

According to the statistical value calculated no significant difference was found between the two locations (urban and rural) pertaining to pupils' academic performances, parents and teachers attitudes and opinions about the practices they have under taken to change the situation of low achieving grade one pupils.

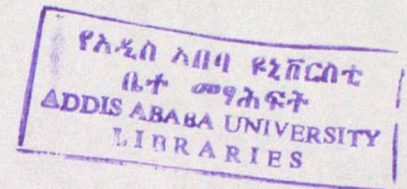
Pupils

Most of the pupils (57%) were enrolled to grade one above 8 years age and this age disparity seemed to have caused difference in conceptualising and comprehension of new concepts among pupils in the new school environment.

Most of the pupils (92%) of them live with their parents and this situation will enable the pupils to get immediate support. Even though most of these pupils have immediate support from their family, do learn in mother tongue and have exposure to school prior entering grade one, these experiences didn't make any difference in coping up with academic performances in terms of low achieving grade one pupils. These low achieving grade one pupils discussed in

some of the questions posed earlier, why they got low grades and why they hated some subjects? The opinions cited out were:-

- 1- I don't understand the subject itself
- 2- I don't study it
- 3- My teacher doesn't explain to me very well
- 4- My parents don't help me at home
- 5- I have no time to study, because I am loaded with heavy work at home.



Hence, to change this situation, study programs have to be facilitated at school and home areas, teachers have to be committed to help and give due attention to these low achieving pupils.

Pupil teacher interaction was found to be good, However, these low achieving grade one pupils were found to perform poorly in learning skills, especially in computing and comprehension and it seems that some of these low achieving pupils might have learning disabilities which has to be investigated further. For instance, 4 pupils were found with disability during the administration of interview to grade one sample pupils (3 mentally retarded and 1 with language disorder/articulation problem).

As the results of this study revealed females (53%) exceeded males 43% in achieving low grades in grade one, However, one may not generalise this result as a true indicator because of the limitation of the study. These people are also characterised by behaviours such as

hyperactivity ,reluctance ,poor attention span ,and memory ,which will impede their academic performance

Teachers

Regarding teachers most of them (71%) were females and 27% of them were males and their year of services was from 5 to 30 years. The females teachers number dominated the male teachers and this assignment of female teacher to this lower grade level is appropriate because female teachers have maternity characteristics to handle these young children to alleviate their academic performances. As their years of services indicated the majority of the teachers have long years of service and are well experienced, despite, that there are still some low achieving pupils in their classrooms.

According to the responses obtained teachers attitude to wards their profession was found to be low and main reasons they cited out were:-

1. Not qualified in all subjects to teach in a self- contained classes 94%.
2. Low salary 72%
3. Text books are irrelevant to grade one pupils age and potential 77%.
4. No incentive and up grading of teachers' education even if it there it is very minimal 55%.
5. Teachers problems are not considered 61%.

On the other hand, 95% of the teachers confirmed that they identify pupils who need special services in their academic performances. However, it seems that the help and services

schools. Because the number of pupils in grade one who got below 50% in all subjects was very high (see Table 1-4 and 6).

The result of teachers' responses disclosed that the low achieving grade one pupils are poor in learning skills and command of language to comprehend new concepts in learning and teaching interactions.

As it is discussed earlier in data analyses most of the teachers didn't agree with self-contained practice and the automatic promotion policy which allows grade one pupils to pass from class to class on the base of consistent evaluation.

Therefore, the constraints that can be attributed to low achieving pupils regarding teachers could be low attitudes of teachers towards their profession, over loaded, class size, scarcity of teaching materials, lack of incentives and upgrading of teachers' education status, poor parent and school relationships are the major ones.

Parents

Parents are indeed, the immediate responsible and caregiver to their children. Most of the respondents (62%) were father and mother. Which was vital for backing up and care giving for their low achieving grade one pupils.

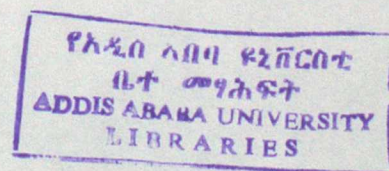
However, since 50% of the parents were illiterate it is difficult for them to help their low achieving children in explaining them new concepts and problems they encountered in learning processes.

Further more, the economic profile of the parents was rated poor 36% and average 46% which might have contributed to negative effect on their low achieving children in backing up and providing learning materials.

Most of the parents also burden their children with home activities, which consume their study time and leads to low achievement. It is evident from the results that parents confirmed that their children are motivated to learn, despite of that they got low grades in their lessons. Regarding the promotions policy parents confirmed that it is not effective (41%).

Finally; parents opinions that are cited out to alleviate the academic performance of the low achieving pupils of grade one are summarised as follow.

1. Free promotion and self-contained practice is not necessary 76%.
2. Teachers and parents should work co-operatively 62%.
3. Reduce the class size to the standard size (50 pupils in a class) 55%.
4. Make learning materials available 49%.
5. Don't burden the child with home activities 42%



5.2 Conclusions

The findings showed that the factors that influence grade one low achieving pupils are interconnected and most of the problems attribute to the ecosystem.

Hence, the results obtained from the responses of the subjects indicated that the low achieving grade one pupils were mostly affected by their cognitive and physical problems ,such as :mental retardation and language disorder.

The ecosystem are : parents illitracy and economically disadvantageousness,inconducive school environment,age disparity,scarcity of learning materials, teachers' low attitudes toward their profession and less concern to help the low achieving grade one pupils.

5.3 Recommendations

1. Early assessment of cognitive and health status of a child is vital at the initial stage of enrolment to cite out if there is learning disability and give necessary supports.
2. Teachers' have to identify their pupils in academic performance to give due support
- 3 Parent and school relation has to be strengthened at large
4. Consider the education policy regarding grade one based on further research outcomes.
5. Make the learning materials available as much as possible so that each child have it to work on individually.
6. Teachers' commitment to their profession is vital to tackle these learning problems.

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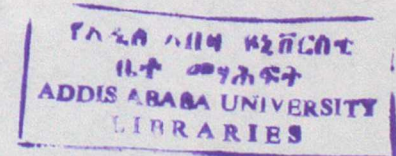
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Appendix A: Instruments used for data collecting

Addis Ababa University, School of Graduate Studies,

Department of Educational Psychology,

Special Needs Education

Instrument code T001

Teachers' Questionnaire

The aim of this questionnaire is to assess factors that influence pupils' scholastic achievement and how they lead to low achievement in grade one

You are requested to answer the questions by circling, the letter of the correct answer you think from the given options.

The respondent's name will not be written in any place in this questionnaire. Please! Answer all the questions frankly and honestly.

Your sincere and frank response will be highly appreciated.

Thank You

1. Name of the school _____

2. Sex - Mark (x) in the box a) Male b) Female

3. Age _____

4. your present academic qualification. _____

5. Years of service _____

6. The Subject or subjects you are teaching now _____

7. Number of students in a class room you are teaching in _____

8. How is your interest in your profession?

(a) high

(b) medium

(c) low

(d) I don't like it

9. If your answer is 'D' for item 8 why?

10. How is the conduciveness of your school environment for teaching and learning processes?

a) very high

b) high

c) less

d) not conducive

11. Do you identify students who need special services in their academic performance?

a) yes, I do

b) No, I don't

12. Do you encourage the low achieving students to solve problems on their own initiative?

e) I do it always

f) I do it sometimes

g) I do it less often

h) I have never done it



13. Do you think that the home experience has importance in promoting learning skills in schools?

a) It is highly important

b) It is important

c) It is not important

d) I don't know

14. In which of the following academic skills do the low achievers perform poorly?

a. computing

b. reading

c. listening

d. speaking

e. writing

15. In which subject area do low achievers perform low mostly?

i) language

j) social science

k) maths

non academics (i.e) sport, music, art, agriculture, home science etc)

16. Which one of the following best characterizes academic performances of the low achieving grade one pupils?

- a. low motivation
- b. problem to ask questions when things are not clear
- c. less initiative to solve academic problems on their own
- d.all of the above

17.It is apparent that consistent evaluation techniques are needed to make the promotion of students from grade to grade (i.e. grade 1-3). Some of the evaluation methods you use mostly in grade one.

- a) _____
- b) _____
- c) _____
- d) _____

18. which one of the following behaviours do low achievers mostly exhibit in class?

- a.hyperactivity
- b.reluctance
- c.poor attention span
- d.poor memory

19. Which one of the following teaching and learning materials is mostly scarce in your school?

a) books

b) Desks and chairs

c) Classrooms

d) Teaching aids

20. Which programme did your school schedule for first grade?

(l) self-contained

(m) many teachers teaching different subjects in grade one

(n) it uses both of the above

(o) I don't know

21. What is your opinion about the effectiveness of self-contained class practice?

(p) It is highly effective

(q) It is effective

(r) It is less effective

(s) It is not effective

22. Does your school practice automatic promotion policy for grade one?

a) yes

b) No

23 . If your answer Is 'yes' for question No 22, did you find it effective in terms of low achievers?

a) It is highly effective

b) It is effective

c) It is less effective

d) It is not effective

24. Do you think that the age differences among grade one students can attribute to low academic achievement?

a) It attributes highly

b) It attributes

c) It attributes less

d) It doesn't attribute

25. To promote learning outcomes, do you encourage your students to be co-operative in working together?

a) I encourage them always

b) I encourage them sometimes

c) I encourage them less often

d) I have never tried it

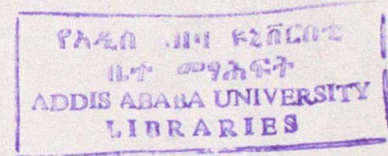
26. How do you feel about your class size?

a) very high

b) high

c) average

d) others _____



27. Do you feel comfortable with your class size you are teaching in?

a) yes

b) No

28. Do you encourage your low achieving students to ask questions,
when ever the subject mater presentation is not clear?

- a) I encourage them always
- b) I encourage them sometimes
- c) I encourage them less often
- d) I didn't attempt it

29. Do you give special attention to the low achieving students in solving
academic problems?

- a)I do it always
- b)I do it sometimes
- c)I do it less often
- d) Not at all

30. Do you consult low achieving students' parents about academic
problems they encounter in teaching and learning processes?

- a)I consult them always
- b)I consult them sometimes

c) I consult them less often

d) I have never done it

31. Are the parents of low achieving students willing to consult with you

About their children's academic problems?

a) They are highly willing

b) They are willing

c) They are less willing

d) They don't consult

32. Please! Would you like to state some possible measures you think to

be undertaken to alleviate the academic performance of low

Achieving students?

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የድህረ ምረቃ ት/ቤት
በትምህርት ፋኩልቲ የሳይኮሎጂ ት/ክፍል

የመጠይቁ መለያ 001

ለመምህራን የቀረቡ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በአንደኛ ክፍል የሚማሩት ተማሪዎች አንዳንዶቹ በሚማሩበት ተምህርቶች በአብዛኛው ዝቅተኛ ውጤት ማለት ከአማካይ 50% በታች እንዲያገኙ ያስገደድአቸውን ችግሮች መንሥኤ ለማጥናት፤ በጥናቱም መሠረት ለችግሮች መፍትሔ የሚሆኑ ሃሳቦችን ለማመልከት ነው።

መጠይቁን የሚሞሉት ከተሰጡት ሃሳቦች ውስጥ ትክክለኛው ነው ብለው የሚያምኑበትን መልስ ፊደል በመክበብ ሲሆን፤ ሌሎች ጥያቄዎችን በተመለከተ የሚያሰቡትን ሃሳብ በመጻፍ ይመልሱ የምላሹን ስም በየትኛውም ገፅ ላይ መጻፍ አያስፈልግም ሃራብ በመጻፍ ይመልሱ።

እርስዎ ለጥያቄዎቹ የሚሰጡት ትክክለኛ ግልፅ መልስ የጥናቱ ማጠቃለያ ወይም መደምደሚያ ሃሳብ ላይ ለመድረስ ወሳኝነት ስለአለው ቀና ትብብርዎ ይጠበቃል።

ስለትብብር በቅድሚያ እናመሰግናለን።

1. የትምህርት ቤቱ ስም _____
2. ያታ ወንድ _____ ሴት _____
3. ዕድሜ _____
4. የትምህርት ደረጃ _____
5. የአገልግሎት ዘመን _____
6. በአሁኑ ወቅት የምታስተምረው የትምህርት ዓይነት _____
7. በምታሰምርበት ክፍል ውስጥ የሚገኙ አማካይ የተማሪ ቁጥር _____
8. ለሙያህ /ለማስተማር/ያለህ ፍቅር/ ዘንባሌ

- ሀ. ከፍተኛ
- ለ. መካከለኛ
- ሐ. ዝቅተኛ
- መ. ሙያውን አልወደውም

9. ከላይ ለተጠየቀው የቀው 8ኛ ጥያቄ መልሱን "መ" ከሆነ ለምን
1. _____
- _____
- _____

10. ትምህርት ቤትህ ለመማር ማስተማር ሂደት ምን ያህል ምቹ?
- ሀ. በጣም ከፍተኛ
 - ለ. ከፍተኛ
 - ሐ. በጥቂቱ
 - መ. ምቹ አይደለም

11. በትምህርት አፈጻጸም ሂደት ልዩ ትኩረት የሚሹትን ወይም ድክመት የሚያሳዩትን ተማሪዎች ለይተው ያስተናግዳሉ?
 ሀ. አዎ
 ለ. አይደለም

12. ዝቅተኛ ውጤት የሚያገኙትን ተማሪዎች በራሳቸው ተነሳሽነት መልመጃዎችን እንዲሠሩ ያበረታታሉ?
 ሀ. ሁልጊዜ
 ለ. በጣም በጥቂቱ
 ሐ. አንዳንዴ
 መ. አድርገውም አላውቅም

13. በመኖሪያ አካባቢ የሚገኘው ልምድ ወይም አኗኗር የመማር አህሎት ያሳለብታል ብለው ያስባሉ?
 ሀ. በከፍተኛ ደረጃ ጠቃሚ ነው
 ለ. ጠቃሚ ነው
 ሐ. ጠቃሚ አይደለም
 መ. አላውቅም

14. ከሚከተሉት የመማር አህሎቶች ውስጥ ዝቅተኛ ውጤት የሚያስመዘግቡ ተማሪዎች በየትኞቹ በጣም ይደክማሉ?
 ሀ. የሂሳብ ስሌት
 ለ. ማንበብ
 ሐ. ማዳመጥ
 መ. መናገር

15. ዝቅተኛ ውጤት የሚያመጡ ተማሪዎች በአብዛኛው ደካማ የሚሆኑት በየትኞቹ የት/ዓይነት ነው?
 ሀ. በቋንቋ
 ለ. የሕብረተሰብ / የአካባቢ ሳይንስ/
 ሐ. ሂሳብ
 መ. ተግባር ትምህርቶች /ምሳሌ ስፖርት፣ ሙዚቃ፣ እርሻ የባልትና ሳይንስ/

16. ከሚከተሉት አማራጮች ዝቅተኛ ውጤት የሚያመጡትን ተማሪዎች የትምህርት አቀባበል ባህርይ በትክክል የሚገልጽ የቱ ነው?
 ሀ. ዝቅተኛ የመማር ፍላጎት
 ለ. ትምህርቱ ግልጽ ሳይሆን ሲቀር ጥያቄ የመጠየቅ ችግር
 ሐ. በራስ ተነሳሽነት መልመጃዎችን በራስ አስቦ የመስራት ፍላጎት ማነስ
 መ. ሁሉም ባሕሪያቸውን ይገልጻሉ

17. ከ1- 3ኛ ላሉ ተማሪዎች ከክፍል ክፍል የሚፈጸመው ዝውውር ተከታታይነት ያለው ምዘና በመስጠት መሆኑ ግልጽ ነው:: እርሶ ክፍል ተማሪዎች በአብዛኛው የሚጠቀሙባቸውን የምዘና ዘዴዎች ጥቂት ይዘርዝሩ::

ሀ. _____
 ለ. _____
 ሐ. _____
 መ. _____

18. ከሚከተሉት አማራጮች ዝቅተኛ ውጤት የሚያመጡ ተማሪዎች በአብዛኛው ክፍል ውስጥ የሚያንጸባርቁት ባሕሪይ የቱ ነው?

- ሀ. ቀዥቃዥነት/ቅብጥብጥነት
- ለ. ዳተኛነት
- ሐ. አናሳ የትኩረት ችሎታ
- መ. ደካማ የማስተዋል ችሎታ

19. ከሚከተሉት የመማር ማስተማር መሣሪያዎች በትምህርት ቤታችሁ በጣም አናሳ የሆነው የቱ ነው?

- ሀ. መጻሕፍት
- ለ. ወንበርና ዴስክ
- ሐ. የመማሪያ ክፍሎች
- መ. የት/መርጃ መማሪያዎች

20. ትምህርት ቤትህ ለአንደኛ ክፍል ተማሪዎች ያዘጋጀው ፕሮግራም የቱ ነው?

- ሀ. አንድ መምህር ሁሉንም ትምህርቶች የሚያስተምርበት ክፍል
- ለ. የተለያዩ መምህራን የተለያዩ ትምህርት ሚያስተምሩበት ክፍል
- ሐ. ከላይ የተጠቀሱትን ሁለቱንም ይጠቅማል
- መ. አላውቅም

21. በአንድ ክፍል ሁሉንም ትምህርቶች አንድ መምህር ያስተምር የሚለው አሠራር ውጤታማ ስለመሆኑ ያለዎት አስተያየት

- ሀ. በከፍተኛ ሁኔታ ውጤታማ ነው
- ለ. ውጤታማ ነው
- ሐ. በጥቂቱ ውጤታማ ነው
- መ. ውጤታማ አይደለም

22. ትምህርት ቤትህ ለ1ኛ ክፍል ተማሪዎች ከክፍል ወደ ክፍል ዝውውር አውቶማቲክ ፕሮሞሽን ፖሊሲ ይጠቅማል? ሀ/ አዎ ለ/ አይደለም

23. ለ22ኛ ጥያቄ መልስዎ አዎ ከሆነ አነስተኛ ውጤት ለሚያገኙ ተማሪዎች ጠቃሚ ነው ብለው ያስባሉ?

- ሀ/ በጣም ጠቃሚ ነው
- ለ/ ጠቃሚ ነው
- ሐ/ በጥቂት ጠቃሚ ነው
- መ/ ጠቃሚ አይደለም

24. በአንደኛ ክፍል የሚማሩ ተማሪዎች የዕድሜ ልዩነት በመሃከላቸው ይስተዋላል:: ይህ የዕድሜ ልዩነት ለአንዳንዶቹ ዝቅተኛ ውጤት መምጣት ምክንያት ይሆናል ብለው ይገምታሉ?

- ሀ/ በጣም ከፍተኛ ደረጃ ምክንያት ይሆናል
- ለ/ ምክንያት ይሆናል
- ሐ/ በጥቂቱ
- መ/ ምክንያት ሊሆን አይችልም

25. የትምህርት ውጤታቸው እንዲጎለብት ተማሪዎች ተባብረውና አብረው ተወያይተው እንዲሠሩ ያበረታታሉት አቸዋል?

- ሀ/ ሁልጊዜ አበረታታለሁ
- ለ/ አንዳንዴ አበረታታለሁ
- ሐ/ በጥቂት አበረታታለሁ
- መ/ ሞክረው አላውቅም

26. በምታስተምርበት ክፍል ውስጥ ስለአሉ የተማሪዎች ቁጥር ብዛት ያለህ አስተያየት ምንድን ነው?

- ሀ/ በጣም ብዙ
- ለ/ ብዙ
- ሐ/ መካከለኛ
- መ/ ሌላ

27. በምታስተምርበት ክፍል ውስጥ ያሉ የተማሪዎች ቁጥር ለማስተማር ሂደት ምቹ ነውን?

- ሀ/ አዎ
- ለ/ አይደለም

28. ዝቅተኛ ውጤት የሚያገኙ ተማሪዎች በማስተማር ሂደት ውስጥ ያልገባቸውን ነገር እንዲጠይቁ ታበረታታቸዋለህን?

- ሀ/ ሁል ጊዜ አበረታታለሁ
- ለ/ አንዳንዴ አበረታታለሁ
- ሐ/ በጥቂት አበረታታለሁ
- መ/ ሞክራ አላውቅም

29. ዝቅተኛ ውጤት የሚያገኙ ተማሪዎች የትምህርት መልመጃዎች እንዲሠሩ ትኩረት ትሰጣቸዋለህ::

- ሀ. ሁል ጊዜ ትኩረት አሰጣለሁ
- ለ. አንዳንዴ ትኩረት አሰጣለሁ
- ሐ. በጥቂቱ ትኩረት አሰጣለሁ
- መ. ሞክራው አላውቅም

30. በማስተማር መማር ሂደት ውስጥ ፤ ዝቅተኛ ውጤት የሚያገኙ ተማሪዎች ችግር ሲጋጥማቸው ፤ ስለጉዳዩ ከወላጆቻቸው ጋር ትወያያለህ

- ሀ. አንዳንዴ እወያያለሁ
- ለ. ሁልጊዜ እወያያለሁ
- ሐ. በጥቂቱ እወያያለሁ
- መ. ተወያይቼ አላውቅም

31. በትምህርታቸው ዝቅተኛ ውጤት የሚያገኙ ተማሪዎች ወላጆች ፤ ስለልጆቻቸው የመማር ችግር ከአንተ ጋር ለመወያየት ፈቃደኞች ናቸውን?

- ሀ. በከፍተኛ ደረጃ ፈቃደኞች ናቸው
- ለ. ፈቃደኞች ናቸው
- ሐ. በፍጹም አይወያዩም

32. በትምህርታቸው ዝቅተኛ ውጤት የሚገኙትን ተማሪዎች ውጤት ለማሻሻል ሊወስድ ይገባቸዋል የምትላቸውን የመፍትሔ ሃሳቦች ብትዘረዝራቸው::

Lakkaa gaaffilee addaa- 001

Gaaffii fi deebii B arsiisootaf dhiyaate

Kaayyoon gaaffii fi deebii kanaa Baratootni kutaa lffaa baratan barnoota baratan hunda jiran keessaa tokko-tokko irra jireessaan qabxii gadi jechuniis walakkeessan ~~shantama~~ (50) gadi akka argatan rakkoleen dirqisisaan ka'umsa ta'e qorachuufi akkataa qorannootiin furmaata rakkooleef ta'aa yaada jiran eeruu dhaaf dha.

Gaaffilee isin guttan yaadolee fileenmoodhaan keennaman keessa sirrii dha jettanii kan ittiin amantan yemmuu tahu deebii qubee maksuu dhaan ta'ee gaaffilee kan biroo ilaalchisee yaada isinitti fakkatu barressudhaan deebisaa.

Deebii gaaffilee ifafi sirrii ta'e deebistan qo'annaa isa xumuraa (Golaaba) yaada jiru irra gahuuf murteessaa waan ta'eef, deeggarsa haala gaarii ta'e sin irraa eegama.

///...

Duran dursee deeggarsa gotaniif isin galatomfadha.

1. A/ Maqaa mana barumsaa _____ B/ Akaakuu m/barumsicha _____
C/ B akka m/b itti argamu _____
2. Saala Dhiira _____ Dhalaa _____
3. Ummurii keessan _____
4. Sadarkaa Barnootaa _____
5. Bara tajaanjilaa _____
6. Akaakuu barnootaa yeroo armaa barsiistu _____
7. Giddu-galeessan baay'ina baratootaa kutaa keessatti barsiistu _____
8. Jalaala ogummaa keetiif (barsiisudhaaf) qabdu attanii ?
A/ Ol'aanaa B/ Gidduu galeessa
C/ Gadiaanaa D/ ogummaa isaa hin jaladhu
9. Gaaffii armaan olii lakkoofsa 8 ffaa tiif deebiin "C" yoo ta'e, maaliif?

10. Mala baruu fi barsiisuu irratti manni barumsa keetii haagam mijaadhaa ?
A/ baay'ee ol-aanaa
B/ ol-aanaa
C/ xiqqoo
D. mijaaniti
11. Mala raawwannoo barnootatiif ilaalcha adda ta'e kan barbadaniif ykn baratoota dadhabbiif agarsiisanif addaan baagtanii gargartuu ?
A. Eeyye
B. Miti

...///

12. Baratoota qabxii gadi aanaa fidan ka'umsa x mataa saaniin Gilgaaloota akka hojjeetan jajjabesituu ?
 A/ Yeroo hundaa B/ baay'ee xiqoo C/ takka-takka
13. Muuxannoon naannoo bakka jireenyaa argamu dandeetti barachuu baratootaa ni cimsa jettenii yaadduu ?
 A/ baay'ee barbachisaa B/ Faayidaa qaba
 C/ Faayidaa hinqabu D/ Hin beeku
14. Dandeetti barachuu arman gadii keessaa baratootni qabxii gad-aanaa galmee sissan dadhabbii isan agarsiisan gosa barnoota isaan kamiin ?
 A/ Herrega B/ dubbissuu
 C/ dhaggeeffachuu D/ O Dubbachuu E/ Barreessuu
15. baratootni qabxiilee gadaanaa fidan irra jirreessan dadhabaa kan ta'an akaakuu barnootaa isaan kamiin ?
 A/ Afaan (Luga) B/ Saayinsii naannoo
 C/ Herrega D/ barnoota garbiroo (Fku. G.J.Q, Muuziqaa, fakkii, qonnaa, mala-Jireenyaa)
16. Filannoowaan arman gadi keessaa baratoota qabxii gadi-aanaa fiduf amala barnoota fudhachuu sirritiin ibsu kan ?
 A/ Fedhii barachuu dhabuu B/ barnootni ifa otoo hin ta'in rakkina
 gaaffii gaafachuu C/ ka'umsa mataa ofiitiin fedhiin gilgaa-
 loota hojeechuu xiqqachuu D/ Hundinuu amaloota jiran ibsu
17. Baratoota kutaa 1-3ffaa jiraniif jijjiraan kutaa dhaa gala kutaatti raawwatamu madaallii yero walqabatee deemun kan keennamu ta'uun ifadha. Baratoota kutaa 1ffaa mala madaallii irra jireessan isin gargaram tau otoo hin baa'isiin ibsaa.
 A.
 B.
 C.
 D.
18. Filannoowaan arman gadi keessaa baratoota qabxii gadi-aanaa fid uiif amala isaan calaqisan irra-jireessan kam ?
 A. Srna-alaa tahuu (informal) B. of-dagachuu/dhibaaha/ cincicaa
 C. dandeettiin hubannoo xiqqoo tahuu
 D. dandeettiin yaadaa dadhabbii tahuu
19. Meeshaalee baruufi barsiisuu arman gadii mana barumsa keessatti baay'ee xiqqoo ta'e kam ?
 A/ kitaaba B/ Barcuma fi Minjala
 / kutaa barnootaa D/ Ragaalee barnootaa
20. Baratoota kutaa 1ffaaf manni barumsa keetti sagantaan qopheesse kam ?
 A/ Mkaakuu barnoota hundan kutaa barsiisaan tokko barsiisu
 B/ Mkaakuu barnoota adda-adda barsiistoonna garaagar barsiisan
 C/ Filennoo arman olii caqasaman lamanuu gargarama
 D/ hin beeku

21. B arsiisaan tokko akaakuu barnoota hundaan kutaa tokko haabarsiisu
 Qajeelchi /adeemsi/ jedhu mijaa tahuu isaa yaada qabdan
 A/ baay'ee mijaa dha
 B. Mijaa dha /bu'a qabeessa
 C/ xiqqoo mijaadha D. Hijaa miti /bu'a qabeessa miti
22. Baratoota kutaa 1ffaatiif manni barumsa keettii jijjiraa kutaa dhaa gara
 kutaatti inammata "Awutomaatikii piroomoshinii" fayyadamaa ?
 A/ Eeyyee B/ Miti
23. Gaaffii 22ffaatii deebiin keessan eeyyee yoota'e, baratoota qabxii gad-aanaa
 argataniif faayidaa qaba jettanii yaadduu ?
 A. baay'ee faayidaa qaba
 B. Faayidaa dha
 C. Faayidaa xiqqoo qaba
 D. Miti-faayidaa
24. Baratootni kutaa 1ffaa baratan garagarumaan uumurii gidduu isaanitti Mul'ata
 garagaruman ~~XXXXXXXX~~ uumurii kanaa tokko-tokkottif qabxii gadi-aanaatiif
 sababa ta'a jettanii tilmaamtuu ?
 A/ Sababa sadarkaa ol-aanaa ni ta'a B/ Sababa ni ta'a
 D/ Sababa ta'uu hin danda'u
25. Baratootni qabxileen barnoota isaanii akka cimuu walgargarani wajiniin wa-
 r'atani akka hojjeetani jajjabesituu ?
 A/ Yeroo hundaa nan jajjabessa B/ Takka takka nan jajjabessa
 C/ xiqqoo nan jajjabessa X/ Yaalii godheen hiru beeku.
 B/ baay'ee
26. Kutaa barsiistu keessatti baratoota lakkoofsa baay'ee jiraniif ilaalchi
 ati qabdu maaliin ?
 A. baay'ee ol'aanaa B/ baay'ee
 C. Giddu galeessa D. kan biroo
27. Kutaa barsiistu keessatti baayinni beratootaa barsiisuu dhaaf akkataan
 isaa mijaa (tolaa) dhaa ?
 A/ Eeyyee B/ Miti
28. Barattoota qabxii gad-aanaa argatan wala barsiisuu keessatti kan isaanii
 hin galle akka gaafatani jajjabeessitaa ?
 A/ yeroo hundaa nan jajjabeessitaa B/ takka-takka nan jajjabeessa
 C/ xiqqoo nan jajjabeessa D/ yaalii godheen hin beeku

...///

29. B aratoota qabxii gad-aanaa argatan gilgaala barnoota akka hojjee tan hubannoo keennitaaf ?
- A. yeroo hundaa hubannoo nan keenna B. Takka-takka hubannoo nan keenna
C. Xiqqoo naa jajjabeessa D. yaalii godheen hib beeku
30. H ala baruu barsiisuu keessatti baratoota qabxii gad-aanaa argatan rakkoon yoo isaan quunname, maatii isaanii wajjiin waa'ee dhimma isaanii mari'aataa?
- A. yeroo hundaa nan mari'adha
B. hubannoo takka-takkaa keenna
C. marii xiqqootiin nan jajjabessa
D. Yaalii godhaan hib beeku
31. Baratoota qabxii gad aanaa argatan Abbootiin ijoollee waa'ee rakkina bar-achuu isaanii si wajjiin mari'achuudhaaf ni eeyyamuu ?
- A. baay'ee eeyyamoo dhaa ?
B. eeyyamoo dha
C. xiqqo eeyyamoo dha
D. Tokkoiiyyuu hin mari'atan
32. B aratoota barnoota isaanitti qabxii gadaanaa argatan qabxii fooyyaa'uuf yaada furmaataa fudhatamuu qaba jettu osoo tartiibdde.

Addis ababa University school of Graduate Studies,

Department of Educational Psychology

Special Needs Education

Instrument code P002

Interview Guide for pupils

Instructions

The aim of this interview is to assess factors that influence pupils' scholastic achievement and how they lead to low achievement in grade one.

The questions are intended as a guide for systematic collection of information about the views of grade one low achieving pupils pertaining to the teaching and learning processes at this grade level.

Please! Answer all the questions frankly and honestly.

Thank You.

1. Name of the school _____

2. Sex Male Female

3. Age _____

4. Are your parents alive? 1) Mother a) yes b) No 2) Father a) yes b)No

5. With whom are you living now _____

6. Previous schooling?

a)yes

b)No

7. If yes, what type?

a)priest

b)koranic

c)any other _____

8. Do you learn in your mother tongue?

a)yes,

b)No,

9. Which subject/subjects do you like most?-----Why?

10. Which subject do you least ?----- Why?

11. Before attending this school, have you ever experienced reading, writing and computing?

a) yes,

b) No,

12. How often do your parents help you at home in explaining you

difficult concepts in your lessons?

a) regularly

b) sometimes

c) never



13. Do your parents buy you all educational materials ,such as, exercise

books, pens, pencils, books, when ever you need?

a) yes

b) no

14. Do your parents encourage you to study your lessons at home?

a) yes

b) no

15. How often do you engage yourself in some home activities to help

your parents

a) always

b) sometimes

c) less often

d) not at all

16. How much are you motivated to learn?

a) very much

b) medium

c) low

d) none

17. As it is observed from the achievement record, your score in very low in all subjects. Why has this a happened ?

18 . Do you work your class work, home works and other assignments cooperatively with your classmates?

a) yes

b) no

19 . Is your school environment attractive for you to learn in?

a) yes

b) no

20. Is your teacher humorous?

a) yes

b) no



21. Does your teacher help you when you have problems in learning processes?

a) yes

b) no

22. Does your teacher punish you ?

a) yes

b) no

23. If yes, how often?

a) always

b) sometimes

c) less often

24. Does your teacher scold or insult you?

a) yes

b) no

25. If yes, how often

a) always

b) sometimes

c) less often

26. Does your teacher explain to you when a subject is not clear?

a) yes

b) no

27. Does your teacher ask you questions?

a) yes

b) no

28. If yes, how often?

a) always

b) some times

c) less often

29. Does your teacher encourage you to ask questions?

a) yes

b) no



30. Do you ask questions on your own when things are not clear?

a) yes

b) no

31. Indicate by circling the letter /letters of learning skills that you don't perform well from the given options.

a) computing

b) reading

c) writing

d) speaking

e) listening

f) comprehension

32. Does your teacher advise you to study more, when ever you get poor scores in your lessons?

a) yes

b) no

33. Any other impression you would like to

state _____

በአዲስ አበባ ዩኒቨርሲቲ
የድንገረምረቃ ት/ቤት
በትምህርት ፋኩልቲ የግይዮሎጂ ትምህርት ክፍል

የመጠይቁ መለያ _____

ለአንደኛ ክፍል ተማሪዎች የቀረበ ቃለ መጠይቅ:

የዚህ መጠይቅ ዋና ዓላማ በአንደኛ ክፍል የሚማሩት ተማሪዎች አንዳንዶቹ በሚማሩት ትምህርቶች በአብዛኛው ዝቅተኛ ውጤት ማለት ከአማካይ /50%/ በታች እንዲያገኙ ያስገደዳቸውን ችግሮች መንሥኤ ለማጥናት በጥናቱም መሠረት ለችግሮች መፍትሔ የሚሆኑ ሃሳቦችን ለማመልከት ነው።

መጠይቁ ስልታዊ በሆነ የአጠያየቅ መንገድ፣ በአንደኛ ክፍል ከሚማሩት ተማሪዎች መካከል ዝቅተኛው ውጤት የሚያገኙት ተማሪዎች በማስተማር መማር ሂደት ውስጥ ያጋጠሙአቸውን ችግሮች በመረጃነት ዘርዘረው እንዲገልፁ ታስቦ የተዘጋጀ ነው።

አንተ ለጥያቄዎቹ የምትሰጠው ትክክለኛና ግልፅ መልስ የጥናቱ ማጠቃለያ ወይም መደምደሚያ ሃሳብ ላይ ለመድረስ ወሳኝነት ስለአለው ቀና ትብብርህ ይጠበቃል።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ

1. የትምህርቱ ቤቱ ስም _____
2. ዕድሜ ሀ. ወንድ ለ. ሴት
3. ዕድሜ _____
4. ወላጆችህ በሕይወት አሉ?
 ሀ. አዎ ለ. የሉም 1. አባት ሀ. አሉ
 ለ. የሉም 2. እናት ሀ. አሉ ለ. የሉም
5. በአሁኑ ወቅት ከማን ጋር ትኖራለ? _____
6. አንደኛ ክፍል ከመግባትህ በፊት ተምረህ ታውቃለህ? ሀ. አዎ ለ. አላውቀም
7. መልስህ አዎ ከሆነ ምን ዓይነት

- ሀ. የቄስ
- ለ. የቁርአን
- ሐ. ሌላ _____

8. በአሁኑ ወቅት በአፍ መፍቻ ቋንቋህ እየተማርክ ነውን?

- ሀ. አዎ
- ለ. አይደለም

9. በጣም የምትወደው /የምትወዳቸው ትምህርቶች የትኞቹ ናቸው?

ለምን ትወዳለህ? _____

10. በጣም የምትጠላው /የምትጠላቸው ትምህርቶች የትኞቹ ናቸው?

ለምን ትጠላለህ?

11. እዚህ ትምህርት ቤት ከመግባትህ በፊት፣ ማንበብ፣ መጻፍና ቁጥር ማስላትን ተለማምደህ ታውቃለህ?

- ሀ. አዎ
- ለ. አላውቅም

12. ወላጆችህ በትምህርቶችህ ውስጥ ያልገባህን አስቸጋሪና አዲስ ሃሳብ ምን ያህል አዘውትረው በማስረዳት ይረዱሃል?

- ሀ. ሁል ጊዜ ይረዱኛል
- ለ. አንዳንዴ ይረዱኛል
- ሐ. ፍፁም ይረዱኛል

13. ወላጆችህ የመማሪያ መሣሪያዎችን ማለት እነደ ደብተር፣ እስክራብቶ፣ እርሳስና መጻሕፍት የመሳሰሉት በአስፈላጊ ጊዜ ሁሉ ይገዙልሃል?

- ሀ. አዎ
- ለ. አይገዙልኝም

14. ወላጆችህ ትምህርትህን እቤት እንድታጠና ያበረታቱሃል?

- ሀ. አዎ
- ለ. አያበረታቱኝም

15. ወላጆችህን ለመርዳት ስትል ምን ያህል በቤት አካባቢ ሥራ ታዘውትራለህ?

- ሀ. ሁልጊዜ አዘውትራለሁ
- ለ. አንዳንዴ አዘውትራለሁ
- ሐ. በፍጹም አልሠራም

16. ለመማር ምን ያህል ደስተኛ ነህ?

- ሀ. በጣም ከፍተኛ
- ለ. መካከለኛ
- ሐ. ዝቅተኛ
- መ. ደስተኛ አይደለሁም



17. ከውጤት ማጠናቀሪያ ሪከርድ /ርስተር/ ለመገንዘብ እንደተቻለው፣ የአንተ ውጤት በሁሉም የትምህርት ዓይነቶች ዝቅተኛ ነው። ይህ ለምን እንዲህ ሆነ?

18. የክፍል የቤትና ሌሎች የትምህርት ሥራዎችን ከክፍል ገደኞች ጋር ተባብረህ ትሠራለህ?

ሀ. አዎ

ለ. አልሠራም

መልስ አልሠራህ ከሆነ ለምን? _____

19. የትምህርት ቤትህ አካባቢ/ውጪም ሆነ ውስጡ/ ደስተኛ ሁኔታ እንድትማርበት ሳቢ ነው ወይ?

ሀ. አዎ

ለ. አይደለም

መልስህ አይደለም ከሆነ ለምን? _____

20. መምህርህ ደስተኛና ተጫዋች ነው ወይ ?

ሀ. አዎ

ለ. አይደለም

21. በመማር ሂደት ውስጥ ችግር ሲያጋጥምህ መምህር ይረዳሃል?

ሀ. አዎ

ለ. አይረዳኝም

22. መምህር ይቀጣሃል?

ሀ. አዎ

ለ. አይቀጣኝም

መልስህ አዎ ከሆነ ምን ያህል ያዘወትራል ሀ. ሁልጊዜ ለ. አንዳንዴ ሐ. በጥቂቱ

23. መምህርህ ይገሥፅሐል ይወቅስሃል ወይም ይሰድብሃል?

ሀ. አዎ

ለ. አይደለም

መልስህ አዎ ከሆነ ምን ያህል ያዘወትራል?

ሀ. ሁልጊዜ

ለ. አንዳንዴ

ሐ. በጥቂቱ

24. መምህርህ ትምህርቱ ግልጽ ሳይሆንልህ ሲቀር በደንብ ያስረድሃል?

ሀ. አዎ

ለ. አያስረድኝም

25. መምህርህ ጥያቄዎችን ይጠይቅሃል?

ሀ. አዎ

ለ. አይጠይቀኝም

26. መልስህ አዎ ከሆነ ምን ያህል ያዘወትራል?

ሀ. ሁልጊዜ

ለ. አንዳንዴ

ሐ. በጥቂቱ

27. መምህርህ በአልገባህ ሃሳብ ላይ ጥያቄ እንድትጠይቅ ያበረታታሃል?

ሀ. አዎ

ለ. አያበረታታኝም

28. በራስህ ተነሳሽነት ያልገባህን/ግለጽ ያልሆነልህን ነገር፣ ግልጽ እንዲሆንልህ ትጠይቃለህ?
 ሀ. አዎ
 ለ. አልጠይቅም
29. ከሚከተሉት የትምህርት ክህሎቶች አንተን በአብዛኛው የሚያዳግትህ ወይም የሚያዳግቱህን መርጠህ ፊደሉን ወይም ፊደሎቹን ክብብ።
 ሀ. የሂሳብ ስሌት
 ለ. ማንበብ
 ለ. መጻፍ
 መ. መናገር
 ሠ. ማዳመጥ
 ረ. አንብቦ መረዳት
30. መምህርህ በትምህርት ዝቅተኛ ውጤት ስታገኝ በርትተህ እንድታጠና ይመክረሃል?
 ሀ. አዎ
 ለ. አይመክረኝም
31. ዝቅተኛ ውጤት የሚያመጡ ተማሪዎች ውጤታቸውን እንዲያሻሽሉ የሚረዳ ሌላ አስተያየት ካለህ
-
-

የአዲስ አበባ ዩኒቨርሲቲ
 ቤተ መጻሕፍት
 ADDIS ABABA UNIVERSITY
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Y U N I V A R S I I T I F I N F I N N E E T I

Mana Barumsaa Digrii Lamaffa,
Dipaartimetimetii Saaykoolojii

Lakka gaafilee adda -002

Gaaffii fi deebii barattoota kutaa 1ffaa dhiyaate

Kaayyoon gaaffiin inni guddaa kanaa, barattoota kutaa 1ffaa baratan irra Jireessan tokko -tokko barnoota barataniin walakkeessan shantema gadi (50) akka argatan rakkoo isaan dirqisise ka'umsa isaa qorachuuf akkataa qorannoo argamun rakkoolee yaada furmaataaf ta'an eeruudhaaf dha.

Akkataa xurreen gaaffii kanaa tarsimoo waan ta'eef, barattoota kutaa 1ffaa baratan gidduu barattootni qabxii gadi aanaa argatan adeemsa banuu-barsiisuu keessatti rakkoo isan quunname ragaaleedhaan tartibanii akka ibsan yaadamee kan qopha'e dha.

Gaaffiif deebii ati keenyito; qo'annaa isa xumuraa yaada jiru irra gahuuf murteessaa waan ta'eef, deeggarsa haala gaarii ta'e Siirraa eegama.

duran dursee deeggarsa Ati gooteef
nan galatomfaadha.

1. A/ Maqaa mana barumsaa _____
B/ Akaakuun Manni Barumsichaa _____
C/ Bakki manni barumsaa itti argamu _____
2. S aala A/ Dhiira _____ B/ Dhalaa _____
3. Uumarii _____
4. Maatiin kee lubbuudhaan jiruu ? A/ Eeyyee B/ Hinjiran
5. Yeroo ammaa eenyyu wajjin jirattaa ? _____
6. Kutaa 1ffaa otoo hin galin dura barattee beektaa ?
A/ Eeyyee B/ Hin beeku
7. Deebiin kee "eeyyee" yoo ta'e maal dha ?
A/ kan Qeesii
B/ " Quraana
C/ " gar-biroo
8. Yeroo ammaa afaan ittiin hikkateen barachaa jirtaa?
A/ Eeyyee B/ Miti
9. Barnoota baayee Ati jaalattu gosa barnoota kame ?

Maaliif jaalatta ? _____

10. B arnoota baay'ee ati jibbitu gosa barnoota kam ?

Maaliif jibbita ?

11. Mana barumsa asitti otoo hin galiin dura, dubbisuu, barreessuufi lakkoofsa heereguu shaakaltee beektaa ?
A/ Eeyyee B/ Hin beeku
12. Barnoota keessatti kan siif hin galleefi yaadolee haaraa ta'an, maatiin kee hammam yeroo hundaa siqayyabachisuun sigargaru ?
A/ Yeroo hundaa na gargaru
B/ Takka-takka na gargaru
C/ Tokkoiyyuu (homaaiyyuu) na hin gergaren
13. Meeshalee Barnootaa jechuniis dabatara, kobbee, Qubeessaafi kitaaba K.K.F Yeroo si barbachisan hunda maatiin kee siif bituu ?
A/ Eeyyee
B/ naaf hin bitan
14. Maatiin kee barnoota mana keessatti akka qo'attu sijajjabeessuu ?
A/ Eeyyee
B/ naa hin jajjebessan
15. Maatii kee gargaruuf hojiif nannoo manaati yeroo hagam dabarsita?
A/ yeroo hundaa dabarsa
B/ Takka-takkan dabarsa
C/ xiqqoon dabarsa
D/ homayyuu hin hojedhu
16. barachuudhaaf hammam gammadaa dhaa ?
A. baay'ee ol-aanaa
B/ Gidduu-Geleessa
C/ gad-aanaa
D/ gammadaa miti
17. galmees kuusaa qabxii (Roostera) irraa qayyabachuu bakka dan de'ametti, akaakuu barnoota hundaan qabxiin kee gad aanaa dha. kun maaliif akkas ta'e?
- -----

18. H iriyoota kutaa kee wajjiin walegalteen hojiiwwaan kan kutaafi manaa aktasu ras hojiiwwaan barnoota gara biiroo hojjeetaa ?
A/ Eeyyee
B/ Hin hojjeedhu
C/ deebii hin hojjeennee yoo ta'e maaliif ?
-



19. Gammaddaa taatee akka barattuuf, naannoon manni barumsa kee keessa fi allii isaa ofitti nama harkisa moo ?
A/ Eeyyee
B/ Miti deebii kee 'imiti' yoo ta'e maaliif ?
20. Barsiisaa kee Gammaddaa fi taphataa dha yii ?
A/ Eeyyee
B/ miti
21. haala (adeemsa) baruu fi barsiisuu keessatti rakkoon yoo siquu nnamu, ~~ka~~ Barsiisaan si gargaraa ?
A/ Eeyyee
B/ na gargaaru
22. Barsiisan kee si adabaa ?
A/ Eeyyee
B/ na hin adaban
Deebii kee "Eeyyee" yoo ta'e, hammam raawwata ?
A/ yeroo hundaa
B/ takka-takka
C/ xiqqoo
23. B arsiisaan kee si dheekamu ykn si arabsuu ?
A/ Eeyyee
B/ Miti
 deebiin kee "Eeyyee" yoo ta'e, hammam raawwata ?
A/ yeroo hundaa
B/ takka-takka
C/ xiqqoo
24. Barnootni kee ifa ta'uu yoo baate (dide) barsiisaan kee sirritti si qayyabachisuu ?
A/ Eeyyee
B/ hin qayyabachisu
25. Barsiisaan kee gaaffilee si gaafatuu ?
A/ Eeyyee
B/ hin gaafatu
Deebiin kee "eeyyee" yoo ta'e
A/ yeroo hundaa B/ takka-takka C/ xiqqoo
26. yaada siif hin galle irratti barsiisaan kee gaaffii akka gaa-fattu si jajjabeessaa ?
A/ Eeyyee
B/ hin jajjabeessuu
27. kakka'umsa mataa keetiin kan siif hin galle ykn waantootniifa hin taanee akka ifaa siif ta'ani ni gaafattaa ?
A/ Eeyyee
B. hin gaafadhu

28. dandeettiwaan barnoota arman gadi irra jireessan siin kan rakkisuufi dhibu filuudhaan Qubee isaa ykn gaalee isaanii iitin marsi.

A/ Herrega

B/ dubbissuu

C/ barreessuu

D/ dubbachuu

E/ dhaggeeffachuu

F/ dubbisanii qayyabachuu

29. barnoota keetti qabxii gad aanaa yemmuu fiddu jabaattee akka qo'attu barsiisaan kee si gorsaa ?

A/ Eeyye

B/ Hin gorsu

30. Baratoota qabxii gad- aanaa warra fidaniif fooyya'ina qabxii akka godhan kan gargaru yaada gara biroo yoo qabatte.

Addis Ababa University; School of Graduate Studies

Department of Educational Psychology

Special Needs Education

Instrument Code PQ 003

Parents' Questionnaire

Instructions

The aim of this questionnaire is to assess factors that influence pupils' scholastic achievement and how they lead to low achievement in grade one.

You are requested to answer the questions given below by circling the letter of the appropriate answer you think from the options given and by writing your own views for open ended ones.

The respondents' name will not be written in any place in this questionnaire. Please! Answer all the questions frankly and honestly. Your sincere and frank responses will be highly appreciated.

Thank You.

Parents' Questionnaire

1. Name of the school _____

2 Sex mark 'x' in the box a) Male b) Female

3. Age _____

4. What is your relationship to the child _____

5. What is your present education status _____

6. How many kilo meters or meters is your home far away from the school ?

a) less than a kilo meter b) 1-2 kilo meters c) 3-4 kilo meters d) 5 kilo meters e) above 5 kilo meters

7. Circle the letter that indicates your economic status from the given options

a) rich

b) average

c) poor

8. How is your marital status?

a) single

b) separated

c) widow/widower

d) divorced

e) any others _____

9. How do you rate your work load at home?

a) heavy

b) average

c) light

d) others _____

10. what is your present occupation?

a) No job

b) farming

c) trading

d) civil servant

e) others _____

11. How often does your daughter/son help you by involving in home activities?

a) always

b) sometimes

c) rarely

d) never

12. How often do you provide learning materials for your child?

a) always

b) sometimes

c) rarely

d) never

13. Do you encourage your child to raise and discuss problems she/he encountered in learning situation?

a) yes, I do

b) No, I don't

14. If yes, how? by:-

a) providing gifts

b) praise

c) showing his results to others

d) any other _____

15. What do you do when your child gets poor grade in some of his subjects?

a) I encourage him to study

b) I punish him

c) I go to school and consult with his teachers

d) I have never thought about the case

16. How do you follow up whether your child often goes to school or not?

a) I always check what she/he did at school

b) I ask his/her teacher

c) I ask his/her friends

d) I have never tried for

17. Do you allocate time for your child for playing and studying?

a) yes I do

b) No, I don't

18. At what age did you enroll your child in grade one? ?

a) at 6 years

b) at 7 years

c) at 8 years

d) any other _____

19.If you didn't enroll your child in grade one at age of seven years, state your opinion, why is was so?

20. Do you encourage your child to study with his neighbouring peers?

a) yes, I do

b)No, I don't

21.How do you rate your child's motivation to learn?

a) high

b)average

c)low

d)I don't know

22.What is your opinion about the effectiveness of the promotion policy;

Which allows automatic promotion for grade one students?

a) It is highly effective

በአዲስ አበባ ዩኒቨርሲቲ
የድንገረምረቃ ት/ቤት
በትምህርት ፋኩልቲ የሃይኮሎጂ ትምህርት ክፍል

የመጠይቁ መለያ _____

ለወላጆች የቀረበ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በአንደኛ ክፍል የሚማሩት ተማሪዎች አንዳንዶቹ በሚማሩት ትምህርቶች በአብዛኛው ዝቀተኛ ውጤት ማለት ከአማካይ /50%/ በታች እንዲያገኙ ያስገደዳቸውን ችግሮች መንሥኤ ለማጥናት በጥናቱም መሠረት ለችግሮች መፍትሔ የሚሆኑ ሃሳቦችን ለማመልከት ነው።

መጠይቁን የሚሞሉት ከተሰጡት አማራጭ ሃሳቦች ውስጥ ትክክለኛ ነው፤ ብለው የሚያምኑበትን መልስ “ ፊደል” በመክበብ ሲሆን ሌሎች ጥያቄዎችን በተመለከተ የሚሰማዎትን ሃሳብ በመጻፍ ይመልሱ።

የመላኹን ስም በየትኛውም ገጽ ላይ መጻፍ አያስፈልግም።
እርስዎ ለጥያቄዎች የሚሰጡት ትክክለኛና ግልጽ መልስ የጥናቱ ማጠቃለያ ወይንም መደምደሚያ ሃሳብ ላይ ለመድረስ ወሳኝነት ስለአለው ቀና ትብብርዎ ይጠበቃል።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ

1. የትምህርት ቤቱ ስም _____
2. የታዎ ሀ. ወንድ _____ ለ. ሴት _____
3. ዕድሜዎ _____
4. ለዚህ ልጅ ዝምድናዎ ምንድን ነው?
5. አሁን ያለዎት የትምህርት ደረጃ ይገለጹ _____
6. ከሚከተሉት አማራጮች ውስጥ ያንተን የኑሮ ሁኔታ የሚገልጽ መርጠህ ፊደሉን ክበብ።

- ሀ. ሀብታም
- ለ. መካከለኛ ኑሮ ያለው
- ሐ. ድኃ

7. የጋብቻ ሁኔታዎ እንዴት ነው?
 - ሀ. ያላገባ /ያገባች
 - ለ. የተለያየ
 - ሐ. ባል የሞተበት /ሚሰት የሞተችበት
 - መ. በፍቺ የተለያየ
 - ሠ. (ያገባ)

8. ለኑሮ በምታደርገው እንቅስቃሴ ያለብህን የሥራ ጫና እንዴት ትመዝነዋለህ?

- ሀ. መካከለኛ
- ለ. ከባድ
- ሐ. ቀላል
- መ. ሌላ _____

9. መኖሪያ ቤትዎ ልጅዎ ከሚማርበት ት/ቤት ምን ያህል ይርቃል?

- ሀ. _____ ሜትር
- ለ. _____ ኪሎ ሜትር

10. በአሁኑ ወቅት የመተዳደሪያ ሥራህ ምንድን ነው?

- ሀ. ሥራ የለኝም
- ለ. እርሻ
- ሐ. ንግድ
- መ. የመንግሥት ሠራተኛ
- ሠ. ሌላ _____

11. ልጅህ /ሴት/ወንድ/ በቤት አካባቢ በሥራ ምን ያህል አዘውትሮ ያግዝሃል/ታግዝሃለች?

- ሀ. ሁልጊዜ
- ለ. አንዳንዴ
- ሐ. በጥቂት
- መ. በፍጹም

12. የመማሪያ መሣሪያዎችን ለልጅህ ምን ያህል አዘውትረህ ትሰጠዋለህ?

- ሀ. ሁል ጊዜ እሰጠዋለሁ
- ለ. አንዳንዴ እሰጠዋለሁ
- ሐ. አልፎ አልፎ ሲመች እሰጠዋለሁ
- መ. በፍጹም አልሰጠውም

13. በማስተማር መማር ሂደት ውስጥ ያጋጠሙትን ችግሮች ልጅህ አንስቶ እንደወያይ ታበረታታለህ?

- ሀ. አዎ
- ለ. አላበረታታውም

14. መልስህ " አዎ " ከሆነ በምን?

- ሀ. ስጦታ በመስጠት
- ለ. በማመስገን
- ሐ. ውጤቱን ለሌሎች በማሳየት
- መ. ሌላ _____

15. በአንድንድ ትምህርቶች ልጅህ ደካማ ውጤት ሲያገኝ ምን ታደርጋለህ?

- ሀ. በርትቶ እንዲያጠና አበረታተውለሁ
- ለ. እቀጣዋለሁ
- ሐ. ትምህርት ቤት ሂጄ ከመምህራኖች ጋር እወያያለሁ
- መ. ስለ ጉዳዩም አስቤ አላውቅም

16. ልጅህ ዘወትር ትምህርት ቤት መሄድ አለመሄዱን እንዴት ትከታተላለህ?

- ሀ. ትምህርት ቤት በየቀኑ የሠራውን እቆጣጠራለሁ
- ለ. መምህሩን እጠይቃለሁ
- ሐ. ጋራዎቹን እጠይቃለሁ
- መ. ተከታትዬ አላውቅም

17. ለልጅህ የመጫወቻና የማጥኛ ጊዜ ለይተህ አሳውቀሁል?

- ሀ. አዎ
- ለ. አላሳወቅሁትም

18. ልጅህን 1ኛ ክፍል ያስገባኘው በስንት ዕድሜው ነው?

- ሀ. 6 ዓመት
- ለ. 7 ዓመት
- ሐ. 8 ዓመት
- መ. ሌላ _____

19. ልጅህን በ7 ዓመቱ 1ኛ ክፍል ካላስገባህ ለምን እንዳላስገባህ በጥቂት ብትዘረዝር

20. ልጅህ ከጎረቤት ጋር እንዲያጠና ታበረታታዋለህ?

- ሀ. አዎ
- ለ. አላበረታታውም

21. ልጅህ ለመማር ያለው ፍላጎት /ዝግጅት/ ምን ያህል ነው?

- ሀ. ከፍተኛ ነው
- ለ. መካከለኛ ነው
- ሐ. ዝቅተኛ ነው
- መ. አላውቅም

22. የአንደኛ ክፍል ተማሪዎች ያለፈተና ከክፍል ክፍል እንዲያልፉ አዲሱ ፖሊሲ ይፈቅዳል። ይህ ፖሊሲ ውጤታማ ነው ብለህ ትገምታለህ?

- ሀ. በከፍተኛ ደረጃ ውጤታማ ነው
- ለ. ውጤታማ ነው
- ሐ. በጥቂቱ ውጤታማ ነው
- መ. አላውቅም

23. በአንተ አስተያየት ዝቅተኛ ውጤት የሚያመጡ ተማሪዎች የትምህርት ችሎታቸውን እንዲያያሸሉ መወሰድ አለባቸው የምትላቸውን እርምጃዎች ዘርዝር።

M/B digirii lamaffaa,

Dipaartimentii saaykoolojii

Lakkaa gaafilee addaa - 003

Gaaffilee Maatiif (warraaf) dhiyaate

Kaayyoo gaaffilee kanaa, baratoota kutaa lffaa barata jiran keessaa tokko-tokko irra jireessan barnoota baayi'een qabxii gadi jechuu nis walakeessaan (50%) gadi akka argatan rakkoleen isaan dirqisiise ka'umsa isaa qorachuufi akkataa qorannoofiin furmaata rakkoleef ta'an yaada jiran eeruuf dha.

Gaaffilee isin guttan yaadolee filannoo dhaan keennaman keessaa sirrii dha jettanii deebii itti amantan Qubee jiru itti marsuudhaan yemmuu ta'u gaaffilee gar biroo ilaalchisee yaada isinitti dhagame (fakkaate) barreessuudhaan deebisaa.

Fuula kamiyyuuratti maqaan abbaa deebii keenne barreessuun hin barbachisu.

Deebii gaaffilee ifa fi sirrii ta'e isin deebistan qo'annaa isa xumuraa (golaaba) yaada jiru irratti gahuuf murteessaa waan ta'eef, deeggarsa haala gaarii ta'e sin eegama.

Duran dursee deeggarsa isin gotaniif nan galatomfadha.

- 1/ A/ Maqaa mana barumsaa
B/ kkaakkuun mana Barumsiichaa _____
C/ Bakki Mani barumsaa itti argamu _____
2. Uumirii keessan _____
3. Saala A/ Dhiira B/ dhalaa
4. Daa'ima kanaf firummaan keessan maalin? _____
5. Sadarkaan barnootaa yeroo ammaa isin qabden ibsaa _____
6. bakka jireenya keessan irraa manni barumsaa hangam ~~ex~~ fagaata?
A/ meetira _____
B/ kiloomeetira _____
7. Filannoowaan arman gadi jiran keessaa akkataa jireenya keessanii ibsu filuudhaan Qubee isaa itti marsa.
A/ Sooreessa
B/ Jireenya giddu-galeessa ta'e
C/ Hiyeessa (deegaa)
8. Haalli Fuudhaafi heerummi keessanii akkamii?
A/ kan hin fuune
B/ kan wal hiike
C/ kan dhiirsi /niitiin irraa duutel/8e
D. kan gargar bahe
E/ kan biroo
9. Soss'ina jireenyaaf gootan, baay'ina hojii qabddan irratti attamitti madaaltu?
A/ Giddu-galeessa B/ cimmaan C. salphaadhaan D. kan biroo

- . Yeroo amma gaheen hojii keessanii maalidha ?
- A/ Hojii hin qabu
 - B/ Qonnaa
 - C/ Daldala
 - D/ Hojjeetaa mootummaa
 - E/ kan biiroo _____
11. Naannoo manaatti mucaan kee /dhiira/ dubara/ hojiidhaan hangam isin faana ta'anii gargaru ?
- A. yeroo hundaa na gargara
 - B. takka-takka na gargara
 - C. xiqqoo na gargara
 - D. homayyuu hin gargaru
12. Meeshaalee barnootaa hangam mucaa keetii keemmita ?
- A. Yeroo hundaa keenna
 - B. takka-takka keenna
 - C. darbee-darbee yemmuu natti tolu keenna
 - D. homayyuu hin keennu
13. Rakkolee baruufi barsiisuu keessatti mucaan kee mudate kaasee akka itti mari'atan jajjabeessituu?
- A/ Eeyyee
 - B/ hin jajjabeessine
14. Doobiin keessan 'Eeyyee' yoo ta'e, maaliin ?
- A/ Badhaasa keennuudhaan
 - B/ Eebbisuudhaan
 - C/ qabxii argate kan birooitti agarsisuudhaan
 - D/ kan biroo
15. Barnoota tokko-tokkotti mucaan kee qabxii dadhabaa yemmuu argatu maal goota?
- A/ jabaatee akka qo'atu jajjabeessa
 - B/ nan adaba
 - C/ mana barumsaa deemee barsiisoota isaa wajjinin mari'adha
 - D/ dhimma kanaf yaade iyyuu hin beekuu
16. Yeroo hundaa mana barumsaa mucaan kee deemuufi hin deemne isaa maaliin (altanitti) hordoofa?
- A/ Yeroo hundaa hojii mana barumsa keessatti hojjeete to'adha.
 - B/ Barsiisaa isaa gaafadha
 - C/ Hiriyoota isaa gaafadha
 - D. Hordoofeiyyuu hin beeku.
17. Mucaa keetiif yeroo taphaa fi qo'annaa addaan baastee beeksifteettaa ?
- A/ Eeyyee
 - B/ Hin beeksifina

18. kutaa 1ffaa Mucaa kee kan galchiite waggaa isaatti ?
A/ waggaa ja'a
B/ waggaa torba
C/ waggaa saddeet
D/ gara biroo _____
19. Waggaa torbatti mucaa kee kut aa 1ffaa hin galchine yoo ta'e maaliif akka hin galchine xiqqeessuudhaan ibsi

20. Mucaan keessan hiriyoota ollaa wajjiin akka qo'atu jajjabeessitu ?
A/ Eeyyee
B/ Hin jajjabeessu
21. Barachuudhaaf fedhii mucaan keessanii hangami ?
A/ baay'ee ol-'aanaa
B/ Gidduu galeessa
C/ gad-aanaa
D/ Hin beeku
22. Himammata isa haaraatti baratootni kutaa 1ffaa Qormaata malee kutaa irraa gara kulaatti akka darban ni eeyyama himammata ni kun, bu'a qabeessa jettanii ni tilmaanta?
A/ baay'ee gahaa dha
B/ gahaa dha
C/ xiqqoo gahaa dha
D/ Hin beeku
23. Baratoota qabxii gad aanaa fidan dandeettii barnoota isanii akka fooyyeessan tarkanfii fudhatamuu qaba jeettan akkataa ilaalcha keesaniin ibsaa ?

b) It is effective

c) It is less effective

d) I don't know

23. Any idea you would like to suggest in order to alleviate the academic performance of the low achieving students

Appendix B: Statistical Computations used for data analysis

Chi Square test for Teachers

	chi square test			
	Teachers			
item 11		urban	rural	total
	observed			
	yes I do	46	34	80
	No ,I don't	1	2	3
		47	36	83
	expected			
	yes I do	45.30120482	34.69879518	
	No ,I don't	1.698795181	1.301204819	

	chi square	0.4069891 43		
item 13				
	observed			
	highly important	10	26	36
	important	16	6	22
	no important	17	2	19
	I don't know	4	2	6
		47	36	83
	expected			
	highly important	20.385542 17	15.61445783	
	important	12.457831 33	9.542168675	
	no important	10.759036 14	8.240963855	
	I don't know	3.3975903 61	2.602409639	
	chi square	0.0000382		
item 14				
	observed			
	computing	10	5	15
	reading	13	9	22
	listening	16	13	29
	speaking	2	2	4

	writing	6	7	13
		47	36	83
	expected			
	computing	8.4939759 04	6.506024096	
	reading	12.457831 33	9.542168675	
	listening	16.421686 75	12.57831325	
	speaking	2.2650602 41	1.734939759	
	writing	7.3614457 83	5.638554217	
	chi square	0.8533462 25		
item 15				
	observed			
	language	28	19	47
	social science	4	8	12
	maths	9	9	18
	no acadamic	6	0	6
		47	36	83
	expected			
	language	26.614457 83	20.38554217	
	social science	6.7951807 23	5.204819277	

	maths	10.192771 08	7.807228916	
	no acadamic	3.3975903 61	2.602409639	
	chi square	0.0518235 47		
item 16				
	observed			
	Low motivation	10	5	15
	problems to ask when things are not clear	1	2	3
	less initiative to solve acadamic problems on their own	7	6	13
	all of the above	29	23	52
		47	36	83
	expected			
	Low motivation	8.4939759 04	6.506024096	
	problems to ask when things are not clear	1.6987951 81	1.301204819	
	less initiative to solve	7.3614457 83	5.638554217	

	academic problems on their own			
	all of the above	29.445783 13	22.55421687	
	chi square	0.7208759		
item 18				
	observed			
	hyperactivity	18	4	22
	reluctance	5	4	9
	poor attention	9	19	28
	poor memory	15	9	24
		47	36	83
	expected			
	hyperactivity	12.457831 33	9.542168675	
	reluctance	5.0963855 42	3.903614458	
	poor attention	15.855421 69	12.14457831	
	poor memory	13.590361 45	10.40963855	
	chi square	0.0049501		
item 19				

	observed			
	books	16	24	40
	desks and chairs	12	1	13
	class rooms	6	7	13
	Teaching aids	13	4	17
		47	36	83
	expected			
	books	22.65	17.35	
	desks and chairs	7.36	5.64	
	class rooms	7.36	5.64	
	Teaching aids	9.63	7.37	
	chi square	0.0022476 98		
item 21	observed			
	highly effective	1	2	3
	effective	4	1	5
	less effective	9	4	13
	no effective	33	29	62
		47	36	83
	expected			
	highly effective	1.6987951 81	1.301204819	

	effective	2.831325301	2.168674699	
	less effective	7.361445783	5.638554217	
	no effective	35.10843373	26.89156627	
	chi square	0.406073629		
item 30				
	observed			
	I consult them always	27	19	46
	I consult them sometimes	17	15	32
	I consult them less	3	2	5
	I have never done it	0	0	0
		47	36	83
	expected			
	I consult them always	26.04819277	19.95180723	
	I consult them sometimes	18.12048193	13.87951807	
	I consult them less	2.831325301	2.168674699	
	I have never done it	0	0	
	chi square	#DIV/0!		

Chi Square test for Pupils

	pupils chi square		
		urban	rural
Item 6			
	observed		
	yes	41	24
	no	9	26
		50	50
	expected		
	yes	32.5	32.5
	no	17.5	17.5
	chi square	0.000365012	
item 8			
	observed		
	yes	46	46
	no	4	4
		50	50
	expected		
	yes	46	46
	no	4	4

	chi square	1	
item 12			
	observed		
	regularly	18	16
	sometimes	15	17
	never	17	17
		50	50
	expected		
	regularly	17	17
	sometimes	16	16
	never	17	17
	chi square	0.885747348	
item 13	observed		
	yes	49	50
	no	1	0
		50	50
	expected		
	yes	49.5	49.5
	no	0.5	0.5
	chi square	0.314878923	

item 15			
	observed		
	always	28	11
	sometimes	5	12
	less often	12	17
	not at all	5	10
		50	50
	expected		
	always	19.5	19.5
	sometimes	8.5	8.5
	less often	14.5	14.5
	not at all	7.5	7.5
	chi square	0.005039326	
item 16			
	observed		
	very much	34	41
	medium	7	2
	low	9	7
	none	0	0
		50	50
	Expected		
	very much	37.5	37.5
	medium	4.5	4.5

	low	8	8
	none	0	0
	chi square	#DIV/0!	
item 21			
	observed		
	yes	42	37
	no	8	13
		50	50
	expected		
	yes	39.5	39.5
	no	10.5	10.5
	chi square	0.219607976	
item 28			
	observed		
	computing	10	21
	reading	0	6
	writing	1	1
	speaking	0	0
	listening	0	0
	Comprehension	39	22
		50	50

	expected		
	computing	15.5	15.5
	reading	3	3
	writing	1	1
	speaking	0	0
	listening	0	0
	Comprehension	30.5	30.5
	chi squire	#DIV/0!	

Chi Squire test for parents

item 5		urban	rural	total
	observed			
	illiterate	27	23	50
	4-8	12	5	17
	9-11	3	3	6
	12th	3	2	5
	12+2	2	2	4
	above 12+2	1	1	2
		48	36	84
	expected			
	illiterate	28.57142857	21.42857143	

	4-8	9.71428571 4	7.285714286	
	9-11	3.42857142 9	2.571428571	
	12th	2.85714285 7	2.142857143	
	12+2	2.28571428 6	1.714285714	
	above 12+2	1.14285714 3	0.857142857	
	chi square	0.88595960 4		
item 6				
	observed			
	less than a kilo meter	14	14	28
	1-2 kilometers	28	12	40
	3-4 kilometers	1	3	4
	5 kilometers	2	4	6
	above 5 kilometers	3	3	6
		48	36	84
	expected			
	less than a kilo meter	16	12	
	1-2 kilometers	22.8571428 6	17.14285714	
	3-4 kilometers	2.28571428 6	1.714285714	
	5 kilometers	3.42857142 9	2.571428571	
	above 5 kilometers	3.42857142	2.571428571	

		9		
	chi square	0.16575555 6		
item 7				
	observed			
	rich	1	0	1
	average	20	26	46
	poor	27	10	37
		48	36	84
	expected			
	rich	0.57142857 1	0.428571429	
	average	26.2857142 9	19.71428571	
	poor	21.1428571 4	15.85714286	
	chi square	0.01792352 5		
item 10				
	observed			
	no job	20	10	30
	farming	4	12	16
	trading	4	5	9
	civil servant	8	5	13
	other	12	4	16
		48	36	84

	expected			
	no job	17.1428571 4	12.85714286	
	farming	9.14285714 3	6.857142857	
	trading	5.14285714 3	3.857142857	
	civil servant	7.42857142 9	5.571428571	
	other	9.14285714 3	6.857142857	
	chi square	0.03092739 5		
item 11				
	observed			
	always	13	8	21
	sometimes	9	9	18
	rarely	13	16	29
	never	13	3	16
		48	36	84
	expected			
	always	12	9	
	sometimes	10.2857142 9	7.714285714	
	rarely	16.5714285 7	12.42857143	
	never	9.14285714 3	6.857142857	

	chi square	0.1039757		
item 12				
	observed			
	always	17	19	36
	sometimes	12	6	18
	rarely	16	11	27
	never	3	0	3
		48	36	84
	expected			
	always	20.57	15.43	
	sometimes	10.29	7.71	
	rarely	15.43	11.57	
	never	1.71	1.29	
	chi square	0.22020064		
item 15	observed			
	I encourage him to study	42	19	61
	I punish him	3	2	5
	I go to school and consult with his teacher	2	10	12
	I have never thought about the case	1	5	6
		48	36	84
	expected			
	I encourage him to study	34.8571428	26.14285714	

		6		
	I punish him	2.85714285 7	2.142857143	
	I go to school and consult with his teacher	6.85714285 7	5.142857143	
	I have never thought about the case	3.42857142 9	2.571428571	
	chi square	0.00145353 4		
item 18				
	observed			
	at 6 years	5	10	15
	at 7 years	21	11	32
	at 8 years	6	6	12
	any other	16	9	25
		48	36	84
	expected			
	at 6 years	8.57142857 1	6.428571429	
	at 7 years	18.2857142 9	13.71428571	
	at 8 years	6.85714285 7	5.142857143	
	any other	14.2857142 9	10.71428571	
	chi square	0.16166706 6		
item 21				

	observed			
	high	23	18	41
	average	15	14	29
	low	7	3	10
	I don't know	3	1	4
		48	36	84
	expected			
	high	23.4285714 3	17.57142857	
	average	16.5714285 7	12.42857143	
	low	5.71428571 4	4.285714286	
	I don't know	2.28571428 6	1.714285714	
	chi square	0.66807588 9		
item 22				
	observed			
	highly effective	4	2	6
	effective	6	3	9
	less effective	24	17	41
	I don't know	13	14	27
		47	36	83
	expected			
	highly effective	3.39759036 1	2.602409639	

	effective	5.09638554 2	3.903614458	
	less effective	23.2168674 7	17.78313253	
	I don't know	15.2891566 3	11.71084337	
	chi square	0.68996382 4		