AN ASSESSMENT OF FAMILY RELATED FACTORS AFFECTING EDUCATIONAL PERFORMANCE IN ADDIS ABABA: THE PRIMARY SCHOOLS IN FOCUS

A THESIS
PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTERS OF ARTS IN
EDUCATIONAL RESEARCH AND DEVELOPMENT

BY
SINKINESH BEFIKADU

JUNE 2013

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School of Graduate Studies

An Assessment of Family Related Factors Affecting Educational Performance in Addis Ababa: The Primary Schools in Focus

By

Sinkinesh Befikadu

Approved by Board of Examiners:

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DECLARATION

I hereby declare that this study in my original work done under the guidance of Ato Derebssa Dufera (Phd) as advisor and that all sources of relevant materials used in this thesis have been duly acknowledged.

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Date _____

Submission Approval

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

Name: Derebssa Dufera (PhD)

Signature_____

Date: _____

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ABBREVIATIONS/ACRONYMS

FGD	Focus Group Discussion
MoE	Ministry of Education
SES	Socio Economic Status

ABSTRACT

The main purpose of the study was to investigate the socio-economic factors which have an impact on the academic performance of public primary level students in Addis Ababa and show the level of the problem and interventions made to help these students achieve the required results in education. The central idea of this study was finding out the key socio-economic factors affecting the low performing students in the public schools in order to improve their results. For this to happen the study recommends the actors in the study to focus /provide more support/effort as was done for the other regions even though the economic situation of Addis Ababa is relatively better than the other rural areas. Based on the existing literatures and the objective of the study research questions were formulated. Parents and academic staff were sources of data for the study. Only qualitative method was used to collect data for the study. Interview and Focus Group Discussions were the instruments used to collect data. The instruments used for the study helped to investigate all the possible factors affected the academic performance in public primary schools. The major findings of the study are economic and family related factors and lack of continuous and coordinated adequate interventions in the city. A number of other crosscutting issues which were interrelated with education were identified. The study indicated that more intervention is needed by the actors in education sector to improve the public school achievements in Addis Ababa. The public schools in the city are the main places where high school dropout rate is found. Therefore, this clearly indicates that to decrease the dropout rate the local and non-local actors should put their efforts together and start working in the public schools in the city. Different socioeconomic factors were identified by the study. Thus these are important intervention areas for the actors interested in community areas to engage themselves and bring the intended result and help students in the public schools to continue their education and also achieve the desired results. In general the results of this specific study can be important input for those who want to work on identifying factors affecting academic achievement; school dropouts, under nutrition, and child psychological impact on education, the outcome of family follow up on education and many others.

CHAPTER ONE

1. Introduction

1.1 Back Ground of the Study

Education, in as much as other social institutions in a society, is bedrock of individual and social development. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). However, these positive outcomes are highly contingent up on the actual teaching and learning process and environment, especially the degree to which how students perform well academically (Farooq et al. (2011)).

Educators, trainers, and researchers have long been interested in exploring various factors contributing effectively for the quality of learners' performance. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as *student factors, family factors, school factors and peer factors* (Crosnoe, Johnson & Elder, 2004). These factors are generally defined and included in a greater abstract term called socio-economic status 'SES' (Considine & Zappala, 2002). These factors are well articulated to substantially affect the level of students' academic achievement (See, for instance, Considine & Zappala (2002); Farooq et al. (2011); & Emon, (2005)). Among these major socioeconomic factors, the present study explored the family factors in depth to

account for the well established poor academic achievement among some purposively selected publicly run primary schools in Addis Ababa (Bakker et.al.2007).

Shittu (2004) explained that education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society.

Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street laboring to make ends meet (Shittu, 2004).

As opposed to most of the researches carried out either here in the Ethiopian context (For instance, Yeshimebrat, Alemayehu, and Firew, 2013; Abebayehu, 2002; & Mohammed, 2001) or elsewhere (For instance, Martha, 2005; Emon, 2005; & Farooq et al. (2011)), the present study exclusively used qualitative research methods such as focus group discussions (FGDs), interview (structured and unstructured), and direct observations (and visits) to delve deeper into and uncover central factors that may account for the poor academic performance of students among some purposively selected public elementary schools in Addis Ababa and also to assess the level of interventions made by the actors in education sector in the city.

1.2 Statement of the Problem

As it is proven by different researchers, early primary level education has profound effect on academic progression, performance/achievement and completion. For this, various socio-economic factors of families in early childhood have the greatest impact on educational achievement. It's obvious that different indigenous and international actors have been working in the rural parts of the country to support families in education achievement. However, Addis Ababa is somehow ignored or little support is given even though there are lots families affected by various socio economic factors especially at this time where the cost of living is very high for families in which they cannot even cope-up with the situation. Therefore, economic status of families has everlasting impact on educational performance of their children especially at the lower stages of educational levels. Thus, the researcher asserts that there is a felt problem here in Addis Ababa.

Family conditions in early childhood have the greatest impact on the likelihood of school completion, especially among children in families with low incomes. Poverty has everlasting negative effect on educational achievement/performance, progression and completion (See, for instance, Duncan et al. (1998))."

Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. In this study social economic status (SES) was characterized by family income, parental education and parental occupation. Graetz (1995) argues

that children from high social economic status families perform much better at school compared to children from low SES families as cited in Kyoshaba Martha (2009).

Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. In this study, school background was characterized by location of school (urban or rural), school ownership (public or private schools), school academic status and school financial standing as cited in Kyoshaba Martha (2009).

This type of research which focused to assess the interventions made by international actors working in the sector to alleviate the socio-economic factors affecting students in public schools was not conducted in Addis. The study acknowledges that there is little intervention made by these actors but asserts that the intervention was not continuous and enough to alleviate the problem. Therefore, the study shows the research gap in the sector and also provides all the possible recommendations and intervention mechanisms to address the problem from its roots and give remedial solutions for the problem. Other researches indicated the presence of socio-economic problems affecting the education sector in the city but they did not indicate the inadequacy of the interventions made by the aforementioned actors in the sector. This being the gap identified by this study, the research will be the base for those who want to research the situation further.

The study compared grade eight national exam results of private and the selected public schools in Addis Ababa as a starting point for the research.

The problem is observed in most of the government schools in Addis Ababa. There was no adequate and coordinated efforts made to address the problem in the city as compared to the

other regions. Hence it was useful and timely to investigate the status of the problem as the problem was not yet addressed in the city as it was considered that the city is economically better than other regions.

To achieve this purpose the study attempted to answer the following question:

1. The impact of family socio-economic status on students' academic achievement?
2. The major socio economic factors affecting students' performance with a special focus to the government owned schools in Addis?
3. The major factors/reasons which bring significant difference in the performance of students in the selected government owned primary level schools in Addis?
4. Are there adequate interventions made by international actors in Addis to support students in government owned primary level schools to boost the performance of poorly performing students in these particular schools?
5. Are the actors in the sector prioritizing and giving more focus and support in the rural areas than Addis?

1.3 Objectives of the Study

This study had general and specific objectives. The general objective of this study was to explore various socioeconomic factors affecting students' academic performance with a special emphasis on family related factors at some selected government primary schools in Addis Ababa where the living standard is relatively better than the rural areas. The specific objectives are:

- To explore the impact of family's income level and occupational conditions on students' academic performance.
- To explore the impact of lack of family follow up on students' academic performance.
- To explore the impact of students-family relation-status on students' academic performance.
- To suggest possible intervention mechanisms and policy implications to mitigating students' poor academic achievement with a special focus in public schools in Addis.

1.4 Significance of the Study

The study would be significant to add value to the existing knowledge of the factors affecting performance in public schools in Addis Ababa and would most importantly be the baseline to make interventions for different actors in the sector to deal with the problem. It would also be an input for policy makers in education and can also be an evidence for those who wants to make intervention and bring about change to improve educational performance in the public schools in Addis Ababa which most affected by the problem. In other words it would also be the first of its kind to add an input to the factors affecting performance in the city so that the actors in the sector will start work to increase educational performance in the lower grades of the public schools of city. Therefore, it will have paramount importance to improve the academic achievement of education in the public schools in the city as the study was looking at the different paradigm or untouched part in the sector.

1.5 Delimitation of the Study

The study was limited to the selected schools in Addis Ababa city because of the reason that it was designed to assess the extent of the problem and the interventions made in the city. There were five schools selected for this study among which three of them were public schools which were targeted for the study. Therefore, the research was limited to these public schools where the other two private owned schools were used for comparison reason only. The research was also limited to study the economic factors specifically socio-economic factors related with family background or income status of the lower grade elementary level student families in the selected public schools.

1.6 Limitations of the Study

Primarily this study was limited to the public schools as the families of these students were most of them were from the families in the lower socioeconomic status even though only few were from well to do families. The study was also limited to Addis Ababa city as it was well known that there were a number of interventions made in the other regions of the country to support the public schools in the regions. Only three public schools were selected because of that most schools visited were not open to give the required information. The selection was made very carefully and the outcome/s of the study on these three schools was assumed to be true for the other similar public schools in the city. So that the original assumption was that the result of this study can represent the other public schools in the city than conducting a research throughout the city which needs a large amount of resource and time. Therefore, this was the main reason why the study was conducted on only the three schools. There was also limitation to get the grade eight national exam results of students in most schools as these results are confidential by nature and was never open to the public or anyone who

wanted to get it. This was the biggest challenge encountered during the study which limited the number of schools to be selected for the sake of the research in the city. It was even one of the main frustrating factors which limited the study only to three schools from all the public schools in the city.

1.7. Organization of the Study

The study has five chapters. The first chapter deals with the background of the study, the second chapter deals the review of related literature, the third chapter presents the research design and methodology, the fourth chapter is about the data presentation, analysis and interpretation. The last chapter is chapter five and it is all about the summary, conclusion, and recommendation of the data presented in the earlier chapter.

1.8. Definition of Terms

Educational performance:- Examination Performance.

Family- Biological parent, close relative or one who adopts or employer of the child.

Intervention:- Different Mechanisms used to improve the academic performance of Students.

Socio-economic Factors:- Field of study that examines social and economic factors to better understand how the combination of both influences something.

CHAPTER TWO

2. Review of Related Literatures

Many writers in education indicated that low income family' children or children of families in the low socioeconomic status have relatively low academic performance than those in a higher economic status. Being income status as one of the major factor for low or higher performance in education different writers tried to address this in different ways as indicated below.

Not surprisingly, socioeconomic status also bears on motivation suggest that minority children with greater socio-economic advantages typically perform better in school than less-advantaged students. Other low income and minority youngsters, children with attention deficit disorder, and special education students who tend to struggle in school are susceptible to being under appreciated by their teachers (Schultz, 1993).

Johnston and Juyono (1983) indicated the importance of family income contributing to the educational performance of students as follows (Mathewos, 2000).

Although Johnston and Juyono mentioned the importance of the school and personal factors in determining the academic achievement of students; they identified the family background as the most important factor. They suggested that a student might be in a better position to raise his level of academic achievement if he lived in a place where encouragement and support were provided for his study. However support was only possible if parents had an appreciable income (Mathewos, 2000).

In a study that involved 1359 randomly selected students (aged 14-17 years), (Chopra, 1967) examined the relationship between parental occupation and the academic achievement of high school students. Using analysis of variance, he concluded that there was a positive relationship between the level of parental occupation and the mean achievement scores of high school students (Mathewos, 2000).

In another study, (Chopra, 1969) demonstrated that achievement in English, Mathematics and Science had a positive relationship with economic background. That is, higher socio-economic group were significantly higher than those of the students from the middle and the lower socio-economic groups (Mathewos, 2000).

For example, (Kelly, 1994) classified the causes of attrition (inability to continue or complete one's educational career for whatever reasons in to two broad categories: social psychological and socio-economic status. In the first instance, factors encompassed were student behaviour, performance in school, psychological states, and family background of students. According to his review, this school of thought employs predominantly correlation studies and treats these factors as independent and student attrition as dependent variable. Thus dropping out of the learning institute is reckoned to be an individual act suggesting that it could be a failure of the individual learner to cope with the task of learning, or failure of the family or culture of the student (Yalew, 2003).

Studies that measure access to education generally include some measure to represent household wealth. Household wealth is consistently found to be a critical predictor of basic education attendance. Ilon and Moock link household wealth to opportunity costs of education (Ilon & Moock, 1991) while (Filmer, 1999b) and (Bracho, 2000) note that wealthy

children are more likely to attend school. (Behrman et al., 1999) show that they are more likely to be at the appropriate grade level (see also Behrman and Wolfe (1987); Patrinos and Psach Aroponlos (1996); Filmer and pritchell (1998a); Fimer (1999b)). All of these studies, however, look at the effect of household wealth on basic education attendance, and so not distinguish between basic and secondary education. The study herein looks at how secondary attendance patterns differ for wealthy as compared to poor students. In addition, looking at interactions between household wealth and other factors, especially repletion rates and geography, contributes to an understanding of how wealth is mediated by other factors (Zajda et al. 2008).

The most striking difference between those who have graduated from primary school and those who have not is their household wealth. Almost half of primary school graduates (1,953) come from the richest 25 percent of the population. Only 26.6% of primary school graduates come from the poorest 50 percent of the population (Zajda et al. 2008).

The adverse consequences of poverty affect family well-being generally but also affect children's emotional and social well being indirectly through the negative impacts on parents' well-being and their parenting style and practices Conger et al. (1997); Evans & English (2002); Jackson et al. (2000); Mcloyd (1990): Mcloyd et al. (1994); Mistry et al. (2002) (Feinstein et al. 2008).

Chavalier et al. (2005) investigate the impact of permanent and transitory parental income on the likelihood of children staying on in post-compulsory education in the UK. Their results suggest that parental permanent income has a causal impact on children's decisions to stay on in schooling, even when controlling for education and for transitory income. Other empirical

studies have found the effects o income on children's attainment to be substantial but non-linear (Gregg and Machin, (2000)); Hob craft (1998). That is, below a certain level of income, the effects of poverty on children's attainments and behaviour are large and have long-term impacts. Above this level, additional increments to income have less substantial effects, although where resources are spent on educational provision these continue to have wide-ranging benefits (Raffo, et.al (2010)).

The duration of poverty is also important for children's developmental outcomes. The longer children live in poverty, the lower their educational attainment and the worse their social and emotional functioning (Duncan et al. (1994)). In the USA, studies have shown that children who always live in poverty have the highest probability of dropping out of school (Haveman et al. (1997)). In both the UK and the USA children living in and out of poverty are also at risk of under achievement compared to children who have never lived in poverty (Haveman et al. (1997); Hobcraft (1998); Raffo, et al. (2010)).

Understanding the nature and incidence of poverty in national contexts provides a key basis for assessing the relationship between education, skills and poverty. An initial task with in the country studies was to explore poverty within each setting (Palmer 2007).

Within international development literature and policy, we see two major trends with regard to defining and measuring the concept of poverty. On the one hand there is a reasonable consensus (at least among policy-makers and development agencies) on the importance of a multi-dimensional understanding of poverty that recognizes the complex inter-relations between social and physiological aspects (see Shaffer (1998); Thin (1999): World Bank 2000)). Elaborate systems have been established which seek to capture these multiple

dimensions, such as the Human Development Index and the Human Poverty Index (UNDP (2005a)). On the other hand, in policy and practice there is a tendency to categorize poverty simplistically in terms of the minimum income required to satisfy basic needs (food, accommodation, services), i.e. income poverty (Palmer, 2007).

This is often reduced to measuring the population living on less than $1 or $2 a day. While this measurement may indirectly take into account various aspects of poverty, it can become a simplistic label which obscures interesting nuances in how poverty is perceived in different countries (Palmer 2007).

An important set of objectives for school systems relates to meeting the needs of groups identified as facing educational disadvantage. These include, amongst others, students with learning disabilities, students from low socio-economic and non-English speaking background (NESB) students (Palmer 2007).

The determinants of educational outcomes: the impacts of Families, Peers, Teachers, and Schools (Palmer 2007).

2.1 Family Income

Students from more well to do backgrounds seem to have an initial advantage in academic achievement, which lasts even through high school. Family income seems to have a greater impact on students from poor families.

Poor children are more likely to attend schools with few resources (National Research Council, 1993), and low-achieving and poor-behaviour classroom environments can increase children's behaviour problems, 1991) (Eamon, 2001).

2.2 Income and Poverty

Studies have shown that children living in low-income families have a higher probability of dropping out of school, being convicted of committing a crime, misbehaving at school and attaining lower educational qualifications (Hobcraft and Kierman, 1999). Children from low-income families also score lower than children from richer families on health assessments, cognitive development, school achievement and emotional well-being (Brooks-Gunn et al., 1977) (Feinstein, 2008).

2.3 The Effects of Income and Poverty on Child Development Outcomes

Family income is a very important determinant of child development and provides families with the means to offer their children nutrition, health and care, which are essential features of the home environment. It affects outcomes through deprivation of material needs that aid educational success – for example, a learning environment with adequate housing, books, clothing and educational games- and through the lack of provision for children's physical needs (Feinstein, 2008).

2.4 The Link between Poverty and Poor Educational Outcomes

Although the concepts of poverty and education are at times seen as both complex and contested, the link between education (as defined in various ways and in relation to indicators of enrolment, retention, and outcomes) and poverty in affluent countries has been demonstrated clearly (Chitty (2002); OECD (2008a)). Those young people who live in conditions of poverty, how-ever defined, are more likely not to enrol or be retained in 'education, are more likely to achieve poorer educational outcomes and in many other ways are likely to demonstrate lower levels of general educational well-being than young people living in relative affluence. Conversely, those not enrolling or being retained in education and those achieving low educational outcomes in either narrow attainment terms or in more general terms of educational well-being are also more likely to then experience poverty. In some affluent countries (e.g. England) these findings are consistent from one generation to the next (Bynner & Whitty (1997); Demie et al. (2002); Bell (2003)). For example, in England the Social Exclusion Unit found that five times as many secondary schools in the ''worst neighbourhood" had "serious weaknesses" than was typically the case, and children drawn from poorer family origins were more likely to have been in the lowest quartile of attainment in educational tests compared to their counterparts in other quartiles (SEU, 1998). Evidence from the Department for Children Schools and Families in England highlight that deprivation as measured by free school meals (a crude and yet accessible indicator of relative poverty) and the income Deprivation Affecting Children Index (a neighbourhood poverty index) is strongly associated with poorer performance on average, at every stage of a pupil's career (Schools Analysis and Research Division, Department for Children Schools and Families (2009)). For example at the Foundation Stage (from age 3 to reception class) in 2007, only 35 percent of pupils in the most deprived areas reached the expected level of

attainment, compared to 51 percent of pupils in other areas. A deprivation attainment gap (measured by FSM) is also observed in English and maths at primary and secondary school: in each subject, a gap opens at Key Stage 1 (age 7) and increases by the end of Key Stage 4 (age 16). At key Stage 4, there was a 29 percentage point gap between FSM and non-FSM pupils in English in 2007m and a 28 percentage point gap in maths. Evidence from the Office of the Deputy Prime Minister (2005) shows that key attainment in 2001-2 increases steadily from pupils in schools that are located in most deprived wards to those in schools in most prosperous wards. In the US, Jencks' (1972) comprehensive study showed that whatever type of school children attended, their educational performance reflected the socio-economic position of their parents. Finally, the OECD's PISA (2001) study, analysing the literacy and numeracy levels of 15-year-olds in developed countries found that for most OECD countries he distribution of educational achievement reflected pre-existing inequalities, with differences between high and low attainment accounted for by socio-economic class and by implication levels of relative poverty (Chitty, 2002). This international evidence clearly points to the fact that young people living in poverty in affluent countries are less likely to achiever educational outcomes than their more affluent counterparts. Perhaps what is more disturbing is the depressing fact that the link between education and poverty has been enduring. As Levin states: ''. . . The problems do not seem to be any smaller today than they were in 1970, and the gaps in achievement between poor urban schools and provincial or national averages remain large just about everywhere'' (Levin, 2009: 181-82) (Raffo et al. 2010).

Although the evidence for the link between education and poverty is overwhelming, this is not a deterministic relationship not all young people who experience poverty do badly in education. As e will establish later in the book, there are many young people who

demonstrate forms of resilience that moderate the risks associated with living in poverty. In addition there are also examples of policy interventions that have made a real difference in the educational lives of disadvantaged young people that have resulted in real improvement in educational attainments (Raffo et al. 2010).

2.5 The Influence of Parent Education and Family Income on Child Achievement:

In general, family process models (Linver, Brooks-Gunn, & Kohen, 2002; Yeung, Linver, & Brooks-Gunn, 2002) have examined how parenting behaviors, such as the structure of the home environment, influence children's achievement outcomes. Others have focused on specific behaviors such as harsh parenting, nurturing, and warmth (Conger et al., 2002; Mistry, Vanderwater, Houston, & McLoyd, 2002). There has been less work on how factors like parental beliefs such as achievement expectations or efficacy might function as links between socioeconomic status (SES) and achievement outcomes (for an exception, see Halle, Kurtz-Costes, & Mahoney, 1997). The studies that do exist generally examine young children in low-income or at-risk populations and focus on income-related variables as the moderator variables and family stress as a mediator to achievement outcomes (Conger et al., 2002; Mistry et al., 2002). Thus, researchers have very little understanding of how parent education may influence the beliefs and behaviours of parents of school-age children (the age at which decisions about course selection and supplemental education such as tutoring might be beneficial to later college attendance (Davis, 2005).

Parents with higher levels of education may spend a given amount of income differently from those with lower education and so be better able to protect children against the effects of

poverty or derive greater developmental advantages from high income (Davis, 2005). This is indicated in figure 3.3.

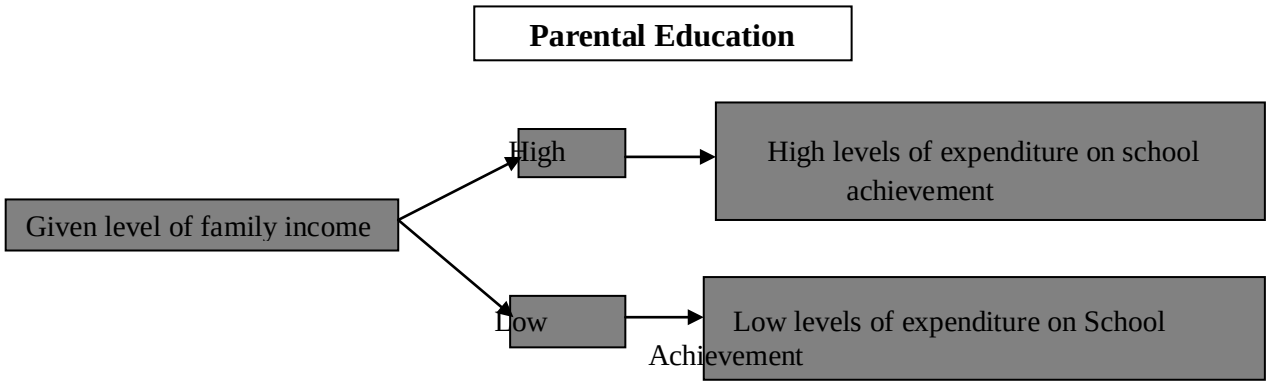


Figure 3.3 Conceptual model for the moderating influences of parental education on income *Source: (*Feinstein, 2008:30*).*

CHAPTER THREE

3. Research Design and Methods

3.1 Research Methodology

The objective of this study was to assess the socio-economic factors which affected the results of the public primary schools in Addis Ababa. Using thematic analysis was the best method to get the required information from the participants as the nature of the study required thematic analysis rather than numeric data analysis. Therefore, purely qualitative method was used to get the required information for the study. Qualitative method was best for this study as it helps to investigate and get an addition to the existing knowledge not revealed in advance.

The second reason for choosing qualitative method was that the study required exploration and justifications which discloses all the factors affecting the results of public primary schools in the city. Numerical data can bring little additions to justify the study as it was required to go in depth and find the root causes or factors affecting achievement. Investigating the factors was the main focus of the study rather than knowing extent of the problem to tackle the problem in the future continuous interventions by international or indigenous actors which did little in the city.

As clearly indicated earlier, to uncover the socioeconomic factors affecting the academic achievement of public/government schools in Addis Ababa, a thorough study was conducted to give additional analysis of the affecting factors. This research was the first of its kind to be conducted in Addis Ababa as the study was dealing with the extent of interventions made by

the aforementioned actors in the sector. Therefore, the study required thematic analysis than conducting descriptive survey. Conducting descriptive analysis gives the general picture or the percentage of the presence of the affecting factors. However, the focus of the study was not only to show the presence of the affecting factors but also to explain and magnify the level of the factors affecting the students in the public schools. For this reason, it was appropriate to closely consult the families, students, teachers do visits to schools/observation to get the intended/best result. Hence, the research is designed to use non-probability or qualitative research methods to give detailed analysis of the factors.

The relevance of this study can be justified as it has been depicted by (Raffo, et al., 2007), (Lloyd Logan and Judith Sachs, 1997:8and 9), and (R.Gary Bridge et al., 1979).

3.2 Sources of Data

In this study primary and secondary data sources were used to get the required information.

3.2.1 Primary Data Sources

The primary sources of data were parent students and teacher respondents. This data was gathered by using interview and focus group discussion (FGD). In addition observation was used to collect data at large.

3.2.2 Secondary Data Sources

Policy document which was education abstract 2011 from MoE, journals, , internet, and previous related researches, grade eight national exam results of private and public schools

and list of primary school in Addis Ababa from Addis Ababa Education Bureau (soft copy), that are more related to the issue were used as secondary data sources.

3.3 Sampling Technique and Population

In Addis Ababa City Government, there were 767 primary level private and government owned schools in the ten sub cities of the city as per the current primary school data provided by Addis Ababa Education Bureau. As indicated earlier, the study targeted primary level students in the lower grades (1-3) with a special focus on the public schools where the target population was found. Two private owned schools were included in the study only for comparison reason of the results of the private and public schools. Thus among the total number of primary schools in the city, 5 were selected. The initial task was to do a selection of target schools based on the initial hypothesis using the data provided by the Addis Ababa Education Bureau. At the beginning of the selection process, three sub cities named Arada, Gullele and Yeka were selected. From these sub cities, ten primary level schools were selected which was 8% of the total number of schools in the city.

Sub cities and schools for the study were selected purposively based on the type of the schools.

In Arada sub city there are 63 primary schools. Among these 6 schools named Jacaranda, Radical Acadamy, Dagmawi Minilik, Bethelhem, Nazreth School and Nativity Girls School were selected which was 10% of the total number of primary schools (1-8 grades) in the sub city for the study. All were primary schools in which the first four were government owned and the rest two were private owned schools. The first two did not want any information

about the school and academic results. Therefore, they were excluded from the study. The next four gave all the information required for the study.

In Gulele sub city there were 51 primary schools. From these 3 primary schools named Miskayehzunah Medhanealem, Belay Zeleke No. 2 and Tsehay Chora were selected which was 6% of the total number of primary level schools in the sub-city. Except the first, the rest were public schools.

The last one to be selected was Yeka sub city in which 113 primary level schools were located. From this area Salayish Public School was selected which was 0.9% of the total number of schools. However, unfortunately the required academic result' could not be obtained as wished. Therefore, the school was not part of this study.

Finally, only the schools in the two sub-cities, Arada and Gullele were considered for the study. Hence, the total number of school population of the study was the sum of the number of schools in the two sub-cities 114 schools.

As it was mentioned earlier, most of the schools were not open to give information. Due to this reason only schools which were open to information were purposively selected. This was the second criteria used to select the target schools unlike the initial plan of the study. Therefore this clearly indicates convenience sampling was used to select the schools for the study to avoid inconveniences encountered during the selection process as most of the schools were closed to information. Out of 767 primary (1-6 grades) and junior secondary schools (7-8 grades) only three schools were selected for the study which was 0.4% of the total schools in the city.

After the schools were selected, students in grades 1-3 were taken as target population of the study from the three schools named Dagmawi Minilik, Bethlehem and Tsehay Chora. The total number of students from the three schools was 918. As it was explained earlier, these students' were the victims' of the socioeconomic factors affecting students' achievement due to their young ages. On the other hand, students from 4-8 grades were not the subject of this study so that they were purposely excluded from the study as they were relatively matured enough not to be affected by the factors. Thus the target students (1-3 grades) were selected taking age as a factor to get the intended results of the study.

The research respondents were parents and teachers as key informants to give adequate information for the study. Parents were selected using convenience sampling technique and teachers were selected by snow ball sampling technique. The study used convenience sampling method convenient method to get parents who agreed to participate in the interview. However, snow ball method was very convenient to get teacher respondents who wanted to participate in the interview and FGD. The selection was summarized in the tables below.

Table 1: Total number of parents selected for the study

Selected Schools for the Study	Grades Selected for the Study	Parents selected for the study
Bethelehem	1-3	8 parents
Dagmawi Minilik	1-3	10 "
Tsehay Chora	1-3	12 "
3 Schools	9 section (3 sections from grades 1-3)	30 parents
Selected Schools for the Study	**Grades Selected for the Study**	**Teachers Selected for the study**
Bethelehem	1-3	6 teachers
Dagmawi Minilik	1-3	7 "
Tsehay Chora	1-3	11 "
3 Schools	9	24 teachers

To summarize the information provided in the above tables, a total of 54 respondents out of which 24 were teachers and 30 were parents participated in the study apart from the students. Students were visited a number of times while they were at school mostly during lunch breaks to get additional data used to triangulate data obtained from the two sources. Teachers who wanted to participate in the interview were selected and the same was true for parents.

3.4 Instruments and Procedures of Data Collection

During data collection stage, three methods of data collection instruments were used. They were, interview (structured and unstructured), focus group discussions and observation of the larger part of respondents which was students.

3.4.1 Interview

Interview guide was prepared to conduct interview for the study. The structured interview was prepared for interviewing parents as it was assumed to get responses when they respond to the interview questions and there was no intension to bother the parents to get additional responses. However unstructured interview was prepared to the teachers intentionally as the idea was to get even unexpected responses from teachers.

The interview for the parents was tuned to find facts in the following major areas:

- Families' income level and occupational conditions.
- Families' follow up on their children academic performance

- Family-student relationship
- Level of interventions made in Addis Ababa by the actors in the sector

Unstructured interview was used for interviewing the teachers in the three schools. By the method of probing, it was possible to go deeper and get unexpected responses.

3.4.2 Focus Group Discussions

A group of 6 teachers from Bethelihem public school, 7 teachers from Dagmawi Minilik and 8 from Tsehay Chora were selected to participate in the discussion. There were some reservations to give genuine information during this method of data collection. Some participants were not comfortable during the discussion as the discussion was held in the schools.

3.4.3 Observation

The study also used observation during break times and lunch times in the schools to collect additional data from students. This helped to see all what had been said by the parents and teachers during interview. Therefore, it was an instrument used to justify the data collected by the other two previous instruments. I have seen children coming to school with no lunch box and only give birr one for their lunch. I also have seen children sharing their lunch.

This method also helped to collect very important information from student participants who are the largest from the other participants selected for this specific research.

3.4.4 Pilot Testing of the Instrument

The draft questions for the interview and FGD was first given to two primary schools other than the target schools selected for the study. Five teachers in each school were given the questions to pilot test the instrument. Accordingly, corrections were made on the five question distributed to make the questions very clear and simple to the respondents.

3.4.5 Data Collection Procedure

For reliability reason and to be sure all the research questions are answered, data collection tools were prepared based on the objectives and research questions. And to make sure if the issues rose in the study were valid and practical, the study tried to look into the possible related literatures exhaustively to see what has been done so far in the area. All the topics discussed in the literature part is an evidence for this. In addition, formal permission was acquired from research participants for all the research instruments to make the research procedure ethical. Lastly, after several editing was done on the instruments for reliability sake, the instruments were finalized and used for intended researching purpose. The instruments were administered in the different schools. The objective of the study was read to the participants at each school before starting discussions and interviews to get the consent of the participants.

3.4.6 Methods of Data Analysis

In this study, only qualitative data analysis technique was used. The data gathered through interview and FGD was analyzed through narration. The data gathered through observation

was used to justify and support the findings obtained by interview and focus group discussions.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

Based on the specific objectives of the study and the data collected through different instruments the results of the study are presented as follows.

Data was collected from respondents to do assessments on the family factors which affect educational performance in the selected public schools. This information is presented as direct responses of the respondents and also summarized in the tables below. Analysis was done based on the collected data.

Response from Parent 1

"I do not have money even for the food expense of my child let alone expense for tutorial class. I would have paid for tutorial if I would have enough money."

Parent 2

"I do not have money to send my child to tutorial class. However; recently a group of students in the university started to give tutorial class free of charge. Therefore, my child is getting support from these volunteers and she is doing better than before. She is my only child and I am divorced from her father"

Parent 3

"I sell vegetables in the village I am living. Therefore, I do want my child to help me after school so that I do not want her to go for tutorial classes and besides I cannot pay for tutorial class."

Parent 4

"I earn my living by washing closes and baking Injiera for different individuals. However, my children always try to play a lot rather than focusing on their study. Thus, when I tell them that there is no one who can help them if I died, then they cry and immediately start studying"

Regarding students lack of interest and concentration some of the teacher respondents said the following.

Teacher 1

"Most of the children who are affected psychologically do not listen to what the instructor is saying. When I was studying the background of these children, they are living with their relatives not with their parents. I was trying to treat them, however; they do not bring change as it was their mental status. That is my difficulty with these types of children. They cannot change though I tried a lot to change them"

Teacher 2

"Especially students who came from divorced parents are very much affected. When I asked one of my students, he said he always think of the discrimination in the house. He is living with his step father and he always think of the bad words the step father throws on his mother and also he said his step father discriminates him from his brother. This child is stressed and highly affected of the family living condition. Thus divorce is affecting children concentration in the school."

Teacher 3

"Most of the students' living with their relatives or those who are brought from the countryside to serve the family sleep during class hours and feel tired. Therefore, they do not listen in the class room but would rather want to go back to home. Especially when they go out for break they do not go back to the class room."

Teacher 4

"There are many students' in grades 1-3 who do not have all the necessary educational materials. Therefore, this is one of the factors for the weak performance of these students.

Table 2: Family Follow-Up on Academic Performance of School Children in Tsehay Chora Primary Public School - Grade 1

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	All the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	All the parent respondents said that they do not visit the school by their own initiative. They go there only when they are requested
4	Do you regularly attend school events	Only half of the respondents agreed they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	None of them agreed.
6	Do you have any institutional support for your children?	All responded they have no institutional support.
7	Do you get any financial support from any institution?	Only few agreed that they get support for educational materials only once/twice a year
8	Do you engage your child/children in your occupation after/during/before school	Almost half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Almost all said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Only few agreed
11	Do you daily follow up your child's/children's academic performance	Only few agreed
12	Do you have time to closely follow up your children's academic performance	Only few agreed
13	Do your child usually carry his lunch box to school	Only few agreed
14	Do you fulfill all your child's basic and educational necessities	Only half of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Only few of them prepare study plan for the children.

The above table shows the data collected from grade one students' families from Tsehay Chora primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families did little follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was little/no institutional/coordinated support to students and/or families. Items (eight-ten) show almost all of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that most families had not had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that families could not provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) could not provide convenient study environment and programme to their children because their low income status and lack of time.

On May 11 parent 7 from Tsehachora School said that "I feel tired when I get back to home so that I always do not have time to follow up the educational status of my child."

Table 3: Family Follow-Up on Academic Performance of School Children in Tsehay Chora Primary Public School - Grade 2

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	Only few parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Only half of the parent respondents said that they do visit the school by their own initiative.
4	Do you regularly attend school events	Only half respondents agreed.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	Only few said they get support but not continuous.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	Almost half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Almost all said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	Only few agreed
12	Do you have time to closely follow up your children's academic performance	Half of them agreed
13	Do your child usually carry his lunch box to school	Only half of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Only few of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Only few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade two students' families from Tsehay Chora primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only half families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was little institutional/coordinated support to students and/or families. Items (eight-ten) show half of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that only few families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) could not provide convenient study environment and programme to their children because their low income status and lack of time.

On May 11 parent 4 from this school said" there was a local NGO which supplied uniform and exercise books to the children before a year however this didn't continued. It was a onetime request."

Table 4: Family Follow-Up on Academic Performance of School Children in Tsehay Chora Primary Public School - Grade 3

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	Only few parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Only few of the parent respondents said that they do visit the school by their own initiative.
4	Do you regularly attend school events	Only half respondents agreed they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	Only half of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	Only half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Almost all of them said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	Half of them agreed
13	Do your child usually carry his lunch box to school	Only few of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Only few of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Only few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade three students' families from Tsehay Chora primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was little institutional/coordinated support to students and/or families. Items (eight-ten) show almost all of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that almost all families had no time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that only few could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 11 parent 5 from this school said "As I was busy during the day time, I always request the children to support me in the house hold chores."

Table 5: Family Follow-Up on Academic Performance of School Children in Dagmawi Minilik Primary Public School - Grade 1

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	All the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	All the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	Only few respondents agreed they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	All of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	All of them said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	Only few of them agreed
12	Do you have time to closely follow up your children's academic performance	Only half of them agreed
13	Do your child usually carry his lunch box to school	Only few of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	None of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	None of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade one students' families from Dagmawi Minilik primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show almost all of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that almost half of the families had no time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 18, parent 1 from this school said" I do not have money to sent my children to tutorial class."

Table 6: Family Follow-Up on Academic Performance of School Children in Dagmawi Minilik Primary Public School - Grade 2

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	All the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	All the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	All the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	Only half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Only half of the respondents require their children to help them before/after school in the house hold chores.
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed.
12	Do you have time to closely follow up your children's academic performance	Only few of them agreed.
13	Do your child usually carry his lunch box to school	Only half of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Few of the respondents agreed.
15	Do you have a separate study room for children	None of them have separate rooms for the children.
16	Do your children have study programmes	Few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade two students' families from Dagmawi Minilik primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show half of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that few of the families had no time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that few of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 18 Parent 3 from this school said "We are living in a single room and I think it is difficult for my children to concentrate in their studies."

Table 7: Family Follow-Up on Academic Performance of School Children in Dagmawi Minilik Primary Public School - Grade 3

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	None of the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	None of the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	None of the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	All of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	All of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	All of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	None of them agreed
13	Do your child usually carry his lunch box to school	None of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Few of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	None of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade three students' families from Dagmawi Minilik primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show none of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show all of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that none of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 18, parent 2 from this school said "I never went to school to discuss about my child's educational performance."

Table 8: Family Follow-Up on Academic Performance of School Children in Bethelehem Primary Public School - Grade 1

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have private tutors.
2	Do you enroll your children in school tutorial classes	None of the parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Half of the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	Half of the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	None of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	None of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Few of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	Few of them agreed
13	Do your child usually carry his lunch box to school	Few of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	None of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade one students' families from Bethelehem primary public school. Items (one and two) show none of students had access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show half of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show none of the parents said that their children supported the family in the house hold chores and occupation. Items (eleven and twelve) indicate that none of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 26, Parent 1 from this school said "we have no support from any institution for our children."

Table 9: Family Follow-Up on Academic Performance of School Children in Bethelehem Primary Public School - Grade 2

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have private tutors.
2	Do you enroll your children in school tutorial classes	None of the parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Half of the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	Half of the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Half of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	None of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Half of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	None of them agreed
13	Do your child usually carry his lunch box to school	None of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	None of the respondents agreed.
15	Do you have a separate study room for children	None of them have separate rooms for the children.
16	Do your children have study programmes	None of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade two students' families from Bethelehem primary public school. Items (one and two) show none of students had access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show half of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show half of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that none of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that none of the families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 26, Parent 5 from this school said "I rarely go to school when I was requested from the school because of lack of time."

Table 10: Family Follow-Up on Academic Performance of School Children in Bethelehem Primary Public School - Grade 3

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have private tutors.
2	Do you enroll your children in school tutorial classes	Few of the parent respondents said that they enroll their children in the school tutorial classes.
3	Do you visit the school regularly to know about your child/children's performance	Few of the parent respondents said that they visit the school by their own initiative.
4	Do you regularly attend school events	Few of the parent respondents said that they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	More than half of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	Half of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	None of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	More than half of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Few of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	Few of them agreed
13	Do your child usually carry his lunch box to school	Half of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Few of the respondents agreed.
15	Do you have a separate study room for children	None of them have separate rooms for the children.
16	Do your children have study programmes	Few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade three students' families from Bethelehem primary public school. Items (one and two) show only few of students had access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show few of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) few get institutional/coordinated support to students and/or families. Items (eight-ten) show few of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that few of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few of the families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that few of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 26, parent 6 from this school said "we stay in the one of rooms when our children study"

4.1 Factors which Affected Public School Students' Achievement

Different economic and family related factors were identified by the study as indicated below. These factors are categorized as Economic and Family Related factors.

4.1.1 Economic Factors

4.1.1.1 Low Family Income and Occupation Type

The study revealed that most of the parents of the students of the selected schools were low income families who were engaged in small businesses like wavering, security guards to private individuals/businesses, commercial sex workers, daily laborers, house maids, local drink brewers, fuel wood carriers, shoe shines, small mobile shop owners and taxi attendants. These families do not earn enough money to support their family. Therefore, their children are affected by shortage of food and most of their requirements are not fulfilled. As per the teacher- key informants, children of these families come to school empty stomach most of the time so that they could not be able to attend class. They feel tired, sleepy and have no interest to attend classes. Some of the children do not eat their dinner as well. This has the worst impact on class attendance. Students become very weak to the level that they fall asleep during class time. Few students do not come to school because of this reason. A number of students do not carry their lunch boxes to school. There are some who even fainted because of hunger during class hours. This shows that lack of enough food supply is one of the reasons for absenteeism and lack of interest for their study. This clearly shows how serious the problem is how poverty of families affected students in the learning process.

In the other way some students tend to steal or hide food/lunch boxes of their friends as had no their own lunch box or they did not have anything to eat at school. On the other hand there are others which share what they have with their classmates. It was reported that there were many families who give one or two birr to their children for lunch. So that these children buy a loaf of bread of anything this money can buy and some of them even share the piece of bread with those who do not have anything to eat.

It was reported that among those who carry their lunch boxes, there are students which carry only bread, roasted barely (kollo) and other small things which cannot be considered as full lunch and drink water having eaten these small snacks. Snatching food is common phenomena during lunch time.

There are cases where it was reported that teachers carry lunch boxes for students who live with their relatives or adopting families as these students are not always provided with lunch boxes.

Students were not able to continue in tutorial classes after normal class hours as they are hungry to stay long in the schools. They are so tired and weak to stay long so they always opt to go home early. This is another impact of not getting enough food or not having anything to eat at school which was another side of the negative impact of the low family income level brings to the teaching learning process and to the quality of education in general.

Parents could not cope with the expensive living conditions because of their low income so that their children are highly affected to the extent that their children could not concentrate or attend

classes. This situation has negative effects on the teaching learning process in public schools which resulted in:

- Low academic achievements
- High turnout of absenteeism,
- High rate of early grade dropouts
- Lack of interest for education
- Lack of concentration
- Lack of active participation in the learning process
- Weakness in their studies

The study also found out that there are families who do not have jobs but send their children to these public schools. These families earn their living by begging for coins in the streets. The children who came from these families have multifaceted problems. They are highly affected by economic and psychological problems which emanated from the living conditions of their parents who are homeless and the live in the streets in most cases. This shows the diversity of the problems the students coming to the public schools. Therefore, the problems of students in the public schools could be multi-dimensional for those who want to address all the problems.

The occupation type the families could not help them to get enough income to support their families and fulfill their necessities. This is because of that they have very little education to the

level that they can only read and write or no education at all. Thus they were not in a position to get a good job to support their family. To summarize what has been presented above it is possible to show that family income is the major factor for students' educational achievement in schools.

4.1.1.2 Poor Living Conditions and Housing Problems

A number of studies touched upon the effect of poor living condition and housing problems on education and other socioeconomic factors.

This study shows the effect of poor living conditions and housing problems on educational achievement. Poor living condition refers to overcrowding and housing problems refers homelessness or living in a very small houses or family living in one room. Economic problems are one of the basic reasons for a family to be homeless or live in a very small room. In this city many families live in a single or two rooms and even there are large numbers of families which are homeless. It is very difficult for a child to study in a family which was overcrowded. All the family members stay in one room as a result there are lots of distraction. Many different activities are happening in one or two room so this creates inconveniences for the child to concentrate on his studies. Homelessness is the worst condition, in which the child cannot think of studying in the street as it is affected by different factors like lack of light, convenient places to sit (lack of chair and table), lots of disturbances like different sounds, lack of educational materials and many others. The root cause of poor living condition and bad housing/overcrowding is also lack of sufficient income or poverty of the family.

4.1.1.3 Lack of Sufficient Educational Materials Supply and Other Basic Necessities

Children are very much discouraged to go to school if they are not provided with all educational materials they need. This information is given by a number of teachers among which were interviewed. In this study it was reported by one of the parent that their daughter did not want to go to school on bare foot. The family was not able to provide her with shoes therefore; she was very much discouraged to go to school as there was stigma at school. Most of the students in the selected school did not have all the required materials for learning. Therefore, these students get discouraged and lose appetite for learning. This is one of the major factors which affected their moral so that most of the students hide themselves outside during class hours.

4.1.1.4 Lack of Moral Support and Adequate Follow up Of Families

Students are given no or little moral support by their families to focus on studies which resulted from their low living status/low economic status of their families. The parents are engaged in their daily activities so that some of them force their children to actively involve in the house hold chores at home and take care of their little sisters and brothers at home as they have no capacity to hire baby sitters or take care of the little ones themselves even though the students are very young to take this responsibility. The families send their children to schools but they do not do a follow up to their studies. This is a result of the economic status of the family. The interview made with the family revealed that because of the economic problem the family have

they do not give due attention to the study of their children. They usually seek their children to help them in their daily activities at home.

4.1.1.5 Students Involvement in the Families' Activities

The responses of parents indicated that some of them want their children to help them in the income generating activities before and after school and even they make their children be absent from school for this sake. See the table below for details.

Table 11: Family Reasons for Students' Absenteeism in the School

Type of Family occupation	Time to help in the family activities	Number of Days to be absent from school per week
Fuel Wood Carriers	The days the mother went to collect fire woods	2 days
Local Drink Brewers	On the dates the family sells the local drink "Tela"	2-3 days including weekends
Small shop owners	When the mother is not around the child always stay at the shop and when the child is back from school	Any time required

Therefore, students' involvement in the family activities is the cause for absenteeism in the schools. This finally has an impact on the education achievement of low income families which sometimes becomes a reason for school dropouts. Parent respondents' from Tsehay Chora School gave this information which was particular to this school only.

Two teachers from Tsehay Chora and Dagmawi Minilik schools responded that relatives of students who came from rural areas sent back the students to their parents in the rural areas as they want the children to go to school only when they have no activities to be accomplished at home. These relatives want the children be absent from class when they have things to do at home. The relatives' interest was what the children are doing for them and they always tend to prioritize their activities than the children's education. The relatives were unhappy when the children regularly attend school hence they preferred to send them back to the places they come. The respondents said that female students who are living in their relatives or adopting families are highly affected by these families. They are usually forced to go out of their relative house because of the above reason and they start leaving in the streets. One respondent teacher from Dagmawit Minilik School asserted this fact. The respondent took two of these affected children from the street and they are living with the teacher now. The teacher said there are lots of such cases in the school especially those students who came the rural areas are the victims of this problem as per the information provided by another respondent from the same school.

4.1.1.6 Self Supporting Students in Public Schools

There are self supporting students who came from the rural areas for different reasons. As per the teacher respondents these students run away to Addis Ababa to support themselves and they are in the early grades 1-3 even though they are relatively older than the other students in the class. Most of these students are engaged in shoe shining, small mobile shops, taxi attendants and baby sitters (few cases). They came to the city for the following reasons as per the information provided by the teacher respondents.

- Lost their family (Orphans)
- Family divorce
- Poverty of their parents
- Family Sickness

Two respondents from Tsehay Chora and Dagmawi Minilik Schools justified this fact. All of them said that these students mostly have a tendency to be absent from schools because of their activities. They have a lot of frustrations and problems which usually discourage them not to attend classes. They are responsible for all their living expenses. According to the respondents there are some shoe shines that live in the streets but go to schools. This shows that these students are highly affected by the socioeconomic factors which has an impact on their school attendance and finally on their academic achievements.

4.1.1.7 Poor Family Health Conditions

Two parents from Dagmawi Minilik and three parents from Tsehay chora and one from Bethelehem School confirmed that students are affected by the poor health conditions of their parents. In the same way three teacher respondents from each of the selected schools confirmed the existence of this problem. The teachers interviewed from Tsehay Chora responded that there are lots of students who are living with parents with mental problems. They indicated how serious the problem is for the students who came from such families. The academic performances of the students are usually very low. The students are highly affected by the

problem of the family so that they show the below behaviors at school. The academic staff is also affected by this problem and difficult for them to handle it.

- High level of absenteeism
- Lack of concentration
- psychologically affected so that it was difficult for the class teachers to treat them
- Sleepy in classes
- Class disturbance
- Do not listen to the teachers
- Commit thefts in the school compound
- They quarrelsome with others in the class and outside
- Lack of sanitation
- Misses classes and go around the school during class hours
- Some come to school without educational materials they need for learning
- Lack of attentiveness or focus for learning
- Usually they do not study and do not do their assignments

The other health problems reported by parents include hearing problem (deaf family), speaking problem (dumb) and a female head of family affected by tuberculosis. These health problems

were proofs for the low performance of their children at schools. These are the justifications given by four families from Tsehay Chora public school. Because of the families are affected, their children encountered with the following inconveniences at school which resulted in the low academic achievement of the students as per the information provided by their parents and teacher respondents.

- Parents could not provide food for the family
- Lack/insufficient supply of educational materials for learning
- No supply of clothing and footwear for their children
- Children are neglected and no follow up of the schooling of the children
- Sanitation problem of their children

The poor health conditions of the families' resulted from the poor economic condition of the family which finally highly affected the academic attendance and results of their children.

4.1.1.8 Distance from Home

The respondents indicated that distance from home to school is one of the factors which affect school attendance. According to the responses, students who are coming from far places are usually late for classes. This has a negative effect on their overall attendance. There are cases where these students tend to go to other places when they are late because of that they are not allowed to enter the school compound. As per the response from the respondents, this is the result poverty. The students have to walk long distances as the family could not provide them

money for transportation. This case is very common in the case of Dagmawi Minilik School as per the teacher respondents.

4.1.2 Family Factors which Affected Student Achievement in Public Schools

As per the information from teacher respondents, there are different family related factors which affected the performance of students in the selected primary public schools. Among these are divorces, student-family relation, occupation of family, family misbehavior, rape, lack of family follow up.

4.1.2.1 Student-Family Relations

The students in the selected schools as mentioned by teacher respondents were mostly living with their relatives who came from different rural areas of the countries. There are still others who were recruited to serve the family; they were allowed to attend school in the day time. There were only few of them living with their own families. For instance, in grade two in Tsehay Chora primary public school it was reported that only ten students live with parents. Therefore, the students who lived with their relatives and others who were not having any relations were psychologically highly affected. Intensive child labour exploitation was committed by most of their relatives and employers as reported by most of the teacher respondents. These young children who lived with their relatives and those recruited were engaged in the house hold chores most of the time. There were instances their relatives send back the children to the rural areas when the children tend to focus in their studies and give time to their education as this was not the intention of the relative families and employers. The students who lived with relatives or employers had the following behaviors at school.

- They were not attentive and could not concentrate on their studies as they were already tired by the house hold activities.
- Sleepy in classes as they had sleepless nights most of the time.
- They usually tend to go back home as they feel tired at school.
- They were absent from classes most of the time.
- Negligent and most of them had no interest for their studies.
- They had no time to study and do their academic assignments.
- Most of the times they do not want to attend classes.
- Most of them are very weak because of their young ages.

Hence, the sole reason why these children lived with their relatives and those who were recruited were economic reason. These students were academically weak because of the aforementioned reasons.

4.1.2.2 Divorce and Discrimination of Children at Home

Most of the teacher respondents described that divorce is the main reason for students in the selected schools. The respondents also informed that students who came from a single female headed family were also weak in education from their teaching experience they have in the past years of service. As per the information provided from the teacher respondents, students living in a family where all the children are not from the same father and mother there is discrimination

among the children. The father or the mother get biased and favour among the children living in the house. So that the children in this type of family were affected psychologically as a result they were weak in their academic performance. They did not even want to attend classes, lost their appetite for education, highly negligent and unhappy. They usually misbehave in the school and they are known for their bad behavior. There were many of them who are in depression as per the information provided by the respondents from the selected schools. The respondents also informed that there were families who quarrel usually because the father or mother get biased to his/her child and ignore the other not born from him/her. Because of the argument and lack of peace at home, children get depressed. As a result, students who came from this type of family could not attentively attend classes, lose their interest for their education, they do not do their home work on time and generally they became weak in their education. Therefore, divorce and discrimination among children are the major family related reasons which affected the performance of school children.

4.1.2.3 Occupation of Families

Students' performance is highly affected by the occupation type of the family they are living in as per the information provided by the respondents. The teacher respondents said that there are students who live with a family who are engaged in commercial sex. Thus children who came from these families were psychologically affected by the occupation of their parents/relatives. Hence, these children misbehave in the school, they have no interest for their interest even though they are in the lower grades, they are disobedient to their teachers, they have no respect to their teachers and always tend to show the behavior of the family and they usually miss classes and go to somewhere else they would like to go rather than coming to school. This shows that they have serious discipline problems.

4.1.2.4 Family Misbehavior

According to the teacher respondents, there were families who get drunk, smoke and commit other type of bad acts. Therefore, students who came from this type of family misbehave in the school. They took their families bad behavior. They became carless for their studies, they do not show respect to their teachers and they are always disobedient at school. They do commit crimes like theft and quarrel a lot in the school. They are always out of control of the school and always disturb the school compound. They are always known of their bad behavior even though the school administration tries to rectify their behavior. This is a good indication that families' bad behaviors are reflected in their children affecting the academic performance of their children.

4.1.2.5 Rape

According to the teacher respondents, the father when usually gets drunk he did commit rape. The victims of this act were female children. As a result the victims were affected psychologically so badly that they could not focus on their studies. Hence their academic performance went down because of this sole reason. As per the information from respondents, there were a number of female victims which were affected by this family problem. Especially those students who came from the rural area and were living with their relatives were highly affected by this issue. There was a case where a child got raped by his teacher even though it is only one case reported by only one respondent. This is another rising case which was victimizing female students and finally leading to low performance at schools.

4.1.2.6 Lack of Family Follow Up

The teacher respondents from all the selected schools confirmed that most of the families of the children in these schools are completely busy in their daily activities. Thus they did not pay attention to the academic performance of their children. Many problems were observed on these children. Among these only the major ones are indicated below.

- Sanitation problem,
- Required educational materials were not fulfilled
- They were not fed well or come empty stomach so they tend to sleep in classes
- They did not do their assignments
- They never study

- Most of the time they hide themselves outside the school and misses classes
- They disappear from classes after school break times

Because of the above reasons they were weak in their study and they are among those who scores low in their academic performance.

4.2 Educational Status of Family

Educational status is one of the factors which affect the performance of children. Educated family relatively has better income so that the family can properly feed the family, properly follows up the students and provides all the necessary materials to the children. Therefore, those who earn low are mostly uneducated family. Parents with higher levels of education may spend a given amount of income differently from those with lower education and so be better able to protect children against the effects of poverty or derive greater developmental advantages from high income (Davis, 2005). Thus educational factor is one of the leading factors which affect the academic status of students. Most of the family respondents were uneducated people doing small businesses to support the family and earn low as a result.

4.3 Are There Interventions Made to Help Public School Students in Addis Ababa?

It is obvious that lots of stakeholders in the sector are working a lot in the rural part of the country to help students achieve the required results in these parts of the country. Addis Ababa seems somehow ignored in this regard as it is considered economically better than the rest of the country.

In the selected schools, it was possible to find little information of the interventions made to boost the academic performance of the students in the public school. According to the information provided by the different teacher and parent respondents of the selected schools, the following justification were given in each school regarding the level of interventions made in the selected schools.

Tsehay Chora

The teacher respondents informed that there are few students who are orphans who stay in the orphanage institution. The total number of students in the school is 2000. However, only 54 students are supported by this institution. Most of the students in this school are coming from low income families as per the observation made during the study and there are lots which needs help.

The children in this specific school, especially those who are in lower grades usually get fainted; sleep and some become weak during class hours. This is for the reason that they were not fed well or even they come to school empty stomach. Even there are cases in which the children do not eat both their dinner and breakfast. Because of this serious problem, the academic staff take the initiative and organized a programme called "Lunch for Education" to help the poor family students. For this initiative, each academic staff contributes from his monthly salary.

There were few institutions which appeared and helped the students by providing educational materials and school uniforms once a year. But this is discontinued now. This type of supports had never been continuous. But the students' situations justifies that they need continuous support to improve the academic performance of their students.

In this school the study found out that some families get small financial support for their children. However, they use it for themselves not for the students.

Dagmawi Minilik

In this school, the study found out that once local NGO called World Learning started to give a kind of lunch offer to the students for some time. However, they disappeared after few months of support to the students. As it was indicated earlier the students are highly affected by poverty and they need continuous support to improve their educational achievement. So the study confirms that there is no continuous and coordinated support in this school as well. Some academic staff tried to help few of the students who are in the worst situation who do not have parents and living in the street. This is an individual effort made to help the students.

Bethelehem

In this school, the study identified that there is no as such organized efforts made to help the low income family students. There were instances reported that UNICEF had started in one academic year helping students who performed badly in the first semester of the year based on the academic performance. This institution helped the selected students to get additional tutorial classes to improve their educational achievement in the second semester. But this had never been continued after a year.

The study also discovered that the academic staff in the school took the initiative to support those who needed support because of the worst situation the students were in. The academic staff initiated a programme to support the students so that these students are getting support. For this initiative the academic staff contributes monthly from their salary. Some of the academic staff always carries lunch boxes to those students who do not eat breakfast.

So the above findings clearly show the need for more interventions to be made to support low income family students in the city.

Chapter Five

5. Summary, Conclusion and Recommendations

5.1 Summary

Generally in Addis Ababa, it was possible to know that there are many factors affecting academic performance in the city. These factors can be categorized the poverty/low house hold income and other family related factors.

The research also realized that Addis Ababa is getting little support in education sector as compared to the rest part of the country. The reason for this was overestimations by the actors of the sector in which the city is considered as economically strong enough as compared to the rural parts of the country.

Therefore, the result of this study revealed that little interventions have been done so far in Addis Ababa to improve the performance of the public schools.

The study also magnified how the city needs more support and the presence of intertwined socio-economic factors which will paralyze the quality of education in the public schools in Addis Ababa if the situation continues as it is now. In relation to this:

a. The study evidenced that the migration of children from the rural parts of the country to their relatives in Addis Ababa made their lives very much difficult and miserable. This

was unexpected outcome of the study being one of the factors which needs to be addressed by the actors working on child labor.

b. The study clearly indicated the importance of family related factors like family follow up of the academic performance of their children at school to improve the academic achievement of the students at school.

c. In this study, the effect of family income on children educational outcome and the effect of the type occupation of the family on educational outcome were clearly discussed.

d. The impact of divorce on educational outcomes was also discussed. This family factor has an adverse effect on educational performance as it was witnessed by this study.

e. The study also witnessed the effects of poor living conditions and housing problems on educational outcomes.

f. The study also outlined the discouraging factors like insufficient educational material and lack of moral support from the family which has an effect on their performance.

g. The study also assessed the effect of childrens' participation in their family's income generating activities on their academic achievement.

h. In the study it was also indicated that family health conditions which was the result of poverty had also a negative effect on the performance of education.

The study also tried to address all the possible family related factors which have affected the academic performance with a special focus in the public schools in Addis Ababa. Therefore, the study emphasized that most of the problems for poor academic performance are deep rooted in the public schools of the city. As depicted by the study, the sole reason for this is the poverty of the households of the students going to the public schools.

The study revealed that quite a large number of students in the public schools were affected psychologically because of family problems specially who are orphans or those living in a divorced families as per the interview held with the teachers. This was one of the finding of the study.

5.2 Conclusions

The interview and focus group discussions held with teachers and parents revealed that a number of socio-economic factors contributed to the low performance of the weak public school students in the city. These were mainly family related factors which are covered by this study.

However, this issue is not adequately addressed by the actors in the sector as the socio-economic status of the city is considered to be better than the other parts of the country. The problem is multi-faceted and needs to be addressed immediately to improve educational performance of weak public school students in the city.

Among the findings of the study, a number of current cross-cutting issues were identified which are the new outcomes of the study. These areas are gender, nutrition, reproductive health and divorce.

The study focused on low grade students. However, it was witnessed that these young students were engaged in the house hold chores and other family occupational activities.

There was an indication that poverty is somehow affecting the education sector in the city. Therefore, for actors who are working in poverty alleviation areas, this is an area of engagement to know the extent of the problem and to give remedial solution to the problem.

To decrease the number of dropouts especially in Addis Ababa, the problems of public schools need to be addressed which was one of the main findings of this study.

The study indicated that socio-economic status and academic performance has a strong relationship. So that to increase the performance of low performers in the public schools of Addis Ababa, more and continuous intervention is required. Therefore, it is valid to assert that actors in the sector should be aware of this fact and start working in Addis Ababa to improve the academic performance of the academically weak students in public schools.

In general, the study showed that insufficient intervention in the city to improve the living condition and academic performance of poorly performing students in the public schools. The possible factors which affected the academic performance of the public schools are discussed in detail.

5.3 Recommendations

On the basis of findings and conclusions drawn, the following recommendations were made.

5.3.1 As witnessed by this study, the presence of family related factors are highly affecting students in their academic achievements in the public schools in Addis Ababa. The local and international actors who are working in education sector should be advised to include this in their plans to alleviate the problem and bring the intended change in Addis Ababa.

5.3.2 To bring the intended result in education, family follow up has a great contribution. Therefore, it is desirable that the academic staff in public schools have to have regular close consultation with the parents of each and every student and to actively engage the family in the teaching/learning process to bring the intended result. Parents/families should be considered as one of the constituents of the teaching/learning process from the very beginning of the academic process. Families should regularly go to the schools to know the performance of their children.

5.3.3 As it was observed in the study, the family-student relationship determines the performance of the student at school. Thus, it is advisable for the academic staff in all public schools to know the student-family relationships to help those students who are not living with their parents but has a lot of problems as these students are psychologically affected. The study identified that there are schools like which already keep records of this relationship which will help to identify those students who need help.

This is a very important data a school can keep for any stakeholder which needs to make intervention in education sector or other related areas.

5.3.4 As it was mentioned earlier, in some public primary schools, the academic staff started to support the vulnerable students. This is a good initiative or they are playing a role model to help the students achieve their goals. Therefore, this initiative should be taken to a higher level by the actors to intervene continuously and improve the academic performance of weak students in the public schools. The government should strengthen its efforts to help these students achieve their goal in the coming years. This is an indication that more to be done in this area. Strategy like school feeding programmes, free tutorial classes and others can be implemented.

5.3.5 To bring the intended result in the public schools in Addis Ababa, the study suggests that the other non local actors in the sector like UNICEF should make more efforts and interventions in Addis Ababa to help the vulnerable.

5.3.6 The study revealed that the area still needs more efforts and cooperation to address the socio-economic problems of the vulnerable students. Therefore, this area is still researchable for those who want to know the extent of the problem and for those who want to engage in the area to render services and bring changes in the lives of the affected students.

5.3.7 Therefore, the actors in these areas should include public schools to create awareness and alleviate or decrease the problems of the students related with these issues.

5.3.8 To protect the child labor, families should be aware of their acts and start protecting the children. Therefore, this was another new area identified for intervention.

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Appendices