



**FACTORS THAT AFFECT ACADEMIC THE ACHIEVEMENT OF
STUDENTS IN SECONDARY SCHOOLS OF EAST SHOA ZONE
OROMIA REGIONAL STATE**

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**A Thesis Submitted to Department of Educational Planning and Management in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Educational Leadership and Management**

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ABSTRACT

The purpose of this study was to assess the major factors that affect student academic achievement in secondary schools of East Shoa Zone in Oromia regional state. To achieve the purpose of the study, descriptive research design employed, because it was appropriate to describe the student academic achievement in the school of understudy. In addition mixed research method or both quantitative and qualitative employed to gather a large variety of data. The study conducted in two government secondary schools in Ginbichu and Fantale Warada Preparatory School. To achieve the study, purposive, available sampling and simple random sampling techniques employed to select appropriate sources of data. Therefore, simple random sampling for student and teachers, purposive and availability sampling technique used for principals, student parent teacher association (SPTA) and zonal education officer. The sample consists of 120 students, 18 teachers 2 principals, 7 SPTA and 1 Zonal educational officer. The data gathering tools employed questionnaire, interview, document observation and group discussion. Questionnaire administered to students and teachers whereas interview conducted with principals, student's parent teacher association and zonal educational officer. The study employed both primary and secondary data source and the data analysis method used percentage and mean. As the finding shows that school facilities and instructional materials, teacher competency, interest and preparation to teach was the big problem in school. In addition socioeconomic status affects student achievement. Due this some student understudy area were bothered by economic problem. Based on the finding of the study, the researcher directed the recommendation for the concerned stake holder. For WEO, ZEO in collaboration with REB may upgrade those teachers who do not have competency and interest to teach and their qualification. It was also recommended that MOE, REB, and the Oromia regional state may strive to make the necessary instructional materials and school facilities available. ZEO and REB in collaboration with Oromia regional state may solve social and economic problem of society to bring quality of education and student academic achievement.

Key words: Student Academic Achievement, Parent Socioeconomic Status, Parent Involvement, Teacher Quality, Parent Occupation, School Facilities and Instructional Materials and Student Attitude.

CHAPTER ONE

INTRODUCTION

This chapter contains the brief discussion of background of the study, statement of the problem, objectives of the study, research questions, scope, limitation of study and delimitation of the study, significance of the study and definition of key terms.

1.1. Background of the Study

At the current level of globalization and technological advancement, education is a paramount step on which every human activity depends on. It plays a vital role in the development of human capital and has a great linkage with an individual's well-being and opportunity for better living (Ashagrie, 2017 cited from Battle and Lewis, 2002). Education is one of the most important social institutions that prepare students formally for entry into society and it is an agent of socialization. It is a fundamental human right as well as a catalyst for economic growth and human development as (Berhanu 2016 cited from Okumu et al., 2008). Due to these reasons, different nations of the world gave an emphasis for education to solve the social problems by producing dynamic and extraordinary generations through the process of education.

In support of this idea Ethiopia launched the school improvement program to improve the factors that affect quality of education through enhancing students learning and achievement (MOE, 2006). Accordingly educators, trainers, and researchers have long been interested in exploring factors and variables contributing effectively for academic achievement of learners. These factors and variables can be inside and outside of school, such as school facilities and instructional materials, a shortage of qualified teachers and experience, poor leadership and management, absence of attractive learning environments and unsatisfactory parents and local community involvement (Hilina, 2011 from Ayalew, 2009).

In addition to factors like socioeconomic backgrounds of student's parent, and different social related values and students' attitudes towards education are the factors that highly influence the academic achievement of learners. Socioeconomic status is one of the factors that influence the students' education and it indicates the position of the society in general and family in particular. It is often revealed as an access to resources plus issues related to prestige, power, education opportunity, health care and money that is mostly measured by three important variables i.e.

educational background, financial situation and nature of parents' occupation in relation to social status of that particular community.

As Onyancha, Njoroge and Newton (2015) cited from American Psychological Association, APA (2001) described the relationship of family socio-economic status to children's readiness for school, across all socio-economic groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Another factor that should be given due consideration is the availability of instructional materials and school facilities.

According to MOE(2006) favorable condition and environment for education domain stated that school facilities will be a conducive and stable place where students learn without fear of provocation, abduction and rape; where the discipline of students is ensured and there is normal relationship between students and teachers. Planned measures will be taken for the provision of essential educational facilities such as adequate classrooms, learning and teaching books, reference books, laboratory, chemicals and science kit, sport articles and playgrounds, plasma TV, ICT center and material and the like considering the students with special needs in secondary school.

Timilehin (2012) cited from Mutiu (1994) and Ahmed (2003) showed that in most of the nation's secondary schools, teaching and learning take place under a most unconducive environment, lacking basic materials. These deteriorating conditions have encouraged incessant complaints from students, parent and community in general and between school facilities and school effectiveness. As Trouper (2016) also highlighted facilities as a major influencing achievement in the school system. The author emphasized that the availability, relevance and adequacy of these facilities contribute to students' achievement while unattractive school buildings, crowded classrooms, no availability of playground and flowerbeds and surroundings that have no aesthetic beauty can contribute to poor performance. Chijioke and Deebomi (2018) also reiterated the provision of adequate facilities for effective teaching and learning to take place.

In relation to with this teacher's qualification (competency) and experience also the crucial point to achieve student academic achievement. According to state in learning and teaching domain

effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on student's academic achievement (MOE 2006). To show the impotence of qualified teachers, Ayalew (2009) has indicated that the teachers play decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reform is made, all will be of little or no avail without the required qualification and experience of teachers.

Teachers can make a difference in student's academic achievement in classrooms and initiated to do things with their own effort. The most important measurable impact of the schools on the desired competence of their students is not the curriculum or the available resources, but teacher's knowledge of subject matters and the methods they implement in teaching and learning .Next to teacher qualification and experience that can hinder academic achievement is student's attitude toward learning. Attitudes towards school and learning are associated with academic achievement.

Considering all the above mentioned points, the Ethiopian Ministry of Education gives due emphasis on the academic achievement of students taking it as one of the educational goals of the newly developed strategies of the Ministry of education for the better life of the community and the people of the country. In line of this, the Oromia National Regional State has also adopted the strategies for quality education on the basis of the value of education for the nation's development and mobility (MOE, 2015). Thus considering the above facts into an account, there is a need to investigate on major factors that mentioned really affects academic achievement of the learners at Fentale and Gimbichu Woreda secondary schools.

1.2. Statement of the Problem

Currently, academic achievement has got great attention among several countries in the world as to enable their citizen cultivates and develops their full potential. Accordingly, the education and training policy applied in Ethiopia have a greater or lesser degree, addressed a number of issues of which the introduction of standardized students' academic achievement is one. Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of the academic achievement that could be because of different factors.

Factors of student's achievement can be investigated in terms of many variables; these can be categorized in to two, in-school factors and out of –school factors. Some of them are community or parental involvement, parent socioeconomic status, school facilities and instructional materials, teacher competency (qualification) and experience, principal’s leadership, parent educational and occupation background and student attitude toward learning are the major factors that affect student academic achievement. For instance, parents with higher income and education are more likely to have higher expectations for their children’s educational attainment, have knowledge about their children’s educational options and involve their children in intellectual activities (Zebenay, 2014 from Blau, 1999).

As Haile (2015) cited from David (1980) also has noted that parents are far more influential than schools over their children’s education progress. Besides families community partnership should be considered as a valuable force for children’ schooling to encompass social and emotional learning, helping them develop and apply the skilled necessary to succeed academically and emotionally at school and in life. The school principal and administration domain are also among factors affecting student achievement in secondary school. This plays an important role in the coordinating and managing phases due to its vitality for the improvement of student achievement in schools.

These organs are expected to play the forefront role in bringing continuous improvement as to enhance student achievement in secondary schools. In this respect, they should act jointly with the school improvement committee in the formulation of school vision and strategic plan (MOE 2006).In other way, teachers’ qualification (competency) and experience is the other point that hinders student academic achievement. The availability of effective and qualified teachers is considered as one of the major prerequisites that ensure success of the student’s academic performance. Moreover, the quality of education and the learning achievements of student depend heavily on the competence personality and education of the teachers (Coombs, 1985).

In related this adequate availability of instructional materials and school facilities the hindrance of quality of education. Learning achievement depend not only on the competence of personality and education of the teacher, but also depend on the whether there is a sufficient supply of equipment, text books and other learning materials (Coombs, 1985). Student’s attitude toward learning is the main point to hinder student achievement in secondary school. The term of

attitude refers to general ways such as characteristics of individuals as feelings, interest, appreciation, value, commitment, opinions, beliefs, and value system. As Befekadu (2014) cited from (Zainol, 2011, Sarwat (2013) noted that attitude affects behavior, influencing what the learner selects from the environment, the way to react towards teachers.

Moreover, academic achievement is one of the most significant goals of education that is commonly measured by examinations, continuous assessment results, or other aspects of technical knowledge such as skills and ability to create new things or innovative capacity of the students. It is used to measure and evaluate the extent of the students' or educational institutions' performance and success within an academic year or semester (Zenebe, 2015). Accordingly this study wanted to identify the achievement of student in Chaffee Donsa and Metehara preparatory school the three years student national examination result who were joined university or not. As far as education is a means to development, it is mandatory to follow the academic progress of the students in the school and provide possible recommendations for the challenges they encounter in the course of their education.

In general, the researcher need to identify the factors affecting student academic achievement which were mentioned above, such as parent socioeconomic status, school facilities and instructional materials, parent or community involvement in their children education, family educational and occupational background, school principal and management and student attitude toward learning were affected the achievement of student's in Matahara and Chaffee Donssa secondary school in East Shoa Zone.

Thus, to assess the extent of student academic achievement implementation and to address the existing challenges the following basic research Questions would be formulated:

1. What is the current status of student achievement in secondary school of Chaffee Donsa and Metehara in East Shoa Zone?
2. What are the major in-school factors that affect secondary school student achievement Chaffee Donsa and Metehara of in East Shao Zone?
3. What are the major out-of-schools factors that affect secondary school student achievement of Chaffee Donsa and Metehara in East Shoa Zone?

1.3. Objective of the Study

This research has general and specific objectives to achieve at the end of the study.

1.3.1. General Objective of the Study

The general objective of this study was to assess the major factors that affect the academic achievements of secondary school students in East Shoa Zone.

1.3.2. Specific Objectives

The specific objectives of the study may be as follows

1. To assess the current status of student achievement in secondary school of East Shoa Zone in Oromia regional state?
2. To find out the major in schools factors that affect secondary student achievement in East Shoa Zone.
3. To examine the major out of schools factors that secondary student achievement in east Shoa Zone.

1.4. Significance of the Study

The study suggest the policy makers, researchers, East Showa Zone educational office and for the secondary school leadership to understand the factors that affect student academic achievement in schools and out of school. In addition the study gives a good understanding about current trends of secondary school student and to solve the problem that has seen in this regard. It also help to increase awareness about the factors affecting the academic achievement of secondary school students teachers and the communities provided that the school management workers based on the recommendations that forwarded by the researcher. Finally, the study, which is expected to come up with a list of issues for further inquiry, may be useful as a starting point for future research works.

1.5. Delimitation of the Study

There are 10 preparatory schools in East Shoa Zone. The scope of the study was delimited to two (2) preparatory school of Fantails and Gimbichu Warada. Therefore the student of grade 12 in Chaffe Donsa and Metehara part of this study. Subject of the study student, teachers, student

parent teacher association, school principals and zonal education officer of the study area. In this regard, the scope of this research was to assess the factors that affect Students Academic achievement in- school. Those were delimited school principal, teachers' qualification (competency) and experience, school facilities and instructional materials, student attitude toward learning were in school factors and parent socioeconomic status, parent involvement, parent educational and occupational background indicated factors out school affect student academic achievement.

1.6. Limitations of the Study

While conducting the study, a number of difficulties were encountered the researcher including lack of interests to respond interview questions and questionnaires by some of the respondents. The other major problem that the researcher was faced the problem of security in study area to collect the data on the time. Due to this lack of relevance data of student, for example in one preparatory school in case of security problem students' data was lost. However it has been possible to conduct the study by minimized the negative effect of this; the researcher used his labor and time in a wise manner despite the burden of the job at his hand.

1.7. Definition of Key Terms

Academic achievement:

Academic achievement is one of the most significant goals of education that is commonly measured by examinations, continuous assessment results, or other aspects of technical knowledge such as skills and ability to create new things or innovative capacity of the students.

Parents' educational background:

Is used in this study to assess the influences of educated and uneducated family ackground on their children's academic achievement in the case of Ginbichu Woreda and Fantale Woreda secondary schools.

Parents' Occupation

Is the nature of families' occupations and its influences on the students' academic achievement at school?

Instructional materials:

Instructional materials refer to the materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities.

Parent's socioeconomic status:

The income of the family which frequently determines the family's social status.

Parent Involvement:

Commitment from the parents to actively participate in, both, the school and their children's education.

School principal:

Administrative head and a professional leader for school system and manages the school's total program.

In-school factors:

: Refers to factors which is emanate from the school such as effects of rule and regulations of the schools, provision of school facilities and instructional materials and teachers experience and educational qualification and attitude of student toward learning.

Out-school factors:

Refers to factors which have not emanated directly from the school such as economic status, educational and occupational background of parents and parent involvement in student education.

1.8. Organization of the Study

The study was organized into five chapters. Chapter one covers the introduction of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. Chapter two Review of related Literature which is more relevant to the study and some credential idea of scholars regarding this study. Chapter three is deals with research methodology under introduction research design, sampling technique and sample size, research instrument, data collection procedure and data analysis. The fourth chapter deals with the presentation and analysis of the data. Chapter five provides the summary of the findings, the conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concept of Student Academic Achievement

Student academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. According to Bhagwat (2013)) academic achievement is the outcome of national the extent to which a student, teacher or institution has achieve their educational goals. As Odeh.et al (2015) defines academic achievement as student's success in meeting short or long term goals in education in the big picture of academic achievement means completing high school or earning a college degree. Achievement, in its nature, is something that relates to an attainable goal which could be seen as something which was carried out successfully. It is a product of effort or series of efforts.

As, Eze (2009) described achievement as something which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. And also achievement defined as a systematic and purposeful quantification of learning outcomes. Achievement involves the determination of the degree of attainment on individuals in tasks, courses or programmers of which the individuals were sufficiently exposed. Accordingly an achievement is a test for the measurement and comparison of skills in various fields of academic study. Omeh (2010) looks at students' academic achievement as referring to a students' strong performance in a given academic area. A student who earns good grades or awards in science has achieved in the academic field of science. He more affirmed that education associations and schools monitor the overall level of student academic achievement to decide what, if any challenges, need to be made in the educational system.

2.2. In-School and Out-School Factors Affecting Student Academic Achievement

Various factors can affect the academic achievement of students. These factors could be grouped in to two broad categories, such as in-school factors and out of school factors Zenebe (2015 cited from Philip 2000). Factors that may affect the academic achievement of students with in the school are related to: the teachers qualification (competency) and experience, school leadership, availability of school facilities and instructional materials that means conduciveness of school

compound for the smooth running and student attitude towards their learning process and adequate funding have great influence on the successful achievement of the educational objective and enhancing students' academic achievement.

On the other hand, out-school factors are such as parent socioeconomic status, parent or community involvement, educational and occupational background of student's family and their expectation and educational background as well as their families are expected to have an impact either positively/negatively as far as the academic achievement of student is concerned. Moreover, sociological variables, which include general categories of social class and family structure Zenebe (2015) cited from (Mathewos, 2000), may be considered as variables which constitute out of school factors that may affect the students' academic achievement. The factors that affecting academic achievement are not the factors only mentioned above, but it is impossible and time consuming to describe all of the factors in this study.

2.2.1. In-School Factors Affect Student Academic Achievement

2.2.1.1. Teachers Qualification (competency) and Experience

In order to achieve student academic outcome, teacher play crucial role in the teaching/learning process. Accordingly, teacher qualification is widely recognized by policymakers, practitioners, and researchers alike to be the most powerful school-related influence on a child's academic achievement (according to Raymond and Leah 2016). In addition maintains that a teacher who is highly effective improves both students' academic learning in the short-term and their long-term quality of life.

School is where people go to acquire knowledge, learn skills, and develop values that will make them productive citizens and help them grow to their fullest potential as human beings (Raymond, 2016). The quality of the teacher in any school setting is claimed to be the most critical component for improving student achievement and closing achievement gaps.

As Bamidele and Adekola (2017) assert availability of qualified teachers determined the performance of students in schools. The qualification of teachers to the appropriate teaching level is essential and appropriate to make students show good academic achievement. According to Zewdu (2014) cited from Bruce,(1986:20) on world Bank discussion report, a total of 30 studies or analyses have been made about teachers years of tertiary education and training on

students' academic achievement and hence 21 of the studies have shown that positive correlation, and hence teachers have strong impact on students' performance.

As Berhanu (2016) cited from Dougass (2000) indicated one important of teacher's instructions in helping students learn how to learn. Teachers themselves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experience that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students.

As Leu (2005) stated if the school is the important functional locus of efforts for improving quality, certainly the most critical factor within the school in facilitating student achievement is the teacher and the ability of those in leadership positions to shape a collaborative, motivated, and effective teaching and learning community. Teachers' professional attitudes, energy, and motivation are critical, in combination with teaching skills, in creating quality of learning. These teaching skills include many interacting factors: knowledge of the young learner, appropriate and varied methodologies and subject matter knowledge, understanding of the curriculum and its purposes, general professionalism, ability to communicate, enthusiasm for learning, sensitivity to others, general character, discipline, ability to work with others, dedication, and relationships within the school and community.

The new UNESCO Global Monitoring Report says: what goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality (Leu 2005 cited from UNESCO 2004, p. 152).

According to Daniel and Funmilola (2017) cited from Edu and Kalu (2012) academically qualified teachers are those who have academic training as a result of enrolment into educational institution and obtained qualifications such as, BA, MSc, MA and while professionally qualified teachers are those who have professional training that gave them professional knowledge, skills, techniques aptitudes as different from the general education. Silfi (2013) also emphasized that teachers involved in training were more effective in classrooms as compared to teachers who had not undergone training.

However, as Daniel and Funmilola (2017) define a well-qualified teacher as one who was fully certified and held the equivalent of a major in the field being they taught. There is a disagreement among many of the scholars on the impact of teacher's qualification on student's achievement in education. For instance, Harris and Sass (2008) reported that the most important school-based determining factor of student's achievement is the teacher quality. Akisolu (2010) asserted that availability of qualify teachers determined the performance of student in schools. Because of teachers can make a difference if have knowledge and ability of subject matter even in a situation where there is no sufficient classroom, libraries and other required teaching learning materials.

As Berhanu (2016) indicates if teachers are well qualified, well paid, motivated respected and get opportunity to update his/her knowledge get prepare pedagogically and content wise. The teachers can make a telling difference in student's academic achievement in classroom and initiated to do things with effort. The most important measurable impact of the schools on the measure competence of their students was not the curriculum or a school's resources but teacher's knowledge of subject matter and method in teaching. Thus the knowledge and experience of a teacher on the subject matter takes a lion share in determining academic achievement of the learners.

Nevertheless, student achievement gains would be inhibited unless teachers were competent in effectively using additional instructional time, investing more resources to lengthen the school day have no influence on achievement until teacher skills are up grade (Tesfaye, 2014 cited from Fuller, 1986). This verifies that the effectiveness of any educational system largely depends on the quality and commitment of teachers. Ayalew (2009) suggests that indeed teachers are the most important element in the realization of educational goals. For this reason educational system should endeavor to attract qualified people to the profession and to provide them with the best possible working conditions and material incentives that will satisfy their need so as they bring a noticeable change in the achievement of the learners, they are the remarkable stakeholders in the achievement of the students.

Moreover, in order to divulge the importance of competent and qualified teachers vividly, Zewdu (2014) and Ayalew (2009) stated respectively that, teachers in higher cognitive complexity more likely to be flexible, adaptive, creative and innovative. Thus, the effective and efficient

educational goal attainment in general and student`s academic achievement in particular may be determined by teacher`s qualification or competency. While Ayalew has farther emphasized teachers play decisive role in the fulfillment of education goals. Whatever, curriculum change is introduced and whatever reform is made all will be of little or no avail without qualified and commitment of teachers.

As Ethiopia was launched teacher Development program to solve the complex problems of teachers. The main objectives of the TDP are to produce the teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence; (2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities;(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession; (4) who care for the physical, social and emotional development of their students and support students (specifically students with special needs) by preparing and applying educational technology and enhance students learning practice. But know a day the teachers educational quality or competency was gone on contrary of idea mentioned above in Ethiopia particularly in study area (Getu 2012 p .2).

According to Dereje (2012) learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. Some educators assert that as the criteria differ for every instructional situations and every teacher, good teaching cannot be defined as Dereje (2012) cited from Harris, A (2002) said that, while it cannot be denied that there are conditions at school level which can make class room improvement more possible, there teaching-learning process the main determinant of educational out comes. The other indication is those teacher experience on students learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one. As Sanda (2013) stated that teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level.

In reflection to the above paragraph, teachers' experience and student achievement was seen as students taught by more experienced teachers as to achieve at a higher level, since their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems. Furthermore, it is considered that more experienced teachers are able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Sanda, 2013 cited from Springfield & Teddlie, 1991. Currently available evidence suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience appear to level off after a few years (Zuzovsky, 2003).

Experience is the best teacher. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired. However, teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. As Akanbi, Omosewo and Ilorin (2018) cited from Ayugi et.al. (2013) stated that experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems.

Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds. Accordingly there is the need to examine the effects of teacher's qualification and teaching experience on student's achievement in education in secondary school in Oromia regional state. And this study intends to scrutinize current status of student academic achievement and draw findings that can influence educational outcome. As a result, the researcher want to identify teacher's qualification and experience was applied to bring student achievement and quality of education in Ginbichu and Fantalle Woreda secondary school in east Shoa Zone Oromia regional state.

2.2.1.2. School Facilities and Instructional Materials

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability and proper use of school facilities and other needed resources. Regarding available school resources Tadesse (2014) cited from Ogunsaju (1980) underlined that, quality of education that students receive depends on the availability of an overall school facilities in which teaching and learning takes place. Quality, relevance and access to education can be attained if and only if educational materials are properly available and utilized in educational institution.

The main code of teaching and learning procedure is to bring an important change in behavior through active participation and critical thinking of the learner. This cannot carry exclusively of the availability and proper use of school facilities and other needed resources. As koroye (2016) stated the school facilities are known as school plant and it includes the school buildings, classrooms furniture, equipment, instructional materials, laboratories, libraries, play grounds, etc. The facilities are mandatory to be proportion to the number of teachers and students in the school for the provision of quality education in schools.

In view of the fact that school facilities can affect the performance of both teachers and students. According to Owoeye and Yara (2011) school facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The proverb that teaching is inseparable from learning but learning is not separable from teaching implies that teachers do the teaching to make the students learn, whereas students can learn without the teachers. This is factual that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome.

As (Ilomo 2016) from Shang, et.al. 2004) described school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. For that reason, the school facilities in the school need a proper attention as they

have a great value in the support of teachers and student's morale, motivation as to plays a significant role to improve the quality of student academic achievement.

Suleman (2014) and (Hussain et al., 2012) pointed out that poor and inadequate facilities affect the overall academic achievement of schools. This indicates that adequate facilities promote academic achievement and ensure to strengthen the overall academic achievement of schools. Hussain, et al. pointed out while unattractive and old school buildings; cracked classroom walls and floors; lack of toilets; lack of desks and benches; lack of transport facility; lack of proper security system; lack of drinking water; lack of power supply; lack of playgrounds; lack of teaching staff facility etc negatively affect academic achievement of the schools. Therefore, it is right to say that academic achievement has a close link with the availability of educational facilities

In accordingly with Ethiopian Ministry of Education (2002) to ensure that the quality of education, students should have textbooks, instructional materials and other school facilities with the conducive environment in sufficient quantity and quality. As Tadesse (2014) cited in Hedges and Theoreson (2000) also argue that, the adequacies of school facilities do not a guarantee for student's academic performance but the proper utilization of the facilities has a great value. As indicated above, to improve the quality of education, the availability of school facilities and the proper management of these resources should give a great attention. Improving the quality of education, therefore, has become the burning issue of the time. Quality education depends on a complex combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of school resources.

In consideration to the availability of instructional materials, like textbook, school library and laboratory as the study conducted by Tadesse (2014) cited from USAID (2010) in Ethiopia reveals that there is a big gap among regions particularly in Oromia is very high. These are one of instructional resources that may significantly affect the student academic achievement which serves a school need as the working tool of education. A lively and effective teaching program in a school depends on well-organized instructional materials. For instance, According to Asefa (2017) cited from Rossof (1992, p.16) on academic library is the heart of the school anatomy and the library in high school is essentially curriculum enrichment secondary school library will need

on adequate, up to date and comprehensive stock, enough space to accommodate students at any given time, trained personal are necessary to promote effective service of the library and encourage students to develop a lifelong reading habit.

Laboratory also is another facility that is useful particularly science teaching to acquire specific knowledge systematically in depth the most important means of teaching laboratory work that it gives on increased emphasis in enhancing students' involvements scientific investigation. Laboratory gives the students the subject knowledge on one hand and it provides the students some understanding of scientific investigation. MOE (1995) has recommended their laboratories each comprises separate demonstration store and preparation more over furniture for laboratories. Teacher demonstration student work bench laboratory cap board was recommended. The other factors' affecting academic achievement of students in secondary schools is the availability of instructional materials. The instructional materials such as text books, modules, reference books, magazines, new audio visual (plasma) and other equipment are very crucial in facilitations effective learning.

Furthermore instructional materials are critical ingredient in learning and the intended curriculum cannot be easily implemented without them. They processes information organize the scope and sequence of information on presented and provide opportunities for students to use what they have learned instructional materials are among the important variables that enhances instructional outcome. The quality and relevance of text books, modules and others reference materials in schools is one of the most consistent factors leading to improve the quality of education. Text books are the single most important instructional tool in the class room. They have the largest and most obvious influence on curriculum to the extent of standardizing teaching ad structural practices. In the case of high school of Ethiopia are characterized by shortage of instructional material and other teaching equipment (as Zewdu, 2014 from Tekeste, 1990) has stated the following:

In Ethiopia school teachers have no teaching materials designed to assist them text book which one load to students against payment are always in short supply in most case several students share the text books. This reveals that one of the major problems in secondary school is shortage of instructional materials which could affect both the work of teachers and students. Accordingly such a situation is indeed to affect the pedagogic achievement of the students and teaching

learning process could not be done as it should be due to be deficient in appropriate support of instructional materials.

2.2.1.3. Student Attitude toward Learning

Numerous studies and researches have been done in many countries to find the factors that influence the student's achievement in education. Among these factors, student's attitude towards school is one important factor that has been consistently studied. Attitude is a central part of human identity. Everyday people love, hate, like, dislike, favor, oppose, agree, disagree, argue, persuade etc. All these are evaluative responses to an object. Hence attitudes can be defined as a summary evaluation of an object of thought (Mohamed and Waheed, 2011).

In view of that the term attitude refers to general ways such as distinctiveness of individuals as feelings, interest, appreciation, value, commitment, opinions, beliefs, and value system. There have been many attempts made to enhance students' academic achievement. It has always been the main concern of many enthusiastic teachers and parents that their students and children be as much successful as possible. In relation to this, many teachers are persuaded that students need the positive attitude to succeed academically Befekadu (2014) cited from (Zainol,2011 Sarwat (2013) noted that attitude affects behavior, influencing what the learner selects from the environment, how he/she will react towards teachers, towards the material being used and towards the other students.

For some students, school is central to their daily life. They view schooling as essential to their long term well-being, and this attitude is reflected in their participation in academic and non-academic pursuits. The students tend to have good relations with school staff and with other students when their attitude to school is positive. However, many youths express negative attitude to school as they do not tend to believe that the school and success in it will have a strong bearing on their future. Such negative feelings and attitudes may result in their becoming disaffected with school.

Students may withdraw from school activities, and in some cases, participate in disruptive behavior and display negative attitudes towards teachers and other students. Students 'attitude to school can be seen as a disposition towards learning, working with others and functioning in a social institution. Conditions for students to realize academic, social, and personal success; and

emphasized that attitude towards school, also referred to as the sense of belonging is the first and most crucial. It emphasizes self-worth, engaged learning and sense of purpose.

As Befekadu (2014) found that the attitude of the student towards the school and teachers, as measured by interest indicators, had a significant influence on the achievement (measured by tests for reading, writing and computing skills) of the student in the subject. Attitudes towards school and learning are associated with academic achievement. Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them being successful in the future. Moreover, academic achievement of a student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even under examination conditions.

Academic achievement should be also analyzed in a relation to a student's attitude towards learning and school, as it ensures internal motivation for providing better performance. To sum up, attitude to school can be, for some students, indicative of educational success and well-being. As such, this perception deserves to be treated alongside academic performance, an important outcome of schooling. The academic performance of students may partly depend on the kind of attitude they put up towards school and the level of success they wish to attain. It is for this reason that this investigation is necessarily embarked on to critically study the relationship and the extent to which students 'attitude towards school can predict their academic achievement.

2.2.1.4. The Impact of School Principal on Academic Achievement

Leadership is a crucial factor in school effectiveness and the key to organizational success and improvement. Leadership helps to establish a clear and consistent lesson for the school, which emphasizes the prime purposes of the school as teaching and learning and is highly visible to both staff and students. Regarding the role of effective principals as Zewdu (2011) cited from (Harris, 2003) state as follows: Effective head teachers are responsible for defining the mission of the schools and setting goals. These objectives underlined traditional student achievement and are broadly joint together within and outside the school. In addition, they are accountable for administration the regular factions within the school organization that maintain teaching and learning: for instance, managing resources, time, the curriculum and staff. They also required to encourage a qualified learning climate by instituting high prospect and principles of student

behavior, and they are anticipated to develop a strong customs at school that include a safe and orderly work environment, staff alliance and solidity.

Despite the high number of studies that show that educational leadership does not have a direct effect on student's achievement, school leaders are generally held responsible for the achievement of students. The result found that schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. Increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student Achievement (Ross & Gray, 2006).

According to Dahie, Mahamud and Hoshow (2015) cited from Leithwood and Riehl (2005) leaders engage in three kinds of activities that promote achievement. The first is setting direction that includes, but not limited to, establishing a shared vision and fostering the acceptance of group goals. The second is changing the organization by strengthening the culture, modifying organizational processes and changing structures. Finally, leaders can develop people by offering intellectual stimulation and offering individual support. Teacher leaders may engage in any of these activities through adopting any of the leadership styles. Student Academic achievement is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals.

Within this scope, school leaders focus on a common goal and learning objectives to create and maintain effective and successful schools (Leith wood and Riehl 2003). Many researchers agree that school leaders have an important effect on all individuals who comprise the school community, particularly on teachers and students. However, the importance and extent of this influence is open to discussion has multi-dimensional characteristics. Within the reciprocal-effect category, there are still segments of studies that attribute the effects of principal's leadership on students' academic achievement to the particular leadership style that the principals adopt. Dessalegn, Bekalu and Frew (2016) cited from Marks and Printy (2003), for example, pointed out that significant achievement of students are evident when transformational and shared instructional leaderships coexist in an integrated form of leadership. Bolam et al. (1993) also have identified that participative leadership mediated through teacher activity contributed effectively to student outcomes.

In general, studies in the reciprocal model attribute students' academic achievement to either particular leadership styles or to certain leadership practices sought to be effective in enhancing students' academic achievement (Dessalegn, Bekalu and Frew (2016) cited from Waters et al., 2003). Put it another way, what principals' do and the way they do it in a particular school setting affects the academic achievements of their students. The above lines of argument, suggest the need for further research investigating the correlation between principals' leadership effectiveness and students' academic achievement as being vital for theoretical as well as practical reasons.

Such studies are vital in various cultural and political contexts as culture has a substantial impact on the principal's leadership style (Al-Safran et al., 2013), on one hand. On the other hand, previous researches carried in different countries yield in divergent findings pertaining to the effects of principals over students' academic achievements (Waters et al., 2003). This study therefore attempted to investigate the relationship between principal's leadership effectiveness and students' academic achievement in secondary schools of Ethiopia with a focus on East Shoa Zone Secondary Schools in Ginbichu a and Fantale Woreda .

Among the major persistent education-related challenges that Ethiopia has been facing, over the years, is the issue of quality education. Following the formulation of Education and Training Policy (MOE, 1994), the Ethiopian government has taken different measures to alleviate those educational problems and remarkable changes have been exhibited in education expansion. According to Ministry of Education (MoE, 2010), the efforts made to strengthen professional skills of school principals and the school improvement process which has been in place is part of the endeavor to looking for the solutions of education quality problems. Notwithstanding all the efforts made the question of whether a school principal can impact the students' academic achievement is still not clearly figured out.

According to Zewu (2014) cited from (Potter & Powell, 1992) effective secondary school principal is aware of teachers need ,offers feedback in response to performance and encourages teacher`s long term professional development and uses this development for the benefit of the school by providing positive leadership, and sets goal and motivation the staff to be committed to their achievement. Thus, the competency and commitment of the school principle and his /her collegiality of leadership the secondary schools, would have a positive correlation with student

academic achievement. Regarding this, researchers agreed that student's perform better in schools having properly qualified and experienced principals than those who do not. But, it does not mean that all principals fulfill such qualities. Principals having the above qualities are those who are well qualified and experience in related area.

In relation to this, Zewdu (2014) from (Hallak, 1990) has pointed out that, principals or department heads frequently lack of training or resources to be effective supervisors, administrators or managers. Consequently, principals are tied to supervisory duties that they have neither the time nor the technical knowledge to carry out effectively, especially in large schools, and it is difficult to see how even a concerned operation can succeed in raising standards of teaching under such circumstances. Generally, in the school system, the school principal is the key person to organize, mobilize and integrate all the school's human and non-human material resources so as to bring about quality of education in that school and enhance students' academic achievement. Therefore, to carry out this responsibility, the school principal should be well qualified, trained, and experienced in the leading groups in the school, how to keep school discipline, how to communicate with groups in the school, how to decide quality decision, and how to program efficient supervision in the school system.

2.2.2. Factors That Affecting Student Academic Achievement Out-School

2.2.2.1. Influences of Socioeconomic Status

Socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. According to Befekadu (2014) considering that poverty is one of the most important economic factors accounting for the low participation families are too poor to afford direct and opportunity costs for their children to enroll in school. As economists tend to demonstrate, economic development normally boosts educational growth.

As Berhanu (2016) cited from Capraro & Wiggins, (2000), socio-economic status is the prevalent factor at the individual level of family situations and social class. It is one of the most extensive

and significant factors that can affect students' academic achievement and success at school. Mostly, it is often measured by looking at the parental education, occupation, income situation, and facilities used by individuals separately or collectively at the level of society. The families' level of socio-economic status is repeatedly claimed as it has positive correlations with the students' quality of academic achievement in the school by several scholars at different times. Students' performance and achievement was correlated with family's background of socio-economic status.

Family background and its socioeconomic status is a key to a student's life and outside of school and also influences students' academic achievement. The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community, such as contacts within the community, group associations, and the community's perception of the family, (Saifi and Mehmood, 2011 cited from Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein 1993).

Educational level (it can be one of the parents, that is, either (father or mother), occupational status and income level. As Ayibatonye and Ikechi (2016) cited from (Eamon, et.al, 2005) that socioeconomic status of the child's parents determines to a great extent the success or achievement of the child academics. It has been shown that low socioeconomic status negatively affects academic achievement of the child in the school because when the resources are not provided to the students at the right time the students will be prevented access to vital resources, the situation may create additional mental, emotional and financial stress at home and results to the choice of school the child attends will become clog. Socioeconomic background remains one of the major sources of educational inequality in the present again educational success at whatever level depends very strongly on this pivot.

The social economic and educational status of a family determines the quality of academic achievement of a student. It is generally believed that children from high and middle socioeconomic status parents are better exposed to a learning environment at home because of the provision and availability of extra learning facilities. Furthermore, Eneji, Ubom, Bassey, Obogo and Dunnamah (2013) cited from Croft (2002) suggested that household income is an important factor in determining access to education; this is so because educating a child attracts

some potential costs right from during the registration of the pupils to completion. The researcher further explained that such costs include school cost of purchase of compulsory textual materials as introduced from the school, uniforms, travel equipment and the opportunity costs of sending a child to school.

In fact it is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure. According to Amogne (2015) families with high SES often have more success in preparing their young children for school because they typically have access to a wider range of resources to promote, explore and support young children's mental and physical development. On the other hand, parents with low SES find themselves struggling to augment financial resources and lack time for their children in imparting values, good habits, manners, which may even end up in ignorance about immunizations or basic nutrition for their child.

The explanation for the poor academic achievement of student from low economics status families is that the parent has so much work and family responsibilities that require time, attention, and money where less attention is given to the education of their children (Aomgne, 2015 cited from Safin and Mehmood, 2011; Osonwa et al., 2013). It was found in Pakistan, for example, that students who lived in high-class areas performed better in secondary examination in comparison to those students who lived in underdeveloped areas. Socio economic status is most commonly determined by the parents As Juma (2016, p9) cited from Zhang (2012) examined students and their families' income in China. He studied in their early years (lower primary school children). The study measured students reading skills, verbal interaction and phonological awareness in relation to their families' level of income. The outcome showed that low income children exhibited lower levels of cognitive-linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic achievement than their counterparts from high and middle income families. It also showed that children from high income families were more proficient in reading skills than in low income families although the research only examined early childhood pupils but this research focused on students in secondary schools.

As Juma (2016, p.9) cited from Sean (2013) presents in his comprehensive study how students from families with high income are having best performance than those from low income

families. His study took place in United States of America. He posited that the impact of the parents' income can be shown in the early timing of the students' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts. They can afford to take their children through preschool learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low income counterparts who do not afford preschool learning for their children and prefer having their children.

Gemechu (2014) also claimed as socio-economic status has an influence on the students' academic achievement at any level of education on the students. It is also studied that the economically destitute and unprivileged parents are less able to afford educational fees for their children at higher levels and consequently the students do not work at their fullest potential due to lack of necessary supplies needed for their education. In fact, this is true that we can notice it even though it is not common for all students. The researcher noticed the students whose family provided them necessary facilities for their education, but achieved not as good as those students who were not provided the facilities for their education.

As Aliyu, (2016) the most important predictor of educational attainment with the family is socio-economic status. The higher the socio-economic status of the children's family, the higher educational attainment will be realized. Research has shown the same pattern in America, Europe, Asia and Africa including Ethiopia. The relationship of the socio economic status to educational attainment is always consistent, no matter, whether our measure of status is parental occupation, parental level of education, family structure or the combination of these, Socio-economic status remains the most important predictor even in the face of that significant variables.

As Aliyu (2016) cited from Ford and Harris, (1997) also examined parental influence in African American students school achievement by focusing on specific socio-demographic factors, which socio-economic status of the family is one of them. They believed that children from high socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. This idea is supported by As Aliyu (2016) cited from Becker and Tomes, (1979) when they asserted that it has become well recognized that

children from high socio-economic status parents ensure their children future earning by providing them a favorable learning environment, better education.

In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence the opportunity to get to the top of their educational ladder may not be very easy. Drummond and Stipek, (2004) while discussing their low income parents' belief about their role in children's academic learning mentioned that a few of these parents indicated that their responsibilities were limited to meeting children's basic and social emotional needs, such as providing clothing, emotional support and socializing manners. So the researcher want whether the socioeconomic status affecting student academic achievement in the understudy area.

2.2.2.2. Parents' Involvement in Their Children's Education

Rafiq, Fatima, Sohali, Saleem and Ali (2013) stated that education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids.

The focus of this study is to examine a relationship (if any) between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement (Ibid). The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary

school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Rafiq, Fatima, Sohali, Saleem and Ali (2013) cited from Bryan, 2005).

As Jafarov (2015) cited from Christenson et al. (1992) stated how parents play a role in their children's education, in both home-related and school-related. Parental involvement is parental intervention in their children's education in order to be able to obtain information about their children's academic growth, participation, when they define parental involvement (Jafarov, 2015 from Crozier, 1999). Family and community involvement frequently means helping reach goal defined by the schools (administrators and teachers) that reflect only school values and priorities.

According to Zenebe (2015) cited from (Henderson & Mapp, 2002) Parental involvement may vary from culture to culture and society to society. Their involvement may have different types, which might have differential influence on academic performance of their children. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside of their house, and providing coaching services for improving their learning in different subjects. Parents play an essential role in both the home and school environments.

Parental involvement in Ethiopia context, a more decentralized governance structure needed so that schools, as unique educational entities, can offer their local communities the services, programs, and activities, which they desire. If adults are going to develop this ownership and commitment to their local schools, the governance of education must be decentralized so they can participate in decision-making activities, at the local school level, which directly influence the quality and quantity of education offered to children as Habtamu (2016) cited from (Shaeffer, 1994).

Al-Matalka (2014) Parental involvement in school activities may have a positive influence on children's learning and cognitive growth. Research found that when families who were not very involved in their children's school became more involved in the school, their children's literacy improved. Many research's shows that parents' involvement in their children's education is an important component of student success and achievement. As Al-Matalka (2014) cited from

Greenwood and Hickman (1991) study shows that parental involvement enhances child's educational aspirations, sense of well-being, attitude, improving grades and readiness for school.

There is little research about the underlying mechanisms through which parental involvement influences children's academic performance. The present study thus sought to extend the literature by examining potential pathways from parental involvement to students' achievement (Mutodi and Hlanganipai (2014). Research findings suggest those parents' attitudes, together with their behavior and activities with regard to their children's education, have an effect on academic achievement .The study specifically intends to establish the relationship between parental involvement and students' academic performance. Parents have the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniably critical.

For that reason, factors influencing the academic achievement in this study were assessed in line with factors that influence students' academic achievement around the school setting. These include students' discipline, families' income situation, parents' education and motivation, class attendance, students' learning style matched with teachers' delivery style of the lesson, frequency of parents' follow up on their children's educational performance, parents' communication with the school administrators and teachers to arrive at their children's problem at school. Being role model for their children and motivating them to score high and rewarding students after their success are things that are expected from parents' involvement in the educational tasks of the children as the above scholars indicated.

2.3. The Effect of Family Education and Occupational Background on Academic Achievement of the Students

2.3.1. Family Education Background on Academic Achievement

Education has a fundamental role in nation as well as individual character building. It is a life line for any society and nation. Education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parents' education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and

experienced than the children whose parents lack education. According to Asad khan, Iqbal and Tasneem (2015) cited from Jencks (1972) says that the family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation also have implication on the performance of children.

Kainuwa and Yusuf (2013) suggests that level of education influences parents' knowledge, beliefs, values, and goals about Students' academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents education, occupation or home background like; family income, language of the home, activities of the family and work methods while other studies looked at it from the teachers experience education school variables environment, structures, buildings, location and students attitude study habit, interest. There is evidence that parents' education will affect students' academic achievement in schools.

As Taiwo (1993) cited by Kainuwa and Yusuf (2013) submits that parents educational background influences the academic achievement of students. This, according to him, is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This was supported by Musgrave (2000) cited by Kainuwa and Yusuf (2013) who said that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favored attitude to the child's education and to encourage and help him or her with school work. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency.

To conclude this child from a well-educated family and with high socio-economic status is more likely to be performing better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well-seasoned teachers will handle his or her subjects

Parents' education a level plays an imperative role in the academic performance of their children. Since educated parents can easily understand the hurdle in the way of their children's education and they know how to motivate and create their children interest in the academic activities. In the study conducted by Ahmad and Khan (2012) in Pakistan, significant relationship was found between parent's level of education and academic achievements of the children in secondary school. It was found that majority of children whose parents were well-educated have performed better in examination as compared to those children whose parents were less educated or illiterate.

In fact, this can be taken as an idea based on how much their educated families are dedicated to help their children at home and the time they give for them matters to ensure this conclusion since being educated family by itself is hardly enough for their children's academic achievement at school. However, the researcher disagrees with this idea that there are students who are from uneducated family background, but they became scholars, teachers and physicians and successful in their academic performances. This might be resulted from the initiation their parents had to educate the students.

Thus, the academic achievement of the students at school is not the simple task just to be concluded as because of families' educational backgrounds rather the other factors would have considered. The researcher could answer the gap the other researchers could not fill. Hence, teachers related factors, students related factors, school related factors parent related factor like SES, family educational and occupation and challenges at home, social belief and value given to education are examined in this study. In regard to parental occupation, a child from a well-educated with high socio-economic status is more likely to perform better than a student from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding.

2.3.2. Family Occupational Background on Academic Achievement

From the beginning parents are the primary persons involved in raising children in every society that is why the family is recognized as an important agent of socialization. Therefore, the importance of parent/family cannot be overemphasized. Usaini1 and Abubakar (2015) stated that

it was mainly through their efforts and abilities that children are socialized to become a productive citizen. Whenever parents possess the resources and skills apply them efficiently and joyfully for upbringing of their children. The entire society would benefit, and this brings joy and benefit to the nation and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community. Usaini¹ and Abubakar (2015) cited from Gachathi (1976) indicated that occupational prestige is a component of socioeconomic status encompasses both income and educational attainment. To him, occupational status reflects the educational attainment required to obtain a job and income levels.

When parents have a better occupation, they make adequate provision for their children education. They provide economic, social, psychological and emotional support to their children, and this would make it possible for the children to perform well in their educational attainment. Memo, et al. (2010) in their research found that there was significance relationship between parents' occupation and students' academic performance in matriculation examination. Students whose fathers have better occupation performed well in matriculation examination than those students whose fathers have a less prestigious occupation.

Fathers with the high occupation are in a better condition to assist and encourage their children toward educational attainment. They can provide whatever is needed to support and encourage their children morally, intellectually, spiritually and psychologically. But parents with less prestigious occupation due to instability and financial problems cannot provide adequate modern facilities to enhance their children education. Mother's occupation also influences students' academic performance. It was observed that students with a mother who have better occupation performed well in matriculation examination than their peers from mothers with less prestigious occupation.

Therefore, the influence of parents' occupation cannot be overemphasized, even though; other socioeconomic status variables such as income, education do affect students' academic performance. According to Charles (2013) occupational status measures social position by describing job characteristics, decision making, ability & control and psychological demand on the job. He suggested that a series of questions were asked to parents and guardians about the financial circumstances surrounding children school enrolment in Tanzania.

According to Berhanu (2016) cited from Haralambos (2008) the attitude the young people have towards their parents' job and their commitment to achieve what their parents could achieve and even think to be beyond their parents' level of occupational status and accept that status of their families has its own influences on the students' learning. According to Berhanu (2016) from Payne's (2003) analysis of Neo-Marxist view, the schools in capitalist society help to preserve the position of dominant groups by teaching dominant ideology whereby children learn to know and accept their places in society so that there is no challenge to the class structure. If children are taught, what is right and wrong because of their norms and belief, their acceptance of what they have learned matters their learning strategy, styles and achievement at school. This is because of differences in socialization of culture and beliefs of the family. The effects of dominant ideology, socialization culture is high on the individual action to take place in every routine of the members of the society.

Rothman (2004) reported the critical factors associated with student's achievement as socio-economic factors which include parental educational qualification, neighborhood poverty, parental occupational status, and family income. He concluded that if we do not consider how educational policies complement of conflict with policies related to family welfare, work, poverty, housing and neighborhood conditions, then we will continue to face significant obstacles in attaining the goal of narrowing the achievement gaps. This conclusion points to the fact that differences in socio-economic background of students breed achievement gaps.

In nutshell the above listed and cited fact reveals that there are different factors that affect students' achievements affirmatively and pessimistically from internal and external environment of the school. Therefore the above idea of scholars and review of related literature briefly revealed the nature of the points of the study and they firmly supports the idea of the researcher. Thus from the above points we easily conclude that it is obvious that there are various factor that influences students' academic achievement either in positive or negative way.

CHAPTER THREE

3.1. The Research Design and Methodology

3.1.1. Research Design

For the purpose of this study, a descriptive survey research design was employed. The design was selected on the assumption that it is helpful to gather enough information from many people on the issues under study. The appropriateness of this design for such study was noted by many scholars. For example, Koul (1996) states that descriptive survey design becomes useful particularly where one needs to understand some particular information. Best and Khan (1989) have noted that a descriptive survey research design involves a clearly defined problem and definite objectives. According to Leedy and Ormrod (2005), descriptive survey involves acquiring information about people characteristics, opinions, attitudes or previous experience by asking those questions and tabulating their answer. Therefore, the descriptive survey design was important to gather adequate and relevant data on the factors that affect student academic achievement in the area under investigation.

3.1.2. Research Method

The general method of this study is mixed method. That means quantitative supported by qualitative approach. Mixed methods design is useful when the strength of both quantitative and qualitative can provide the best understanding for research problem (Creswell, 2009). Moreover Creswell and Clark (2007) also indicated that mixed method approach is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in the same way, so that the overall strength of a study was greater than either qualitative or quantitative research. Hence, interpretation of qualitative data collected through interview was embedded in discussion section to support quantitative data. As a result, both quantitative (close-ended questionnaire) and qualitative (open-ended interview) methods research and data for this investigation were obtained from a sample of Ginbichu and Fantallee Warada preparatory school students, teachers, principals, student parent committee, school and Zonal education officer.

3.1.3. Sources of Data

Both primary and secondary sources of data used in the study to obtain a detailed data about the problem under investigation. The primary sources of data were collected from secondary school

students, teachers, principals, zonal Education Office. The secondary sources of data were available schools document and Woreda educational offices plans used as data source.

3.2. Sample Size and Sample Techniques

The population of the study area was the Fantalle and Ginbichu Warada in East Shoa Zone preparatory Schools. The researcher selected purposively the two preparatory schools that were found in Matahara and Cheffee Donssa secondary schools. because it enabled the researcher to get the correct data that was affect student achievement. The total population of this study area is 36 teachers, 240 students, 2 school principals, 7 students’ parent teacher association and 1 Zonal education officer was part of the study. From the total population of the study the desire sample size students and teachers were fifty percent (50%), school principals, SPTA and Zonal education officer one hundred percent.

The techniques to be implemented so as to select the sample or target group were both probability and non-probability sampling design. For probability sampling, the researcher used simple random sampling for student and teachers; because of it was adequacy and give equal chance that means lottery method has taken place in this sampling technique. In addition, purposive and availability sampling technique applied for non-probability sampling. The researcher used availability sampling technique for principals, Zonal educational officer and student’s parent committee, purposefully selected because of they have enough knowledge of factors that affect student academic achievement in selected secondary school.

Table 1: Target Population and Sample Size

Type respondent of	Total population	Sample population	Sample population in percent (%)	Sampling techniques	Data gathering instruments
Student	240	120	50	Simple random Sampling	Questionnaires
Teachers	36	18	50	Simple random Sampling	Questionnaires
Principals	2	2	100	Purposive Sampling	Interview
Zonal officer	1	1	100	Purposive Sampling	Interview
Student parent Committee	7	7	100	Purposive Sampling	Interview
Total	286	148	100		

3.3. Instruments and Procedures of Data Collection

3.3.1. Instruments of Data Collection

The study implemented the appropriate data collection tool that can enhance the systematic collection of information. The instrument of data collection included both qualitative and quantitative data collection instruments in order to get sufficient information to arrive at the objectives of the study. For this reason, the instrument that used in data collection were consisting of questionnaires, interviews, group discussion and document analysis for the sake of convenience and clarity of the study, questionnaire was administered for the quantitative data whereas interviews, document analysis and focus group discussion implemented for the collection of qualitative data.

Questionnaires:

Questionnaire was a vital tool for an adequate gathering of information to assess the impacts of socioeconomic status and other related school environment variables on students' academic achievement. It was included both open ended and closed ended questionnaire. These two types of questionnaires used in order to get further information about the study. The open ended questionnaires can let the respondents write and give deep information they have asked whereas; closed ended questionnaires allow the researcher to get an answer for the questions related with belief and values on their education and academic success. The questionnaire prepared in both English languages for teachers and Affan Oromiffa for students to avoid inconvenience or misunderstanding of the questions.

Interview

Interviews made for different informants that selected based on their position like zonal educational office that has first-hand information about the students and the schools. It included Student Parents' teacher association, principals and zonal education officer has selected. Thus two principals, seven student's parent teacher association participated in the interview.

Document Observation

Document observation was another instrument to be implemented by the researcher so as to observe documents about the level of academic achievement of the students. These documents

were consisting of students' profile of their academic achievement and other related documents that are documented in students' recording profiles and which helps the researcher to get access information for the study.

Focus Group Discussion (FGD)

The focus group discussion has done since it was the most significant qualitative data collection method to reveal or to get detailed information and to have deep insight about the factors influencing the students' academic achievement. For this purpose, the researcher was conduct considerable discussions with selected 5 students and 5 teachers about difficulty condition that hinders student academic result in the school of understudy.

3.3.2. Procedures of Data Collection

In order to achieve the objectives of the study, the researcher was applying techniques of data gathering, which was discussed as follows. Firstly, before the final questionnaires administered pilot test has conducted. Next the questionnaire administered for the respondents and after that document observation and interview conducted in order to get qualitative data about the influences of the factors on the students' academic achievement.

3.3.3. Pilot Study

A pilot test conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main the criterion should be dependability or truth worthiness of the data Selcaran (1992). Construct internal consistency was checked computing Cranach alphas (Creswell, 2009).Accordingly, the reviewed questionnaire was pre-tested using Cranach's alpha reliability measurement scales on a sample of twenty randomly selected student and teachers and the result was at Alpha value of 0.706 Cronbach alpha resulted 0.820 for a number of items twenty respectively, indicated that the survey instrument is reliable instrument. Based on the response of the pilot test the researcher also consult with experienced individuals to the validity and after getting comments the researcher corrected and adjusted the mistakes which were suggested by individuals.

3.3.4. Validity of the Instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure Borg and Gall (1989). Piloting was used in validating in the two schools. This checked on the clarity of the questionnaire items thereby eliminating any ambiguous wording or misunderstood clauses. Questionnaires were modified before the actual data collection. Items found to be inadequate for measuring the variables were discarded or modified to improve the quality of the research instrument and therefore increased their validity.

3.3.5. Reliability of Instrument

Reliability refers to the extent the instrument would be consistent in measuring what they are expected to measure (Mugenda and Mugenda, 1999). Random errors arise from unclear instructions to the respondents, ambiguous questionnaires or attention deficit during interviews. The researcher minimized random errors by cross checking the questionnaires during piloting. The questionnaires were administered twice by the researcher to the same group after one week's interval. This assisted the researcher to establish whether the responses given were consistent

3.4. Method of Data Analysis

Data analysis part was one of the major parts like others in this research therefore, to come across suitable description of the factors affecting student academic achievement and valid generalization of findings, the researcher was used mixed method that was both qualitative and quantitative mechanisms of data analysis. Quantitative data that gathered from the questionnaires was tabulated around the subtopics related to the research questions. The questionnaire will design on Likert five point rating scale (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). Moreover, the data gathered from the field through questionnaire was organize, coded and presented in tables on the nature of the data for clarity and readability purpose. When the researcher was made the appropriate coding, the data entered in the computer to be analyzed by using SPSS version 24. Hence to describe the results for each of the specified items, like frequency, percentages and mean per each item. Likewise, the researcher analyzed qualitative data that information collected via interview, observation, group discussion and

document analysis. To discover patterns, ideas and explanations, data organization, summary and interpretation steps of analysis employed.

3.5. Ethical Consideration in the Research Work

In the journey of the study, efforts were made to protect the research participants, to improve the validity of the data gathered, and to maintain rigor of the overall research procedures and findings. Utmost efforts were made to protect the identities and moral values of the research participants. Equally, validity and procedural rigor has been taken care of as a part of maintaining ethical standards of the research work. Among others, efforts were made a) to give clear, understandable and focused directions and criteria for data collection procedures; b) to maintain anonymity of the data sources; c) to corroborate the research results and interpretations by way of mixing the quantitative and qualitative results (as Taye 2013, cited in ,Firdissa, 2010:158-161). Consequently three ethical principles have been considered in this study; 1) informed consent,2) anonymity 3) procedural rigor

1. **Informed consent:** consent and cooperation of data sources were secured through different mechanisms. In the first place a) the procedure to be followed in giving information on the basis of specific data collection tools; b) the envisaged confidentiality of the responses in was clearly presented.
2. **Anonymity:** utmost efforts were made to maintain the anonymity of the research participants. The information the research participants provided by no means could reveal their identities.
3. **Procedural rigor:** care was taken to maintain the rigor of the procedures in relation to preparing and administering the tools for data collection, in selecting appropriate participants, in collecting data, in meticulously sorting out and analyzing the data and validating finding. Overall, utmost possible ethical roles have been considered to ensure that the research is conducted in ethical manner maintaining consent, anonymity and procedural rigor.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter deals with the analysis of data, their presentation and interpretation as collected in two preparatory schools. Data are presented in tables and analyzed as collected from the sampled schools. The analysis aimed at addressing the purpose of the study, which was on factors that affecting students' academic achievement in east Shawa Zone Oromia regional state. Performances in relation to the various factors affect academic achievement mentioned in Chapter one are presented and discussed.

The questionnaire return rate completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of the 18 questionnaires administered to the teachers, all of them (100%) returned the questionnaires. Out of the 120 questionnaires administered to the students 105 (90%) returned the questionnaires. These percentage rates were deemed adequate for the study. This was very adequate for the study since according to Mugenda (1999) a 50% response rate is adequate, 60% good and above 90% is rated very well.

4.2. Characteristics of Teachers and Students Respondents

The section included the respondent's gender and age. This was necessary in order to understand our informants and ascertain whether they would be effective for the study

Table 4. 1. Gender and Age of student and teachers respondents

NO	Item	Category of item	Respondents			
			Students		Teachers	
			F	%	F	%
1	sex	Male	62	59.0	16	88.9
		Female	43	41.0	2	11.1
		Total	105	100.0	18	100.0
2	Age	15-20	88	83.8		
		21-25	15	14.3		
		26-30	2	1.9	11	61.1
		31-35			3	16.7
		36-40			2	11.1
		Above 41			2	11.1
		Total	105	100.0	18	100.0

Table 4.1. Shows that there was a gender imbalance in distribution of male teachers 16 (88.9%) and teacher female 2(11.1%). However the teachers' gender had no influence on the results of this study. On the other hand the gender distribution for students was almost the same with the male respondents slightly higher 62(50.4%) and female 43(35%). This means the students were well distributed in terms of gender and therefore were likely to give information which is relevant for the study.

Regarding Age of respondent revealed that the majority 11(61.1%) of the teachers were 26-30, the rest 3(16.7%) teachers 31-35, 2(11.1%) teachers 36-40 whereas 2(11.1%) above 41 years of age. There were no teachers below 25years or above 50years. However the age of the teachers might not influence student academic achievement. Further the researcher investigated the age distribution of students. The majority of student respondent age were found 88(83.8%) between 15-20 and 15(14.3%) of them 21-25 years the rest 2(1.9%) 26-30 years. This shows that the age of student might not affect student academic achievement in the secondary school of east Shawa Zone in Metahara and Chaffe Donssa preparatory schools.

4.3. Teachers' Experience and Qualification

The table below presents some key characteristics of teacher respondents regarding their experience and academic qualification, have some important implications on students' academic achievements

Table 4.2. Experiences and qualification of Teacher Respondents

No	Item	Category Of years	Respondents		
			Teachers		
			F	%	Mean
1	Teachers Experience	Less than 5 Years	12	66.6	
		6 to 10	02	11.5	1.89
		11 to 15	01	5.6	
		16 to 20	01	5.6	
		Above 21	02	11.5	
		Total	18	100	
2	Teachers Educational Qualification	Diploma	01	5.6	
		BA Degree	14	77.8	3.11
		MA Degree	03	16.7	
		Total	18	100	

Findings on the experience of the teachers indicated that most of them 12 (66.6%) had been taught under 5 years, 2(11.1%) had the experience of 6-10, 1(5.6%) some of them had been taught 16-20 and the rest of 2(11.1%) had been taught more than 21 years. Apparently there were teachers that had less experience and hence were not well competent. As the mean value 1.89 rated that the teachers experience in study area was very low. Teacher experience on student learning has found a negative relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one. As Sanda (2013) stated that teacher experience has a significant effect on pupil achievement in primary schools and at upper secondary level. Experienced teachers have a more affluent background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction.

Data on the level of education of the teachers indicated that 3 (16.6%) had a master of education degree while the rest 14 (66.6%) had a Bachelor of education degree and 1(5.6%) had diploma of education. The data shows that all the teachers were adequately prepared as teachers by virtue of being trained as teachers. As the mean value 3.11 showed that the qualification of teachers in study area was medium. According to (ESDP-II, 2000/2001) stated that the availability of qualified teacher for secondary school should be held first degree and above. Therefore qualified teachers to be effective in their subject at least a bachelor degree, a full state certification as a teacher and to demonstrate competence in each academic subject in which the teacher teaches. It is expected that highly qualified teachers would lead to high quality teaching and the improvement of academic achievement for all students.

However, qualified teachers' means not only degree or diploma holder but also they have experience to teach, knowledge of the subject, teachers commitment and teachers preparation which are highly affecting student academic achievement. Therefore the above data shows that the qualification or educational level of teachers was not a problem in the study area. In addition to this the teacher's quality (competency) levels and students' academic achievement both are an interchangeable. So proper schooling cannot be conceived without the presence of qualified teachers. This means that schools without knowledgeable teachers cannot do their job effectively. This is because teachers play a pivotal role in educational provision and thus significantly affect student academic achievement. Therefore more in detail discussing in blow

4.4. The Current Status of Student Achievement in Secondary School

Table 4.3. Students sat for national examination, those promoted or failed to university.

Academic years	No. of student sat for national exam		student promoted to University		Student not promoted to university	
	No	Frequency	Percent	Frequency	percent	
2007	138	98	71	40	28.98	
2008	205	127	61.95	78	38.05	
2009	168	115	68.45	53	31.54	
Total	511	340	66.53	171	33.46	

As shown in the table 4.2. the number of students promoted to university in the study area from year 2015-2017 from total number of student per-year was 98 (71%), 127(61.95%), 115 (68.45%) respectively, The students who were not promoted to university in this year's 40(28.98%), 78(38.05%) and 53(31.54) respectively. Generally this shows that the students' performance on the national examination in the Zone particularly in study area was low which in turn indicates the quality of education was somewhat affected in the study area. As the interview made with principal and Zone education officer showed that concerning the performance of students, all key informants of they agreed on sharing the point that student's academic achievement is declining from time to time. The reason for this low academic performance could be modes of teaching, infrastructure, technology, teachers' qualification and devotion to assist students, exam administration system, students' commitment to study and motivation to perform high academic result, the facility of schools such as availability of reference materials.

Table 4.4. Average, student score and student rank response for teacher respondent

Item	Rank of student	Frequency	percentage	mean
What was the average rate score did your student achieve	Blow50	1	5.6	
	51-60	11	61.1	
	61-70	5	27.8	2.33
	71-80	1	5.6	
	Above 80	-	-	
	Total	18	100.0	
Score of your student in class room	Very low	-	-	
	low	3	16.7	3.00
	medium	12	66.7	
	high	3	16.7	
	Very high	-	-	
What about your student rank	Total	18	100.0	
	1-10	3	16.7	
	11-20	1	5.6	2.78
	21-30	11	61.1	
	Above 310	3	16.7	

In the table 3 the teachers' respondent were requested to give their opinion on the average of their student's achievement last semester. Accordingly 1(5.6%) teacher said below 50 that means the student

average last semesters scored was very low and 11(61.1%) of teachers respondent stated that their student's scored 51-60 in study area. the other respondent 5(27.8%) of them said 61-70 was the average of their student last semester. While also, 1(5.6%) stated that 71-80 were the student average in the school. As this study shows that the majority of teacher response revealed that the most of their student average was low. As the mean value 2.33 of teachers revealed that the students in the study area average last semester was low.

In this table teachers were requested to give their respond on the student score in the class. Accordingly 3(16.7%) of teachers said the score of student in the class was low and 12(66.7%) of them stated that their student's score in the class was medium. While 3(16.7%) of teacher said high. As the mean result 3.00 of teachers shows that the score of students last semester was medium. The other point teachers requested the rank of their student last semester, 3(16.7%) teacher stated 1-10 and 1(5.6%) also said 11-20. Others 11(61.1%) of teachers revealed that the majority of their student's rank was 21-30 in the class and the While 3(16.7%) said above 31. As we can understand from analysis the result of student in understudy area mostly indicated that was found in low level. According to mean value 2.78 of teachers insured that the students rank last semester was low.

As the researcher made group discussion with teachers, interview with principals and Zonal education officer regarding student result in class. Teachers stated student not made effort by themselves to develop their knowledge. As the result during exam were made plagiarism to pass the exam. Plagiarism not only during the class exam but also during the national exam widely conducted. As the principal and Zonal educational officer asserted that students sometimes were cheating and passing exam. Due to lack of time to study and lack of sufficient prior knowledge on subject matter, students tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years exam.

4.5. The Major in Schools Factors that Affect Secondary Student Achievement

4.5.1. School Principal

Alternative key scale: Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

Table 4.5.The Respondents of student and teachers concerning Impact of school leadership

NO	Item related school leadership	Respondent	Total no	5		4		3		2		1		Mean	AVMean
				F	%	F	%	F	%	F	%	F	%		
1	Principals involve teacher in decision making related to teaching	Students	105	42	40.0	43	41.0	14	13.3	3	2.9	3	2.9	4.12	3.78
		Teachers	18	4	22.2	7	38.9	3	16.7	1	5.6	3	16.7	3.44	
2	Principals involve parents in different activities	Students	105	49	46.7	30	28.6	15	14.3	8	7.6	3	2.9	4.09	3.80
		Teachers	18	1	5.6	10	55.6	5	27.8	1	5.6	1	05.6	3.50	
3	Principals regularly inform parents on their children's academic achievement	Students	105	15	14.3	35	33.3	27	25.7	19	18.1	9	8.6	3.27	3.03
		Teachers	18	2	11.1	3	16.7	6	33.3	3	16.7	4	22.2	2.78	
4	Principals communicate instructional goals to teaching and non-teaching staff members	Students	105	32	30.5	32	30.5	21	20.0	16	15.2	4	3.8	3.69	3.60
		Teachers	18	2	11.1	11	61.1	1	5.6	2	11.1	2	11.1	3.50	
5	Principals mobilize the school community for a safe and orderly school environment	Students	105	24	22.9	38	36.2	17	16.2	16	15.2	10	9.5	3.48	3.63
		Teachers	18	6	33.3	7	38.9	2	11.1	1	5.6	2	11.1	3.78	
6	Principals initiate the school community to aspire high expectation in student achievement.	Students	105	29	27.9	26	24.6	23	21.9	21	20.0	6	5.7	3.49	3.55
		Teachers	18	5	27.8	6	33.3	4	22.2	1	5.6	2	11.1	3.61	
7	Principals make regular classroom visits when teachers are teaching	Students	105	24	22.9	25	23.8	17	16.2	25	23.8	14	13.3	3.19	3.24
		Teachers	18	3	16.7	7	38.9	3	16.7	2	11.1	3	16.7	3.28	
8	Principals coordinate instructional program appropriately	Students	105	36	34.3	36	34.3	15	14.3	11	10.5	7	6.7	3.79	3.93
		Teachers	18	6	33.3	8	44.4	3	16.7	1	5.6	-	-	4.06	

In items1 of table 4 students said that 42 (40%) responded strongly agree, 43(41%) of student said agree 14(13.3%) stated that undecided and 3 (2.9%) student said strongly disagree. Teachers respondent on this item 4(22.2%) said strongly agree 7(38.9%) stated that agree 3(16.7) 1(5.6%) and 3(16.7%) said that undecided, disagree and strongly disagree respectively, According to the mean result 4.12 and 3.44 of both student and teachers showed that, the school principal in Metahara and Chaffe Donsa preparatory school had been involved teachers in decision making regarding teaching-learning process. Teachers and students respondents indicated that, teachers have involved in

decision making were high with in the overall mean value of 3.78. As the above data showed us the principal leadership was not affected student academic achievement.

In item 2 of the table student and teacher respondents were requested to give their opinion whether Principal involve parents in different school activities. Thus 49 (46.7%) of students said strongly agree and 30 (28%) of them stated agree with the idea. While 15(14.3) said undecided if or not the principals participate student's parent in school matter. The rest of respondent said that 3(2.9%) disagree and 8(7.6%) strongly disagree respectively that means the principals not involve parent in school matter whereas, teachers respondent 1(5.6%) said strongly agree and 10(55.6%) responded agree with the idea and 5(27.8) said undecided. As the result of mean 4.09 and 3.50 respectively for both student and teachers showed that the principal were participated student's parent in different school activities.as the average value of mean 3.79 of both student and teachers rated that the student's parent were highly participated in their child education. But as asserted from group discussion of student and teachers and student's parent committee mentioned that there was the gap to involve student parent in school matter.

In item 3, the student and teacher respondents were requested to give their idea whether the principal regularly inform parents on their children's academic achievement or not. The student respondents 15(14.3%) said strongly agree 35(33.3%) agreed the principals were reported the progressive of student for their parent and 27(25.7%) respondent said undecided whether principals reported the progress of student or not. The rest of respondent said that 19(18.1%) disagree and 9(8.6%) strongly disagree for the idea. The teachers respondent also on this idea 2(11.1%) said strongly agree 3(16.7%) agreed to the idea and 6(33.3%) stated undecided 3(16.7%) disagreed and 4(22.2%) strongly disagreed. As the result of mean 3.27 student revealed that the principals were reported student's result for parent and the mean result 2.78 teachers respondent's showed that the principal did not inform to the parent the progressive of their children. In addition to average value 3.03 of student and teachers asserted principals were high reported the student's progress for the parent. As we can understand from the group discussion of teachers and student and from open-ended question there was the big gap in this regard in the school.

In item 4 of the table students and teachers were requested to give whether the principals communicate instructional goals to teaching and non-teaching staff members or not. Student respondent 32(30.5%) said strongly agree and 32(30.5%) of them agreed with the idea whereas

21(20%) said undecided the few of respondents 16(15.2%) selected disagree and 4(3.8%) strongly disagreed for the idea. Regarding teachers respondents of the requested idea 2(11.1%) mentioned strongly agree 11(61.1%) agreed with the idea. the remained respondent stated that 1(5.6%) undecided 2(11.1%) respondents said that disagree and 2 (11.1%) strongly disagree. Accordingly the mean result of student 3.69 and the mean result of teachers 3.50 revealed that the most of students and teachers were asserted that the principal communicate instructional goals to teaching and non-teaching staff members. In order to overall mean value 3.60 of student and teachers insured that the principals were inform the progress of student to their parent.

In item 5 of the table student and teacher respondents were asked whether or not the principals mobilize the school community for a safe and orderly school environment. Regarding this question student respondent 24(22.9%) said strongly agree 38(36.2%) agreed the principal mobilized the school community for the safe and orderly environment. Also 17(16.2%) stated undecided, 16(15.2%) and 10(9.5%) said that disagree and strongly disagree respectively.

Teacher's respondent on this idea 6(33.3%) chosen strongly agree 7(38.9) stated agree 2(11.1%) said that undecided about the idea. the rest of respondent 1(5.6%) and 2(11.1%) mentioned disagree and strongly disagree respectively. According to the above data showed us the principal was mobilized the school community for the safe environment in the school .As the mean score displayed 3.48 and 3.78 both student and teachers underlined there was community mobilization to create a safe and orderly environment for the success of student academic achievement. As the overall mean value 3.63 of student and teachers depicted that the community mobilization for the safe environment in the school was high.

In item 6 of the table student and teachers respondent were requested to give whether principals initiate the school community to aspire high expectation in student achievement or not. From the above table we can understand 29(27.9%) student respondent and 5(27.8%) of teachers respondent said strongly agreed and 26(24.6%) and 6(33.3%) of both student and teachers agreed respectively the principal in the study area initiate and aspire the community to improve student academic achievement, 23(21.9%), 4(22.2%) of student and teachers said that undecided whether or not the principal initiate the community to improve student academic achievement in the school. As the finding showed that the most of the student respondents confirmed, with a mean score of 3.61 that principal initiate community on the student academic achievement and frequently give constructive

feedback. Similarly the responded of teachers for the same questions the majority of respondent result of mean 3.49 depicted that the principals have done the mentioned idea. In order to average value 3.24 of student and teachers implies principals initiate and inspire the community to improve the academic achievement.

In item 7 of the table student and teachers were asked whether or not principal make regular classroom visits when the teachers taught in class. As the above data revealed us 24 (22.9%) of student said strongly agree and 25(23.8%) of student agreed that the principal regularly visit classroom when the teacher teach for the support. The remained of respondent 17(16.7%) of student said undecided, 25(23.8%) of student stated disagree and 14(13.3%) of them strongly disagree about requested idea. For the same idea 7(38.9%) and 3(16.7%) of teachers said agree and strongly agree that the principals regularly visited the classroom when the teachers taught. The other respondent asserted that 3(16.7%) of teachers stated undecided, 2(11.1%) and 3(16.7%) of them said that disagree and strongly disagree, they have not ever seen when the principal visited the classroom when the teachers teach.

As we understand from the above table, most of the student respondents of mean score 3.19 conformed that the Principals make regular classroom visits when teachers were teaching for support. Similarly, the teacher responded for the same question the mean result 3.28 revealed that principals were visit the class when the teachers thought. As the overall mean value 3.93 insured that the principals regularly visit classroom when the teachers taught.

According to interview made with student's parent committee ,group discussion conducted with student and teachers and result found from open-ended showed that even though the principals in the study area made effort to use community ,student's parent ,teaching and non-teaching staff to succeed the goal of education but there was the big gap to use them continuously and in organized way. According to (Potter & Powell, 1992) stated that the effective secondary school principal is aware of teachers need, community participation and student's parent involvement, offers feedback in response to performance and encourages teacher`s long term professional development and uses this development for the benefit of the school .He provides positive leadership, and sets goal and motivation the staff to be committed to their achievement.

Accordingly the competency and commitment of the school principle and his /her collegiality of leadership the secondary schools, would have a positive correlation with student academic achievement. Regarding this the researcher agreed that student’s perform better in schools having properly qualified and experienced principals than those who do not. But, it does not mean that all principals fulfill such qualities. Because of there were some gapping completely applying the idea mentioned by the principals in study a

4.5.2. Instructional Materials and School Facilities

The availability of school facilities, instructional materials and its’ impact on students’ academic achievement

Table 4.6. Instructional materials and school facility response for student and teachers respondent

No	Items related school facilities and instructional materials	respon dent	Total No	5		4		3		2		1		Mean	Ave
				F	%	F	%	F	%	F	%	F	%		
1	School has access of toilet room for female and male student	Student	105	7	6.7	6	5.7	13	12.4	22	21.0	57	54.3	1.90	1.67
		teachers	18	2	11.1	-	-	-	-	-	-	16	88.9	1.44	
2	Textbooks and reading materials are available for each student	Student	105	11	10.5	10	9.5	16	15.2	43	41.0	25	23.8	2.42	2.96
		Teacher	18	5	27.8	7	38.9	1	5.6	2	11.1	3	16.7	3.50	
3	School building are conducive for teaching learning activity	Student	105	13	12.4	13	12.4	18	17.1	30	28.6	31	29.5	2.50	2.47
		Teacher	18	3	16.7	1	5.6	4	22.2	3	16.7	7	38.9	2.44	
4	There is enough supply of water in the school	Student	105	33	31.4	10	9.5	10	9.5	17	16.2	35	33.3	2.90	2.54
		Teacher	18	3	16.7	2	11.1	-	-	3	16.7	10	55.6	2.17	
5	The school climate is appropriate to attend the teaching-learning activity	Student	105	24	22.9	19	15.4	21	17.1	16	13.0	25	20.3	3.01	2.51
		Teacher	18	1	5.6	3	16.7	2	11.1	1	5.6	11	61.1	2.00	
6	The library is open at school time whenever students want to read.	Student	105	21	20.0	23	21.9	14	13.3	29	27.6	18	17.1	3.00	3.39
		Teacher	18	7	38.9	6	33.3	2	11.1	-	-	3	16.7	3.78	
7	There is the problem of laboratories in our school	Student	105	42	40.0	37	35.2	6	5.7	9	8.6	11	10.5	3.86	3.40
		Teacher	18	6	33.3	2	11.1	2	11.1	1	5.6	7	38.9	2.94	
8	The school laboratories are at the services for science students	Student	105	4	3.8	6	5.7	11	10.5	18	17.1	66	62.9	1.70	1.82
		Teacher	18	1	5.6	2	11.1	3	33.3	1	5.6	11	61.1	1.94	
9	A shortage of internet to read additional materials in the school	Student	105	42	40.0	24	22.9	7	6.7	8	7.6	24	22.9	3.50	3.47
		Teacher	18	9	50.0	2	11.1	-	-	2	11.1	5	27.8	3.44	
10	There are full supply of materials in the school	Student	105	13	12.4	15	14.3	13	12.4	21	20.0	43	41.0	2.37	2.02
		Teacher	18	1	5.6	2	11.1	-	-	2	11.1	13	72.2	1.67	

In item 1 of the table 5 student and teachers' respondent requested to give whether School has access of toilet room for female and male student or not in the study area. Results shows that 22(21%) of the student respondents said disagree and 57(54.3%) of student stated strongly disagree that has not access of toilet room for female and male student in the schools. Also, 16(88.9%) of the teacher respondents strongly disagreed that the school has not toilet for student female and male. While the rest respondent 7 (6.7%) of student said strongly agree and 6(5.7%) mentioned agree with the idea. Regarding, accessibility of toilet classroom as depicted on the above table, it was poor with a mean value of 1.90 of student respondent stressed that was not available toilet at all in two preparatory school of Chafee Donsa and Matahara in east shoa zone. Similarly as the mean score 1.44, showed that the respondent of teachers for the same question put down there was no toilet in the schools. To insure the above data the overall mean value 1.67 of both students and teachers revealed that unavailability of toilet for student very poor.

In item 2 of table 5 student and teachers asked to respond if textbooks and reading materials are available for each student or not in the study area. The respondent 11(10.5%) of student chosen strongly agree and 10(9.5%) also agreed with the idea whereas, 43(41%) of student said disagree and 25(23.8%) of them strongly disagreed for the idea and 16(15.2%) said that undecided about the requested idea.

As mean score 2.42 depicted us student insured that there is inadequate textbook and reading materials for each student in the study area. In other way teachers respondent said that 5(27.8%) strongly agree and 7(38.9%) agreed that there are the access of text books and reading material for each student in the schools. As the mean result 3.50 depicted us, it implies the existing of access textbook and reading materials in the schools. In addition the average mean value 2.96 of student and teacher showed there was the serious problem of textbooks and reading materials in the study area. As can we able to asserted from group discussion, observation and interview with principals and parent committee there were inadequate textbooks and reading materials for each student in study area.

In item 3 of the table 5 students and teachers respondent were requested to give response if school building are conducive for teaching- learning activity or not in the schools. Accordingly, the respondent 30(28.6%) of student stated disagree and 31(29.5%) of them said that strongly disagree with the idea and 23(21.9%) said undecided whether the schools building conducive or not. The rest

of respondent 13(12.4%) stated strongly agree and 18(17.1%) were agree for the requested question. Therefore the mean result 2.50 of respondent revealed that the majority of student underlined the schools building were not conducive for teaching-learning presses. Similarly 3(16.7%) of teacher respondent stated disagree and 7(38.9%) said that strongly disagree with the idea. While 4(22.2%) teacher said undecided. The rest of respondent 3(16.7%) mentioned strongly agree and 1(5.6%) of the teachers said that agree for the asked idea.

As the mean result 2.44 of respondent revealed that the majority of teachers stressed the schools buildings were not conducive for teaching and learning activity in both Chaffe Donsa and Metehara preparatory schools. According to the average mean value 2.47 of both student and teachers revealed that the school building in the study area was not conducive for teaching-learning process. As the researcher asserted from observation the school was not conducive, especially the Metahara School was located in hot weather condition. So the student without any conditioner or fan learnt all the day in this area. This in turn brought the impact on the students to attend the class.

In item 4 of the table 5 the students and teachers were asked to give their opinion whether or not there is enough supply of water in the school. The respondent 33(31.4%) of student said strongly agree and 10(9.5%) of them stated agree with the idea. And also 10(9.5%) mentioned undecided about the requested opinion. The rest and the majority 35(33.3%) of the student said that strongly disagree and 17(16.2%) disagreed with idea.

From this data we can understand that the majority of student's mean result of 2.90 revealed that there was the weak supply of water in the study area. On the same idea the respondent of teachers 3(16.7%) said strongly agree with the requested idea and 2(11.1%) teachers also said that agree whereas, 3(16.7%) of teachers disagree and 10(55.6%) of respondent stated that strongly disagree. As the result of mean 2.17 showed that the majority of teachers were responded there was no enough water in the schools. As the mean value 2.54 insured there was the water problem in the study area school.

In item 5 of the table the students and teachers where requested to give their opinion if or not the school climate is appropriate to attend the teaching-learning activity. The respondent 24 (22.9%) of student respondent said strongly agree and 19(15.4%) of them agreed with the idea. Some of respondent 21(17.1%) described undecided about the idea whereas, the rest of student respondent

16(13%) said disagree and 25(20.3%) stated that strongly disagree about the school climate is appropriate to attend the teaching-learning activity. From the above data we can understand the majority of student and the result of their mean 3.01 revealed that the school climate is appropriate to attend teaching learning activity in study area.

The Teachers respondent 11(61.1%) of them said that strongly disagree and 1(5.6%) stated disagree. From report we can realized the highest number of teachers and the result of their mean score 2.00 showed us the climate not appropriate to attend teaching –learning activity in both Chaffe Donsa and Metehara preparatory schools in east shoa zone. To reconcile this idea, as the result of group discussion of students and teachers, the interview made with principals and student’s parent committee showed that the climate is difficult for student to attend teaching-learning activity. The overall mean value 2.51 of both student and teachers showed that the school climate was not appropriate for teaching-learning activity.

In item 6 of the table 5 student and the teachers were asked to give their idea if or not the library is open at school time whenever students want to read. The respondent 21(20%) of the student responded strongly agree and 23(21.9%) of them said that agreed with the idea. Similarly the teachers respondent 7(38.9%) strongly agree and 6(33.3%) of them said that agree. As data revealed us the majority of respondent both student and teachers said that there is no problem when the student wants to read the library was opened at any time in the schools. In addition as the overall mean value 3.39 of student and teachers respondent implies that the school library was open at any time student wanted to read.

In item 7 of the table 5 the students and teachers respondent where requested to give their opinion whether or not there is the problem of laboratories in the school. As respondent 42(40%) of the student stated that strongly agree with the idea and 37(35.2%) of them said that agreed there was the problem in the schools. The rest of respondent 6(5.7%), 9(8.6%) and 11(10.5%) where said that undecided, disagree and strongly disagree respectively. From the above data we can realize that the majority of student insured that there were no laboratories in the study aera.

According to the mean score 3.86 revealed that there was high problem of laboratories in the study area. Teachers on this idea 6(33.3%) said strongly agree and 2(11.1%) of them stated agree with the idea whereas 2(11.1%) said undecided whether or not the laboratory is in the schools. The rest of

respondent 1(5.6%) said disagree and 7(38.9%) of the teachers stated that strongly disagree. As the finding depicted that the majority of respondent and their result of mean 2.94 implied there was no the problem of laboratory in the schools. As the average of mean value 3.40 of both student and teachers revealed the unavailability of laboratory was the high problem in the study area.

In item 8 of the table student and teachers were requested to give their opinion if or not the school laboratories are at the services for science students. The respondent 18(17.1%) of the students indicated disagree and 66(62.9%) of the student said that strongly disagreed with the idea. The rest of respondent responded 4(3.8%), 6(5.7%) and 11(10.5%) stated on this idea strongly agree, agree and undecided respectively. As the data revealed that the most of student respondent stressed there was no laboratory service for science student in study area.

As the result of mean 1.70 showed that the laboratory was not only poor but also affecting student academic achievement in the study area. The teachers' respondent said 11(61.1%) strongly disagree and 1(5.6%) disagreed with the idea whereas, 3(33.3%) of student said that undecided. The rest of respondent 1(5.6%) and 2(11.1%) stated that strongly agree and agree. As we understand from the data the most of teachers respondent stressed there is no the laboratory service in the schools. As the result of mean score 1.94 revealed unavailability of laboratory service seriously affect student academic achievement in the study area. The mean value 1.82 of student and teachers strengthen the mentioned idea.

In item 9 of the table 5 students and teachers respondent were asked to give their opinion whether there is shortage of internet to read additional materials in the school or not. As the respondent 42(40%) of student said that strongly agree with the idea and 24 (22.9%) of them also stated agree whereas, 7(6.7%) of student said undecided whether or not the shortage of internet in their schools. The remain of respondent 8(7.6%) stated disagree and 24(22.9%) of them said that strongly disagree about the idea. From the data we can realize the majority of student said there is the shortage of internet in the school. A few of the student also stated there is no a problem of internet in the school's the result of mean 3.50 displayed there was the problem of internet in study area very high and seriously affected the student academic achievement in the school.

The teachers' respondent 9(50%) stated that strongly agree and 2(11.1%) of the teachers said agree. The rest of them 2(11.1%) said disagree and 5(27.8%) also stated strongly disagree with the idea.

This implies the majority of teacher underlined there is a shortage of internet to read additional materials in the schools. As the mean result 3.44 showed that internet was the serious problem in the study area. According to the mean value 3.47 of both student and teachers rated that the internet in study area was high problem.

In item 10 of the table students and teachers were requested to give their opinion if or not there is full supply of instructional materials in the study area. The student respondent 21(20%) said disagree and 43(41%) also stated strongly disagree whereas 13(12.4%) not decided whether or not the full supply of instructional materials in the schools. The rest of respondent 13(12.4%) and 15(14.3%) said that strongly agree and agree with the idea respectively. This implies that the majority of student stressed there is no the full supply of instructional material in the schools. As the result of mean 2.37 revealed that the supply of instructional material was not available in the study area.

Similarly teachers respondents 2(11.1%) of them said that disagree and 13(72.2%) stated strongly disagree about this idea. The rest of respondent 1(5.6%) and 2(11.1%) said that strongly agree and agree. As the finding showed that the majority of respondent stated the supply of instructional materials were no available in the schools. As the result of mean 1.67 depicted there is no full supply of instruction materials. The overall mean value 2.02 of students and teachers respondent said the supply of instructional materials was very low and have a great effect on student academic achievement in study area.

To strengthen the above data the interview conducted with principals and student's parent committee revealed that the hindrance of schools were inadequate school facilities like laboratory, reference books ,water and unavailability of internet the main factors in the school. In addition the group discussion made with student and teachers, the data found from open-ended questionnaires' strengthen the idea described by principals. As the student respondent said that inadequate school facilities and unavailability of instructional materials made them lack of interest to learn in the school.

As Tadesse and Maeregu (2014) said the quality and availability of school facilities experienced by a learner determines the quality of education. Additionally, they emphasized that, the quality and quantity of school resources can affect the quality of education and students achievement. As the mean values of all variables depicted in Table 5 sample schools were suffering by lack of school facilities equipment and educational materials, in turn that greatly affected the teaching and learning

activities. Additionally as researcher seen from the observation, there was a lack of offices, inconvenient play grounds, inadequate library services and in almost all schools there was no a laboratory, internet, pedagogical room and schools had no stores and different materials were kept. Generally the response of the respondents clearly showed that the unavailability of school resources have a great impact on teaching – learning activities and the quality of education.

4.5.2.1 Teacher Competency

Alternatives key scale. Always =5, Often= 4, Sometimes= 3, Rarely= 2 and Never =1

Table 4.7. Teachers competency for student and teachers respondent

No	Items related teachers qualification	Respondent	Total no	5		4		3		2		1		Mean	Av. M
				F	%	F	%	F	%	F	%	F	%		
1	Teachers have made strive to development student's knowledge	Students	105	30	28.6	31	29.5	30	28.6	9	8.6	5	4.8	3.69	4.01
		Teachers	18	10	55.6	6	33.3	1	5.6	-	-	1	5.6	4.33	
2	Teachers motivate students to be active participants in the teaching-learning process	Students	105	30	28.6	33	31.4	22	21.0	17	16.2	3	2.9	3.67	4.00
		Teachers	18	11	61.1	4	22.2	2	11.1	-	-	1	5.6	4.33	
3	Teachers teach student by using of different teaching-learning methods	Students	105	21	20.0	22	21.0	25	23.8	29	27.6	8	7.6	3.18	3.56
		Teachers	18	6	33.3	7	38.9	3	16.7	2	11.1	-	-	3.94	
4	In each period, teachers manage the instruction time well	Students	105	29	27.6	32	30.5	23	21.9	14	13.3	7	6.7	3.59	3.96
		Teachers	18	10	55.6	6	33.3	1	5.6	-	-	1	5.6	4.33	
5	Teachers are competent enough to teach their student.	Students	105	3	2.9	11	10.5	13	12.4	60	57.5	18	17.1	2.68	3.12
		Teachers	18	5	27.8	7	38.9	2	11.1	1	5.6	3	16.7	3.56	
6	There is a shortage of qualified teachers in each subject area in our school	Students	105	7	6.7	19	18.1	22	21.0	47	44.8	10	9.5	2.65	2.72
		Teachers	18	3	16.7	4	22.2	1	5.6	6	33.3	4	22.2	2.78	
7	Some teachers have committed to help students to improve their knowledge.	Students	105	8	7.6	20	19.0	21	20.0	39	37.1	17	16.2	2.53	2.71
		Teachers	18	5	27.8	2	11.1	3	16.7	2	11.1	6	33.3	2.89	
8	Teachers have high preparation to teach in school because there is change in their life.	Students	105	22	21.0	17	16.2	12	11.4	20	19.0	34	32.4	2.74	2.59
		Teachers	18	3	16.7	2	11.1	3	16.7	2	11.1	8	44.4	2.44	

In item 1 of the table 7 for student and teachers respondent were requested to give their opinion whether teachers have made effort to development student's knowledge or not in the preparatory school in study area. Accordingly the respondent of students 30(28.6%) said that always and 31(29.5%) of student stated often whereas 30(28.6%) said that sometimes that the teacher made effort on their student. The rest of respondent of student stated 9(8.6%) and 5(4.5%) said rarely and never, that means the teachers have not made effort on their student in the schools. As the finding of above data depicted that the majority of respondent's mean point 3.69 implies that the teachers were

made effort always and often to produce knowledgeable student in their schools. The teachers respondents insured that 10(55.6%) always and 6(33.3%) said that often the teachers in the schools made effort to develop student academic achievement. The rest of respondents 1(5.6%) stated rarely and 1(5.6%) of them said never the teachers in the schools were not made effort to strengthen student academic achievement. As the result of mean 4.33 showed us, the teachers in the study area were made effort to produce knowledgeable student. As the overall mean value 4.01 of both student and teachers agreed teachers always and often made effort to bring knowledgeable student in education sector. According to the data found from group discussion of student and teachers showed that even though most of teachers made effort to help their student but, some of them were not.

Results in table 7 Item 2 shows that 30(28.6%) of the student respondents said that always and also, 33(31.4%) of the student respondent's said often teachers encourage student to participate in teaching-learning activity. While 22(21%) stated sometime and 30(28.6%) of the respondents said that never the teachers encourage students in school. In other way teachers respondent 11(61.1%) said always 4(22.2%) of them stated often teachers in the schools activate their student to part in teaching and learning activity. As the result of mean 3.67 and 4.33 of students and teachers insured that teachers well encouraged their students to be active participant in school matter. The overall average of mean value 4.00 of teachers and student rated that teachers always encourage their student so as to be active participant in their school matters.

In item 3 of the table 7 students and teachers respondent 21(20%) and 6(33.3) said that always and often the teachers in the schools teaches by using different methods. Also 22(21%) and 7(38.9) of student and teachers said that often teachers used various way of method to teach their student. As the finding of mean 3.18 and 3.94 shows that teachers have used different methods of teaching like class presentation, assignment, quiz, group discussion and exam method. The average of mean value 3.56 depicted that the teachers in the study area used different way of method to teach their student.

In item 5 of the table 7 student respondent 60(57.1%) and 18(17.1%) said that rarely and never their teachers not competent enough to teach them and while student 13(12.4%) said sometimes. From the data we can understand that the majority of respondent and mean result 2.25 revealed that the teachers in the schools have not competent to teach their student well. In other way majority of teachers respondent 5(27.8%), 7(38.9%) said that always and often teachers are competent to teach

their student. The mean result 3.56 of teachers revealed that they are competent enough. As the overall average of mean value 2.90 of student and teachers showed that the teachers in study area are not competent enough or they have not the ability of teaching. In order to insured from student group discussion the most of teachers in their school have a knowledge and ability than less student's potential.

In item 6 the student respondent 44.8% stated that rarely and 21% of student said that sometimes there is the shortage of qualified teachers in subject area in the schools. Also, teacher respondent 33.3% said rarely and 22.2% stated that never the quailed teachers in each subject area in study area. As the above data depicted that the result of mean 2.78 of student stressed somewhat there was unqualified teacher in each subject area and as well as the majority of teachers and their mean 2.65 there are unqualified teacher in the schools. The average mean value 2.72 revealed that there was the problem of qualified teachers in the study area.

In item 7, the student and teachers respondent were requested to give their opinion whether or not teachers have committed to help students to improve their knowledge. The respondents 20(19%) said that often some teachers have committed to help the student and 21(20%) of them stated sometimes teachers are committed to help their student. While 39(37.1%) of student said that rarely teachers are committed to help their student in the schools. Teacher's respondents 5(27.8%) said always some teachers are committed and 3(16.7%) stated sometimes teachers are committed. While 6 (33.3%) said never, that means the teachers in the schools are not committed to help their student. As the finding result of mean 2.53 and 2.89 depicted that the majority of student and teachers stressed even though most of teachers are good but, some of teachers in schools have less interest to help their student. The average of mean value 2.71 of student and teachers asserted the idea the teachers in the study area have not committed to help their student.

In item 8 of the table 8 student and teachers were asked to vest their comment if or not the teachers have less preparation to teach in school because there is no change in their life. The students 22(20.0%) said always and 17(16.2%) are stated often teachers have high preparation to teach. While 12(11.4%) said sometimes, the rest of student 20(19.0%) and 34 (32.4%) stated that rarely and never the teachers have no high preparation in the schools. Teacher respondents 3(16.7%) stated always teacher have high preparation and 2(11.1%) of them said often there is no a problem of preparation in the schools. The rest 2(11.1%) of them said rarely and 8(44.4) stated that there was

no the high preparation of teachers in the study area. As the mean result 2.74 and 2.44 of both respondents implies that there was no high preparation of teachers to teach in study area. As the overall average of mean value 2.59 of student and teachers implies that there was the low preparation of teachers.

As the group discussion of student and teachers, the interview conducted with principals, zonal education officer and parent committee and data found from open-ended showed that the major problem in the school, teachers competency in their profession and their preparation to teach in their field. In order to the principals and student's parents stressed the teachers in their school have no interest to teach, this was linkage with different reason like salary, incentive or allowance and opportunity of education to improve their profession. Due to this the teachers instead prepare themselves to teach, they have looked for the other job which enable them to earn good income. Student also said the teachers in their school have a knowledge and ability less than student potential.

According to was stated in learning and teaching domain effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on student's academic achievement MOE (2006). To show the impotence of qualified teachers, Ayalew (2009) has indicated that the teachers play decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reform is made, all will be of little or no avail without the required competency and experienced of teachers. Teachers can make a difference in student's academic achievement in classrooms and initiated to do things with their own effort. The most important measurable impact of the schools on the desired competence of their students is not the curriculum or the available resources, but teacher's knowledge of subject matters and the methods they implement in teaching and learning (Habbet, 1982).

4.5.3. Students' Attitude towards Learning

Students' attitude towards learning influences their motivation to learn. Students with positive attitude towards learning will always be eager to ask questions in class consult teachers outside of classroom and complete the assignments on time.

Alternative key scale: Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

Table 4.8. Student attitude toward leaning for student and teachers respondent

No	Items related the student attitude toward school.	respondent	Total no	5		4		3		2		1		Mean	Aver M
				F	%	F	%	F	%	F	%	F	%		
1	Student are prefer other day than school day	Student	105	18	17.1	19	18.1	20	19.0	18	17.1	30	28.6	2.78	2.67
		Teacher	18	2	11.1	3	16.7	3	16.7	4	22.2	6	33.3	2.56	
2	Student never like to go school, because they assumed unnecessary for their life.	Student	105	10	9.5	10	9.5	3	2.9	13	12.4	69	65.7	1.85	2.48
		Teacher	18	6	33.3	-	-	2	11.1	-	-	10	55.6	3.11	
3	Student are interested in basic subject (Math's & English)	Student	105	54	51.4	20	19.0	17	16.2	8	7.6	6	6.7	4.03	2.27
		Teacher	18	3	16.7	2	11.1	4	22.2	1	5.6	8	44.4	2.50	
4	Student eager to see new lesson day to day	Student	105	72	68.6	20	19.0	-	-	6	5.7	7	5.7	4.37	3.91
		Teachers	18	6	33.3	4	22.2	3	16.7	2	11.1	3	16.7	3.44	
5	Student are prefer learning than working at home	Students	105	62	59.0	26	24.8	9	8.6	6	5.7	2	1.9	4.33	3.61
		Teachers	18	2	11.1	4	22.2	6	33.3	2	11.1	4	22.2	2.89	
6	Student worked assignment as early as possible	Students	105	57	54.3	29	27.6	8	7.6	7	6.7	4	3.8	4.22	3.67
		Teachers	18	4	22.2	5	27.8	2	11.1	3	16.7	4	22.2	3.11	

The study established that most students' attitude is positive as evidenced by the questionnaire responses. 18(17.1%) respondent indicated that strongly agree student prefer other day than school day and 19(18.1%) said that agree they prefer other day than school day. While 20(19%) stated that undecided whereas, 18(17.1%) and 30(28.6) said disagree and strongly disagree student not prefer other day than school day. Teachers respondents 4(22.2%) said disagree and 6(33.3) of them stated that strongly disagree, that means student not prefer other day than school. While 3(16.7%) said undecided whether or not student prefer other day than school day. as we understand from the both respondent's mean result 2.78 and 2.56 respectively the majority of student and teachers stressed student not need other day than school day. As the mean value 2.67 of student and teachers showed the student in study area were wanted go to school than other that means have interested always to go school.

In item 2 students and teachers were requested to give their response whether or not the student never likes to go school, because they assumed unnecessary for their life. Accordingly student respondent 69(65.7%) stated strongly disagree and 13(12.4%) said disagree, that means student like go to school

not assumed that unnecessary for their life. Teacher respondent 6(33.3%) stated strongly agree student not like to go school because they assumed unnecessary for their life and 10 (55.6%) of teachers said strongly disagree, that means student in study area were like go to school. As we understand from mean result 1.85 the majority of student insured that student do not assumed that learning is unnecessary for their life whereas, the mean result 3.11of teachers indicated that the student's interest very low to go to school and assumed unnecessary for their life. As the average of mean value 2.48 revealed that student in student area were like go to school that was important for their life.

In item 3 student 54(51.4%) described strongly agree and 20 (19%) of them said agree student are interested to learn math and English course. Also 17(16.2%) said that undecided whether or not student are interested to learn math and English. Teachers respondent 4(22.2%) stated undecided and 8(44.4%) the majority of teachers said that student not need to learn math and English course. As the mean result of student 4.03 indicated that students are interested to learn math and English course. In contrary as the mean result 2.50 of teachers implies that student not interested in those course. As the average of mean value 3.27 depicted that student in study area has interested to learn the main course like math and English.

In item 4 student 72(68.6%) said strongly agree and 20(19%) stated agree student were eager to see new lesson every day and teachers respondent 6(33.3%) stated strongly and 4(22.2%) said agree student have eager to learn new subject. As we understand from mean result 3.44 and 4.33 respectively indicated that the most student in the school have interested to learn new lesson. As the average of mean value 3.91 rated that the student in the study area were eager to learn new lesson evert day.

In item 5 of the table student and teachers were requested to give their opinion whether Student are prefer learning than working at home or not. The student respondent 62(59%) stated strongly agree they prefer learning than being at home and 26(24.8%) of them said agree they choose learning. Teachers respondent 4(22.2%) said agree student prefer learning and 6(33.3%) stated undecided whether or not student prefer learning than working at home. The rest of respondent 2(5.6%) said disagree and 4(22.2%) strongly disagree that means student prefer working at home than learning. As we realize from finding the majority of student's result of mean 4.33 implies that student prefer learning than working at home, but the majority teacher's result of mean 2.89 indicated that student

are chooses working at home than learning at school. The overall average of mean value 3.61 both of student and teachers stated that student in study area were prefer learning than working at home.

In item 6 students respondent 57(54.3%) stated strongly agree they worked assignment as early as possible and 29(27.6%) said agree about the idea. While respondent 8(7.6%) and 7(6.7%) disagree and strongly disagree respectively student not complete their assignment at early as possible in the schools. The teachers respondents 4(22.2%) said strongly agree and 5(27.8%) stated agree that student completed their assignment at early and 2(11.1%) said undecided. While 3(16.7%) said disagree and 4(22.2%) said strongly disagree student have not done their assignment at early. As the result of mean 4.22 and 3.11 respectively revealed that students and teachers said students were worked their assignment as early as possible.

The According to the average mean value 3.67 of student and teachers showed that student in study area were interested to complete their assignment as early as possible. As the interview was made with principals and student's parent committee rated that the student in their school have no interest to learn and no made effort to achieve the desired result. According to the group discussion conducted with student and teachers, implies that student have no interest to learn, because they have seen at their friends whose graduated from university or college have being unemployed after their graduation. Therefore student have assumed that their fate as those students.

4.6. The Major out of Schools Factors that Affect Secondary Student Achievement

4.6.1. The Parents' Socioeconomic Status

The factors strongly influences the student's academic achievement do vary from individual to individual and country to country. Previously, most studies of students' academic achievement had been conducted on such issues like socio-economic factors and parent involvement in their children's education. Parents' economic status has a direct bearing on child's performance. The study established that, most parents are not able to buy supportive learning material for their kids.

Table 4.9. Socioeconomic status for student and teachers respondent

No	Items related parent socioeconomic status	respondent	Total no	5		4		3		2		1		Mean	Average
				F	%	F	%	F	%	F	%	F	%		
1	Students have no problem in buying uniform and supportive materials	Students	105	20	19.0	23	21.9	6	5.7	30	28.6	26	24.8	2.84	2.59
		Teachers	18	2	11.1	2	11.1	1	5.6	8	44.4	5	27.8	2.33	
2	An employed parents cannot help their child for what they need	Students	105	23	21.9	33	31.4	12	11.4	12	11.4	25	23.8	3.16	3.33
		Teachers	18	5	27.8	4	22.2	4	22.2	5	27.8	-	-	3.50	
3	The low income level of pupil's parents negatively influences their academic results	Students	105	34	32.4	26	24.8	13	12.4	14	13.3	18	17.1	3.42	2.35
		Teachers	18	5	27.8	3	16.7	2	11.1	8	44.4	-	-	3.28	
4	The low parental income level psychologically affect student academic result	Students	105	32	30.5	28	26.7	16	15.2	11	10.5	18	17.1	3.43	3.19
		Teachers	18	2	11.1	4	22.2	6	33.3	3	16.7	3	16.7	2.94	
5	Student engages themselves in work after class to generate income.	Students	105	41	39.0	15	14.3	20	19.0	9	8.6	20	19.0	3.46	3.40
		Teachers	18	5	27.8	4	22.2	4	22.7		11.1	3	16.7	3.33	

In item 1 of table 9 the student and teachers were requested to vest their comment whether or not the students in study area have a problem in buying uniform and supportive materials in school. Accordingly, 20(19.0%) student said that strongly agree and 24(21.9%) stated that agree with idea which is student in study area have a problem economically to buy their supportive materials. The rest of respondent 6 (5.7%) stated undecided whether or not student in their schools can buy their uniform and supportive materials. And also 30(28.6%) and 26(24.8%) said, disagree and strongly disagree respectively, that means students cannot buy their uniform and supportive materials. Teacher respondent 2(11.1%) said strongly agree and 2(11.1%) stated agree whereas 1(5.6%) undecided about the idea. The rest of respondent 8(44.4%) and 5(27.8%) said that disagree and strongly disagree with idea. As the result of mean 2.82 and 2.33 of student and teachers revealed that student have a problem to buy uniform and supportive material, because of their parent economically low income and cannot help their children. As the overall average of mean value 2.59 of student and teachers showed that some of student in study area economically have a problem to by their uniform and supportive material.

In item 2 student 23(21.3%) strongly agree and 33(31.4%) said agree that unemployed parent cannot fulfill their children's need. While 12(11.4%) stated undecided whether or not unemployed parent

cannot help their children. And other student 12(11.4%) and 25(23.8%) said that disagree and strongly disagree respectively that means unemployed parent can fulfill their children's need. Teachers respondents on this question 5(27.8%) said strongly agree and 4(22.2%) stated that agree and 4(22.2%) said undecided with the opinion. As the mean result 3.16 and 3.50 for both student and teachers respectively depicted that unemployed parent cannot fulfill their kid's interest. As the average of mean value 3.33 of student and teachers revealed that job fewer parents cannot help their children. This implies that parents who have low income level affect student achievement.

In item 3 student and teachers were asked to give their opinion if or not the low income level of pupil's parents negatively influences students' academic results in the study area. The 34(32.4) said that strongly agree and 26(24.8%) stated agree that the low income parent negatively affect student academic achievement in school of study area. The rest of student 13(12.4%) said undecided about the idea whether it negatively affect student result. The remained respondent 14(13.3%) and 18(17.1%) stated disagree and strongly disagree that the low income parent not negatively influence student academic achievement. As student mean result 3.42 implies that the parents who are economically poor negatively influence student academic achievement. Teacher 5(27.8%) and 3(16.7%) said strongly agree and agree with the idea. While 2(11.1%) said undecided and 8(44.4%) teachers stated disagree that the low income student's parent not negatively influence student result. The mean result 3.28 of teachers insured that the mentioned above. As the overall average value of mean 3.35 students and teachers asserted that the economically low income student's parent negatively affects student academic achievement.

In item 5 of table 10: student 41(39%) and 15(14.3%) stated strongly agree and agree such as student have engaged themselves in work after class to get their income. Also, 20(19%) said undecided whether or not the student after class go to work to generate their income in the school. The rest of respondent 9(8.6%) and 20(19%) stated that disagree and strongly disagree that means student not went to get their income after the class. As the result of mean 3.46 showed that the most student instead of doing their assignment or study, they were deployed on other work to get their income after the class. Teachers also, 5(27.8%) and 4(22.2%) said agree and strongly disagree that means students have gone to another work to generate their income after their class in the school. In order to average of mean value 3.40 of teachers and student rated that the student in study area were

deployed themselves on the another job to get their income after or before class instead of study their learn.

In order to interview was made with principals and student's parents, the group discussion was conducted with student and teachers and evidence indicated that, there were the student have economical problem to buy their uniform and materials. Due to this some student instead study their education they have deployed on the other job to get their income either to help themselves or their parent. This also affects student academic achievement in the study area. To support the above idea Gemechu (2014) also claimed socio-economic status has an influence on the students' academic achievement at any level of education on the students. Accordingly the economically poor and unprivileged parents are less able to afford educational fees for their children at school levels and consequently the students do not work at their fullest potential due to lack of necessary supplies needed for their education. In fact, this is true that we can notice it even though it is not common for all students. The researcher noticed the students whose family provided them necessary facilities for their education, but achieved not as good as those students who were not provided the facilities for their education (Rouse & Barrow, 2006). This means not mean that the socioeconomic status not affect student academic achievement

4.6.2. Parent Involvement in their Child Education

Parents involvement in their children's learning have a great impact on the academic achievement of the student. This study found out that most parents have questionable attitude towards education. This was evidenced by their concern over the students school work, their attendance to school functions.

Table 4.10. Parent involvement for student and teachers respondent

No	Item related parent involvement in their kids' education	respondent	Total no	5		4		3		2		1		Mean	Ave Mea.
				F	%	F	%	F	%	F	%	F	%		
1	Parents have created conducive school situation for academic achievement in our school	Students	105	34	32.4	26	24.8	16	15.2	16	15.2	13	12.4	3.50	3.25
		Teachers	18	2	11.1	6	33.3	4	22.2	2	11.1	4	22.2	3.00	
2	Parent monitoring their child's activities is an important part of student academic achievement in the school.	Students	105	52	49.5	22	21.0	11	10.5	13	12.4	7	6.7	3.94	3.61
		Teachers	18	4	22.2	5	27.8	2	11.1	6	33.3	1	5.6	3.28	
3	Parent take time at staff meeting for discussion and idea sharing on academic achievement	Students	105	21	20.0	28	26.7	23	21.9	23	21.9	10	9.5	3.26	2.80
		Teachers	18	1	5.6	3	16.7	1	5.6	9	50.0	4	22.2	2.33	
4	Parent in our school supporting school efforts to insure quality of education.	Students	105	25	23.8	25	23.8	20	19.0	21	20.0	13	12.4	3.27	2.67
		Teachers	18	4	22.2	4	22.2	2	11.1	8	44.4	1	5.6	2.06	
5	Parents create mobilization in concerning students' academic achievement in the school	Students	105	27	25.7	13	12.4	19	18.1	26	24.8	20	19.0	3.01	3.04
		Teachers	18	5	27.8	2	11.1	5	27.8	1	5.6	5	27.8	3.06	

Out of the total participants 34(32.4%) of the student said strongly agree and 26(24.8%) stated agree parents have created conducive school situation for academic achievement in their school. The other respondent 16(15.2%) said that undecided whether or not the parent create conducive situation for academic achievement in the school. While 11(15.2%) and 13(12.4%) said that disagree and strongly disagree, such as parent in their school not create conducive situation for the academic achievement. As the mean result 3.50 implies that the majority of student said their parent part in school affairs regarding academic achievement of their student in the schools. As the same way teacher respondents 2(11.1%) stated strongly agree and 6(33.3%) mentioned agree that means parent create conducive school situation for student achievement. While 4(22.2%) of teachers stated undecided if or not the parent in their school create conducive situation in their school. The rest of teachers 2(11.1%) said disagree and 4(22.2%) stated that strongly disagree that means parent do not create conducive school situation for student academic achievement in the study area. As the mean result of 3.00 revealed that the student's parent in study area were create conducive school situation for student academic achievement. As the average mean value 3.25 of student and teachers showed that the parent in study area have create conducive school situation for student academic achievement.

In item 3 student and teachers were requested to vest their opinion if parent take time at staff meeting for discussion and idea sharing on academic achievement or not in their school. The student respondent 20% said strongly agree and 26.7% stated agree that parent taking time in school meeting for idea sharing regarding academic achievement in the school. While 21.9% said undecided about idea. The rest of them 21.9% also stated that disagree and 9.5% strongly disagree that parent in their school not participate in school meeting in their school. As the result of mean value 3.26 indicated that the parent in in study area taking time at school meeting regarding academic achievement.

In this idea teachers responded 5.6% said strongly agree and 16.7% also stated agree parent participate in staff meeting. Others respondents 5.6% mentioned undecided about the idea and the rest of respondent 50.0% stated that disagree and 22.2% said strongly disagree. As mean result 2.33 showed that the parent not taking time in school meeting for idea sharing regarding their children academic achievement in the schools. The overall average of mean value 2.80 of student and teachers rated that the parent in study area not took time in school matter and idea sharing regarding their children academic achievement.

In item 4 students said 23.8% agree parent in their school were supporting school efforts to insure quality of education and 23.8% said strongly agree. Others respondent 19.0% said undecided whether or not the parent support the school effort and 20.0% stated disagree and 12.4% said that strongly disagree about the requested idea. The result of mean 3.27 indicated the parent were supported school efforts for the quality of education. Teacher's respondents 22.2% stated strongly agree and 22.2% said that agree with requested opinion. While 11.1% stated undecided whereas 44.4% mentioned disagree and 5.6% strongly disagree. As the result mean 2.06 depicted the parent in their school have not support school effort to insure the quality of education. According to average of mean value 2.94 of teachers and student showed that the parent in the study area have not support the effort school to bring quality of education.

In item 5 student and teachers were asked to vest their idea whether Parents create mobilization concerning students' academic achievement in the school or not. Student 25.7% said strongly agree and 12.4% stated agree with the mentioned idea. Others 18.1% said undecided if or not the parent made mobilization concerning academic achievement in the school. While 24.8% also stated disagree

and 19% mentioned strongly disagree that parent in their school not create mobilization regarding student academic achievement.

As the result of mean 3.01 revealed that the majority of respondent stressed the parent were create mobilization in their school. On this idea teachers 27.8% stated strongly agree and 11.1% said agree with the idea. While 27.8% teachers stated undecided whereas 5.6% mentioned disagree and 27.8% said strongly disagree. As the mean result 3.06 showed that parent in their school was conducted mobilization concerning student academic achievement. As the mean value 3.04 of student and teachers showed that the parent in the study area was not made mobilization concerning student academic achievement. As the group discussion conducted with student and teachers said that the parent in study area was not involved in school matter to help their child and for student academic achievement. Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. The most basic involvement of parents in their child's schooling is provision of basic needs.

According to Fuller and Heyneman (1989, p 12), teaching materials and related material inputs that are linked directly to teaching are related consistently to higher pupil achievement. Parental involvement may have different types, which might have differential influence on academic achievement of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the all-round of their house, and providing coaching services for improving their learning in different subjects (Khan.et.al 2013).

4.6.3. Parent's Educational on Student Achievement

It is evident that most of the parents never got education. This has a negative impact on their children's education because their attitude towards education is likely to be negative. The low regard to education leads to lack of assistant and encouragement at home. This implies that learners lack role models who impact in them the desire to achieve high scores in order to be eligible for prestigious courses.

Table 4.11. Parent educational level for teachers' respondent

No	Items related family educational background	respondent	Total no	5		4		3		2		1		Mean
				F	%	F	%	F	%	F	%	F	%	
1	Educated parents always want their children to be educated.	teachers	18	9	50.0	8	44.4	1	5.6	-	-	-	-	4.44
2	Parents who are educated provide most of the recommended textbooks and other learning material for children.	Teachers	18	4	22.2	9	50.0	2	11.1	-	-	3	16.7	3.61
3	Parents who are educated encourage their children to study subjects which are pivotal for the good result	Teachers	18	7	27.8	6	33.3	1	5.6	2	11.1	2	11.1	3.78
4	parent who are educated guide their children in school assignment	Teachers	18	3	16.7	5	27.8	3	16.7	4	22.2	3	16.7	3.06

In item 1 of table 12 teachers were requested whether or not educated parents always want their children to be educated. Therefore 9(50%) of teachers said strongly agree and 8(44.4%) stated that agree. As the majority of teacher's result of mean 4.44 indicated that educated parent always want their children to be educated. In item 2 teachers 4(22.2%) mentioned strongly agree and 9(50%) stated agree that parents who are educated provide learning material for children. As the mean result 3.61 revealed educated parents can help their children by fulfilled the need of their kids than the parent who not educated.

In item 3 of the table 12 teachers respondent 7(38.9) said strongly agree and 6(33.3%) stated that agree with the idea Parents who are educated encourage their children to study subjects which are pivotal for the good result. In item 4 teachers 3(16.7%) said strongly agree and 5(27.8%) mentioned agree educated parent guide their child in school assignment whereas 3(16.7%) said undecided about the idea. The rest of respondent 4(22.2%) stated disagree and 3(16.7%) also said strongly disagree. As mean score 3.06 revealed the majority of respondent stressed educated parent lead their children so as to do their assignment but the half of respondent underlined all educated parents have not led to do the school assignment. As the overall average mean value 3.72 of teachers rated that the educated parent can help their in education that parent who were not educated. Accordingly as we realize from the above data the educated parent can help their children give attention to their education instead of doing another work.

Traditionally family status variables such as parent occupation status and parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, occupation status and parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes.

Table 4.12. Student parent educational level for student respondent

No	Item	Educational Level of Student Parents		
		F	%	mean
1	Your Parent are illiterate they can't read and write	62	58.1	
2	Your Parent are literate they can't read and write	18	17.1	
3	Your Parent are primary school (1-8 Grades)	09	8.6	2.92
4	Your Parent are high school (9-10 Grade)	06	5.7	
5	Your Parents are diploma Holders	06	5.7	
6	Your Parents are first degree and above	05	4.8	
Total		105	100	

In educational level of student parent's, student was requested to give their opinion on this idea. Accordingly, respondents responded 61(58.1%) said that their parent are illiterate they can't read & write whereas 18(17.1%) stated their parent are literate they can read & write. The rest of respondent 9(8.6%) mentioned their parent are Primary School (1-8 Grades) and 6(5.7%) said that their parent are high school (9-10 grade).while of the respondent 6(5.7%) stated their parents are diploma holder and 5(5.7%) of student their parent are first degree & above. As we can understand from the data the majority of student parents were illiterate or they cannot write and read.

As the mean result 2.92 implies that the student's parent educational background affected the student academic achievement in school understudy. In this regard parents' education level plays a vital role in the academic achievement of their children. Because educated parents can easily understand the hurdle in the way of their children's education and they know how to motivate and create their children interest in the academic activities. In the study conducted by Ahmad and Khan (2012) in Pakistan, significant relationship was found between parent's level of education and academic achievements of the children in secondary school. It was found that majority of children whose parents were well-educated have performed better in examination as compared to those children whose parents were less educated or illiterate. According to the data shows that the student parents in study area, the majority of them were illiterate and they cannot write and read. As the group

discussion made with student revealed that their parent cannot help them in home and not monitoring their child whether or not go to school.

4.6.4. Occupation of Student's Parent

The main objective of the study is to analyze how parental occupation significantly influences secondary school students' academic achievement in the study area.

Table 4.13. Parent occupation for student respondent

No	Item	Educational Level of Student Parents		
		F	%	mean
1	Farmers	65	61.9	
2	Daily Labor	02	1.9	2.41
3	No Job	07	6.7	
4	Merchant	05	4.8	
5	Government Employee	16	15.2	
6	Other	10	9.5	
Total		105	100	

In occupational status students were asked to vest their respond whether occupational of parents in study area affect student academic achievement or not. Therefor student 65 (61.9%) said that their parents occupation are farmers and 2(1.9%) stated that daily labor. While 7(6.7%) said no job and 5(4.8%) also stated merchant. The rest of respondent 16(15.2%) mentioned their parent government employee and 10(9.5%) stated that their parent works other job. As the finding and mean result 2.41 shows that the parent or society live in study area, the majority of them have deployed on the farming or on the pastoralist business, that means they have earned the low income which is from hand to mouse. So this undoubtable that was being the impact of academic achievement of student in Chaffee Donsa and Metehara preparatory school.

From the beginning parents are the primary persons involved in raising children in every society that is why the family is recognized as an important agent of socialization. Occupation is related with families' prestige, nature of work or job, profession, and their being role model for their children. This is related with the nature of occupation that students engage in after or before school. The nature of parents' job at home like loaded domestic chores and its influences at school on their academic achievement are directly related with students' achievement on their education. As MAJESS (2015) cited in Memo, et al. (2010) in their research on the impact of occupation status on students' educational achievement at secondary schools. They found that there was significance relationship between parents' occupation and students' academic performance in admission examination.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

The main purpose of this study was to examine the major factors that affect students' academic achievement in the secondary schools, of East Shoa Zone of Oromia regional state, and to forward alternative solutions that might help in alleviating the problem of schools understudy. In order to achieve this purpose, a descriptive designed was employed. The study has attempted to get answers for the following basic questions.

1. What is the current status of student achievement in secondary school of east Shoa Zone in Oromia regional state?
2. What are the major in-schools factors that affect secondary student academic achievement in east Shao Zone?
3. What are the major out of -schools factors that affect secondary student achievement in east Shoa Zone?

The study was carried out in government preparatory schools in fantale and ginbichu warada in east Shoa Zone. School principals, teachers, students, and zonal education officer and student's parent committee were the subjects of this study. Questionnaires, group discussion, and interview were used as the instrument for the data gathering tools. In addition some document analysis and personal observation were made to get additional evidence to the study. The data obtained from the respondents were tabulated discussed using percentages and mean. In this chapter the major findings of the study, have been summarized, conclusions on the basis of the findings have been drown, and then recommendations that are thought to operational to alleviate the problems have been forwarded.

5.1 Summary of the Finding on Gender and age on Respondent

In this part of the study an attempt is made to provide a summary of the major findings, which would answer the basic question.

The gender of teachers respondent 88.9% of male whereas 11.1% female teachers. This shows that there was gender imbalance in the understudy of secondary school. The majority of teacher's age 61.1% were between 26-30 years old and 11.1% only above 41 years old. This indicated the majority of teachers were youths and flexible to teach their student in schools of understudy.

The current status of student achievement in secondary in study area

5.1.1. Regarding the current of student achievement of secondary schools was not revealed continuous development of student who was promoted to university; rather it depicted unstable development of the student who has gone university per-years. As the finding showed that the number of student promoted to university from 2007-2009 E.C out of total number of student sat for national exam 138, 205 and 168 respectively, 98(71%), 127(61.95%) and 115(68.45%) have got university entrances point in the stated years. This shows that the gap and low achievement, in turn indicated that the quality of education performance in study area as much not good.

Regarding the class and semester performance as the group discussion conducted with teachers' showed that, the teachers said the student performance was very low. Student not made effort to develop their knowledge, rather they were tried to adjust themselves to cheat the exam. Even during the national exam plagiarism was the big problem in the study area. So this clue revealed that, the existence of problem in the study area.

The major in-schools factors that affect secondary student achievement

5.1.2. As the finding shows, school principals in the study area, student and teachers respondent 36.2% and 38.9% said agree teachers were mobilized school community and 46.7% and 55.6% student and teachers stated agree the principals involve student's parent in school matter and to improve student academic achievement. In addition the shows that, student and teachers respondent 41% and 38.9% said agree the principals participated teachers and staff of school in decision making in related to teaching learning process.

But, as the student's parent committee insured that student's parent in study area have not come to the school because of the majority of parents in the study area were farmers and uneducated people. In addition as confirmed from student group discussion, principal not participated student's parent in the school for the student academic achievement. Student said, called their parent only when there was the payment, but not for the sake of student matter. This shows that there was no continuous community involved in their children academic achievement in the understudy area.

5.1.3. Regarding instructional materials were found to be insufficient in providing the necessary services in the secondary schools under study. More specifically student text books are not

available adequately in some subjects which are contrary to what is stated in ESDP IV which, states every student should provide with essential textbooks.

5.1.4. As the majority of student and teachers respondent rated school facilities and instructional materials such as school building, laboratory, toilet, student lounge, water and internet were found to be in sufficient in providing the necessary services in schools under study. For example, the laboratory, water and internet of the preparatory schools under study were serious problem in the school. As the standard set by MOE (1995) which recommended three laboratories each comprises separate demonstration, store and preparation. Two of the schools under study (Chaffe Donsa and Metehara had no laboratory classes and equipment at all.

5.1.5. Moreover, as the researcher insured by observation in adequacy of store to kept materials and there were unstandardized library hall were class rooms and not able to serves many students as possible at once were low. In addition do not have trained librarians and reference books were not adequately available in preparatory schools under study.

5.1.6. In the study that was found out that there was some problem of experienced and qualified (competency) of teachers in the understudy area. The data from the document of East Shoa education office and as the finding of respondent indicated that teachers who were teaching in the secondary schools have less than 5 years' experience. This revealed that teacher's experience that affects student academic achievement in the schools of understudy. In concerning qualification of teachers, as the data shows that the majority of teachers 66.6% were held BA degree. According to (ESPDII 200/2001) stated that the availability of qualified teachers for secondary school should be held first degree and above. These shows academically qualification of teachers understudy area was not affect student achievement.

5.1.7. The findings of the study indicated that the teachers qualities (competency) in secondary schools under study, student respondent 30.5% and 27.6% agreed that the teachers have not quality or competency to teach in his or her subject area. As the group discussion conducted with student and finding from open-ended question revealed that the most teachers teach in schools of understudy area have the ability of teaching less than the student's knowledge. According to Dereje (2012) stated that learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions

about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. Therefore in the study area the ability of teachers was affect student academic achievement in the school understudy.

5.1.8. As the finding from analysis indicated that 34.3% of student and 38.9% of teachers stated that Always teachers have less preparation to teach in the schools understudy. Because of currently teachers were not happy with their profession. As can understand from group discussion, interview with student and teachers, parent committee and principals confirmed, teachers assumed as they cannot change their life by teaching profession, that means the salary they earned cannot cover their interest like to house rent, electricity and their family cost consumption. Due to this, the teachers instead of prepared themselves to teach, they looked to another job that enable them to get good income. This shows teachers' quality or competence and the interest of teachers to teach were affected student academic achievement in the secondary school of understudy.

5.1.9. as the finding from analysis depicted 38.6% of student and 33.3% of teachers said strongly disagree student not prefer other day than school day 17.1% of student and 22.2% of teachers stated that disagree student prefer other day than school day. But as the researcher asserted from interview with principals, student parent committee and group discussion with student and teachers showed that some of student were not interested to learn, because of said the respondent student have looked at their friends who were graduated from university and being jobless after graduation. So they assumed that also their fate as those students.

The major out-of-schools factors that affect secondary student achievement

5.1.10. The other out school factor that influence school performance in combination with home environment were socio economic status of parents. The term socio economic status (SES) is used by sociologists to denote an individual or Family's overall rank in the social and economic hierarchy Mayer & Jencks (1989). As the finding indicated 31.4% of student and 22.2% of teachers stated that student in their school have a problem to buy their uniform and supportive materials. Again finding showed 39% of student and 27.8% of teachers insured that the student in their school after class have deployed on the other job to get income for their parent instead of

give attention to their assignment or education. So there was the impact on the academic achievement of student in this regard.

5.1.11. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids. As the finding revealed the parents in study area were participated in school matter but as the group discussion of student and teachers, result shows parent in the study area not come to the school to discuss about school matter. Because of the majority of student parent in the study area were live in rural area. Those people unless running their life day to day they cannot give attention for their children education.

5.1.12. Regarding parent educational background, as the finding revealed that student's parent in study area 58.1% of them cannot read and write. Related to occupation of parent in the study area, the majority of them 61.9% were farmers. Therefore the parent in the study area was economically found in low level income and low level of education. Because of they have depend on the backward farming and keeping once a year's rain, this also has made their life from hand to mouse. So as we understand from the data, the people in the study area not educated and they were live with the low level income. So this shows that the parent in the study area were negligent for their child education, in turn this can affect student academic achievement.

5.2. Conclusions Based on the Major Findings of the Study

The major focus of this study was to see both in school and out of school factors those affect students' achievement in the study area.

According to the findings of this study the current status of secondary student in Chaffe donsa and Metehara preparatory school, as Zone document registration revealed that the achievement of secondary schools was not showed continuous development of student who were promoted to university, rather it revealed that unstable development of student who gone university per-years. This shows that the less achievement and in turn indicated that the quality of education was less in the study area.

According to the finding revealed that the principals in study area were made better effort to use community and student parent, participated teaching and non-teaching staff, involve teachers in

decision making regarding teaching-learning, and mobilize community for safe orderly environment and generally he made effort to bring quality of education and student academic achievement in the school. But as asserted from group discussion there was the gap in this regard. Because was not processed continuously and in organized way.

Regarding school facilities and instructional materials finding showed that there was the big problem in the study area. for example, there was the problem of toilet for male and female, unavailability of water , lack of enough reference books in library ,the problem of store for keeping materials, unavailability of laboratory, lack of internet for reading additional materials, generally inexistency of enough materials supply were gig in the study.

In concerning teachers' qualification (competency) and experience, as the finding depicted that most of teachers have taught less than 5 years. This implies that the experience of teachers has affected the student academic achievement in the study area. Regarding quality (competency) of teachers, as the data showed that teacher's in study area have not competency to teach student in his or her subject area. In concerning teachers' commitment to help their student, finding indicated that even though most of them committed, some of teachers have less interest to help their student. In addition to this teachers in the study area have a less preparation to teach in their profession. Because of, they have not happy in teaching field. This problem was linkage with different factors like salary, incentive or allowance and opportunity of education to improve their profession was raised as the main reason.

In concerning parent's socioeconomic status have impact on the student academic achievement in secondary school. To insure that, as the finding of respondent shows, the majority of student has a problem of buying their uniform and supportive materials in the schools. Due to this the student in the study area instead of doing their assignment or study their learning most of them have deployed on the other work to get income for their parent after or before the class. Because of those students were come from peasant family. Accordingly the parent socioeconomic status affects student academic achievement in the study area.

In another way, student's parent was not continuously involved in their children education. Regarding parent education and occupation background, finding implied that the majority of student's parent was not writing and read. As the group discussion conducted with the students and teachers, indicated that parents not help and monitoring their children whether they go to

school or not. Student's parents in study area, the majority of them were farmers. Some of them were jobless and daily laborer. The student whose parents have better occupation score high marks than those respondents whose parents have list occupation. It is revealed that parents from formal occupation had better position and assurance of helping students at home than those from informal occupation. This shows student's parent occupation were affected student academic achievement in Chaffee Donsa and Metehara preparatory schools.

5.3. Recommendation

In view of the findings of the study and conclusions drawn, the following recommendations were forwarded.

5.3.1 It was found out that the instructional materials were inadequate in the respective schools under study. Specifically textbooks and reference books were found to be scarce in secondary schools. This problem should be tackled by concerned bodies as suggested below. The MOE and OEB together should strive to make available the necessary instructional materials which are very important for teaching and learning process. The Ministry of Education and Oromia Education Office should jointly work to produce enough copies of text books and reference books. MOE, OEB ZEO and Woreda Education Office, should due attention the distribution of text books and reference books.

5.3.2 In the schools, there was shortage of store, lack of laboratory and internet in the understudy of school, student lounge, and toilet for male and female and other school facilities. Thus, it is recommended that the REB and ZEO in collaboration with MOE. The REB needs to provide the required laboratory equipment and chemicals, apparatus and should assign laboratory technicians. Build standardized store for keeping material and laboratories in the schools and should prepare enough toilet for students. The MOE should train laboratory technicians in required number and qualification. The woreda education offices and the schools need to mobilize the community and invite NGOs to equip the necessary facilities, and provide those schools with reference books and materials. Through purchasing and or use donations

5.4.3 Shortage of qualified and competency of teachers in secondary schools of the study area was found to the major problems affecting the students' academic performance. Thus to solve these problems ZEO and REB in collaboration with MOE should take the following measures: Widen the

scope of the in service summer training provided for secondary school teachers. Provide in-service training opportunity to those teachers whose qualification is below the minimum required standard. In addition is widening the existing program as well as upgrade the qualification of them through correspondence course. The above concerned bodies need to design incentive mechanisms such as providing them with allowance, the opportunity to upgrade their qualification to retain the already existing qualified teachers

5.3.4. Regarding competency of teachers in secondary schools of the study area was finding the major problems affecting the students' academic achievement. As the finding shows that most of the teachers lack knowledge and skill to teach properly. Thus, to solve these problems ZEO and REO in collaboration with MOE may skill up the teachers teaching ability and knowledge of subject matter by preparing short and long term professional training.

5.3.5. In concerning the preparation, commitments, effort of teachers were the major factors that affecting student academic achievement in the study area. As the finding revealed teachers has less preparation for teaching -learning process. This linked with the different problems like salary, incentive or allowance and cost of living. Due to that teachers at this time, instead of prepare themselves for teaching; they have looked for another job which is enable them to get a good income.

therefore to solve these problem ZEO and REO in collaboration with MEO should solve the problems of salary that teachers have, by presenting for government and concerned body. Regarding incentive and allowance especially for the teachers who taught in desert area ZEO and REO should pay them the allowance allowed by law and give attention to these problems.

5.3.6 Regarding teachers experience as found from analysis the majority of teachers in the study area, they have taught less than 5 years .This one of the factors that affect student academic achievement in the study area. To solve these problem ZEO in collaboration with REO should prepare training program for new teachers which is improving their teaching experience.

5.3.7 The findings of the study also indicated that the majority of respondent said that the school principals even though mobilization the community, student's parent, teaching and non-teaching staff were used them in school matter to improve student achievement, but this did not conduct in organized way. Because of, as the evidence found from group discussion of student, teachers and parent committee implies that still there is the gap in this regard. To solve these problem WEO and ZEO in

collaboration together encourage the principals for their good performance and support them by idea and by development their potential as they able to solve that gap.

5.3.8 In concerning parent's socioeconomic status have impact on the student academic achievement in secondary school. To insure that, as the finding of respondent shows, some of students have a problem to buying their uniform and supportive materials in the schools. Due to this most of student before or after school they have deployed on the other work to generate in come because of, their parent have low income and they cannot fulfill their children's interest. This problem may be tackled by concerned bodies as suggested below: WEO and ZEO in collaboration with REO shall provide support for those students who suffered by economical problem. In other way improve the level of life of societies who were live in the zone to mitigate student's economic problem. That means by changing backward farming to modern farming and from keeping once a year rain to irrigation system to reduce poverty.

5.3.9. Regarding parent involvement in their children education is the factors that affect student academic achievement in secondary schools. As the respondents stated their parent not participate in school matter, in school meeting in concerning student achievement. As the researcher confirmed from the group discussion of student and teachers, stated that the parent in their school not participated in schools matter. As the literature shows parent the first teacher to improve their children academic achievement. Therefore schools principals and WEO in collaborate with ZEO may create awareness for student's parent and the benefit of their involvement in children education.

5.3.10. Regarding parent education background in Chaffee Donsa and Metehara preparatory schools, as the finding implied that the majority of student's parent were not writing and read. This shows that there was the impact of parent educational background in the study area. To solve this problem REO ,MOE and ORSG in collaboration with federal government may facilitate adult education program at the least as they able to write and read and to development the realization of they have on education.

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Appended I.
Addis Ababa University
College of Education and Behavioral studies
Department of Educational planning and Management

Questionnaire to be filled by secondary school students.

Dear respondents: This questionnaire is prepared for the purpose of conducting Factors that Affect students' Academic Achievement of preparatory school in Fantallee and Gimbichu Wards in east show zone of Oromia National Regional State. The required data is vital importance for the success of this study which is a partial fulfillment for a master's degree. You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study.

Dear respondents! Please note that:

- You do not need to write your name on the questionnaire.
- You need to respond the entire item.

Direction I: Choose the Answer for the Following Questions.

Demographic Information of Respondents

1. Age of the Respondents

- A) 15- 20 B) 20-25 C) Above 26

2. Sex of the Respondents

- A) Male B) Female

2. What are the major in schools factors that affect secondary student achievement?

2.1 school principals and management

Section III: Each item is to be responded by selecting the most appropriate response from the five alternatives where indicate your level of agreement for each item under the scales that represents your opinion.

Strongly agree=5 Agree=4, undecided=3, Disagree=2 strongly disagree=1

R/ N	Item related of school leadership to achievement student result	Scales				
		5	4	3	2	1
1	Principals involve teachers in decision making (related to teaching-learning)					
2	Principals involve parents in different school activities					
3	Principals regularly inform parents on their children's academic achievement					
4	Principals communicate instructional goals to teaching and non-teaching staff members					
5	Principals mobilize the school community for a safe and orderly school environment					
6	Principals initiate the school community to aspire high expectation in student achievement.					
7	Principals make regular classroom visits (when teachers are teaching) for support					
8	Principals coordinate instructional program appropriately					

2.2. Instructional materials and school facilities:

Section VI: Each item is to be responded by selecting the most appropriate response from the five alternatives where

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/N	Items related school facilities and instructional materials	Scale				
		5	4	3	2	1
1	School has access of toilet room for female and male student					
2	Textbooks and reading materials are available for each student					
3	School building are conducive for teaching learning activity					
4	There is enough supply of water in the school					
5	The school climate is appropriate to attend the teaching-learning activity					
6	The library is open at school time whenever students want to read..					
7	There is the problem of laboratories in your school					
8	The school laboratories are at the services for science students					
9	A shortage of internet to read additional materials in the school					
10	There are full supply of materials in the school					

2.3. Teachers' academic qualification,(competency) and student attitude:

Section VI:- Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1).Please respond by marking a tick “√” against the response you think most appropriate

R/ N	Items related teachers qualification	Scale				
		5	4	3	2	1
1	Teachers have made effort to development student's knowledge in order to they are being good citizen.					
2	Teachers encourage pupils to be active participants in the teaching-learning process					
3	Teachers teach student by using of different teaching-learning methods.					
4	In each period, teachers manage the instruction time properly					
5	Teachers are competent enough to teach their student					
6	There is a shortage of qualified teachers in each subject area in our school					
7	Some teachers have committed to help students to improve their knowledge,					
8	Teachers have less preparation to teach in school because there is no change in their life.					
	Items related the effect of student attitude					
1	You are preferred to work at home rather than going to school.					
2	you are prefer other day than school day					
3	you are interested in basic subject (Math's &English					
4	You are eager to see new lesson day to day					
5	You are prefer learning than working at home					
6	You are usually start performing homework and assignment as early as possible					

3. What are the major out of schools factors that affect secondary student achievement?

3.1. The parents' socioeconomic status and parent involvement in their child education:

Section V: Indicate your agreement in the given measurement

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/ N	Items related parent socioeconomic status	Scale				
		5	4	3	2	1
1	You have a problem in buying uniform and supportive materials.					
2	Your parents are un employed they can't help you for what you need.					
3	The low income level of your parents negatively influences your academic results					
4	Low parental income level can psychologically affect your academic result.					
5	You have engaged yourself in work after class to generate income					
	Item related parent involvement in their kids' education					
1	Our parents have created conducive school situation for academic achievement in our school					
2	Our parent monitoring our activities is an important part of student academic achievement in the school.					
3	Our parent take time at staff meeting for discussion and idea sharing on academic achievement					
4	Parent in our school supporting school efforts to insure quality of education					
5	Our parents create mobilization in concerning students' academic achievement in the school					

3.2. The influence of parents' educational and occupation background:

Section VI: Choose the Answer for the Following Questions. Educational level of your parents

- Your parent are illiterate they can't read & write
- Your parent are literate they can read & write
- Your parent are Primary School (1-8 Grades)
- Your parent are high school (9-10 grade)
- Your parents are diploma holder.
- Your parent are first degree & above.

Your parent occupations

Fathers occupation

- Farmers
- Daily labor
- No job
- Merchant
- Government employee
- Others

Mothers Occupation

- Farmer
- Daily labor
- House wife
- Merchant
- Government employee
- other

Open- ended question

1. What are the major factors affecting your academic achievement in your school?--- -----

2. What are the major factor that affecting your academic achievement out of school?-----

2. What are the major in schools factors that affect secondary student achievement?

2.1 school leadership and management

Section III: Each item is to be responded by selecting the most appropriate response from the five alternatives where indicate your level of agreement for each item under the scales that represents your opinion. Use marking a tick “√”

Strongly agree=5 Agree=4, undecided=3, Disagree=2 strongly disagree=1

R/N	Item related of school leadership to achievement student result	Scales				
		5	4	3	2	1
1	Principals involve teachers in decision making (related to teaching-learning)					
2	Principals involve parents in different school activities					
3	Principals regularly inform parents on their children's academic achievement					
4	Principals communicate instructional goals to teaching and non-teaching staff members					
5	Principals mobilize the school community for a safe and orderly school environment					
6	Principals initiate the school community to aspire high expectation in student achievement.					
7	Principals make regular classroom visits (when teachers are teaching) for support					
8	Principals coordinate instructional program appropriately					

2.2. Instructional materials and school facilities:

Section VI: Each item is to be responded by selecting the most appropriate response from the five alternatives where your level of agreement for each item under the scales that represents your opinion. use marking a tick “√”

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/N	Items related school facilities and instructional materials	Scale				
		5	4	3	2	1
1	School has access of toilet room for female and male student					
2	Textbooks and reading materials are available for each student					
3	School building are conducive for teaching learning activity					
4	There is enough supply of water in the school					
5	The school climate is appropriate to attend the teaching-learning activity					
6	The library is open at school time whenever students want to read..					
7	There is the problem of laboratories in our school					
8	The school laboratories are at the services for science students					
9	A shortage of internet to read additional materials in the school					
10	There are full supply of materials in the school					

2.3. Teachers' academic qualification, experience and student attitude:

Section VI:- Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). Please respond by marking a tick “√” against the response you think most appropriate

R/ N	Items related teachers qualification	Scale				
		5	4	3	2	1
1	Teachers have made effort to development student's knowledge in order to they are being good citizen.					
2	Teachers encourage pupils to be active participants in the teaching-learning process					
3	Teachers teach student by using of different teaching-learning methods.					
4	In each period, teachers manage the instruction time properly					
5	Teachers are competent enough to teach their student					
6	There is a shortage of qualified teachers in each subject area in our school					
7	Some teachers have committed to help students to improve their knowledge,					
8	Teachers have less preparation to teach in school because there is no change in their life.					
	Items related the effect of student attitude					
1	Student are preferred to work at home rather than going to school.					
2	Student are prefer other day than school day					
3	Student are interested in basic subject (Math's & English					
4	Student eager to see new lesson day to day					
5	Student are prefer learning than working at home					
6	Student usually start performing home work and assignment as early as possible					

3. What are the major out of schools factors that affect secondary student achievement?

3.1. The parents' socioeconomic status and parent involvement in their child education:

Section V: Indicate your agreement in the given measurement. Use marking a tick “√”

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/ N	Items related parent socioeconomic status	Scale				
		5	4	3	2	1
1	Pupils have a problem in buying uniform and supportive l materials in the school.					
2	Employed parents cannot help their child for what they need.					
3	The low income level of pupil's parents negatively influences their academic results.					
4	The low parental income level psychologically affects student academic achievement.					
5	Student engages themselves in work after class to generate income					
	Item related parent involvement in their kids education					
1	Parents have created conducive school climate for academic achievement in our school					
2	Parent monitoring their child's activities is an important part of student academic achievement in the school.					
3	Parent take time at staff meeting for discussion and idea sharing on academic achievement					
4	Parents create mobilization in concerning students' academic achievement in the school.					
5	Communicate with our teachers to discuss about our activities.					

3.2. Parent's educational and occupation on student achievement

Section IV: Indicate your agreement in the given measurement.marking a tick “√”

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/ N	Items related family educational background	Scale				
		5	4	3	2	1
1	Educated parents always want their children to be educated..					
2	Parents who are educated provide most of the recommended textbooks and other learning material for children.					
3	Parents who are educated encourage their children to study subjects which are pivotal for the good result					
4	parent who are educated guide their children in school assignment					

Open-ended question

1. write your opinion what are the current secondary student in your school?-----

2. What are the major factors affecting your academic achievement in your school?--- -----

3. What are the major factor that affecting your academic achievement out of school?-----

Appended III
.Addis Ababa University
College of Education and Behavioral studies
Department of Education planning and Management

Interview to be filled by secondary school principals Zonal education office and SPTA.

Dear respondents: This interview is prepared for the purpose of conducting Factors that Affect students' Academic Achievement in Government Secondary Schools grade 12th in east shoa zone of Oromia National Regional State. The required data is vital importance for the success of this study which is a partial fulfillment for a master's degree. You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study.

Dear respondents! Please note that:

You do not need to write your name on the interview.

You need to respond the entire item.

Interview

1. How do you see the influences of family's occupational status on the students' academic achievement? Do you think it can inspire for their children to work hard at school?
2. How do you relate the influences of family's income on the children's academic achievement?
3. How do teachers' related factors influence on the students' academic achievement?
4. What are the economic related factors that have impacts on the students' academic achievement?
5. How the school facilities and instructional materials influence student academic achievement?
6. What is the benefit of parent involvement in their children education? To what extent the parent in school have involved.

Appendix IV:

Feedback on Questions: Pilot Study

1) How long did it take you to complete the questions? _____

2) Were the instructions clear? Yes No

If not, which ones were unclear?

3) Did you object to answering any of the questions? Yes No

If no, which ones?

4) Do you think any major issue was omitted in the questions? Yes No

If yes, which ones?

5) Any other comments?

Thank you again, for taking time out of your busy schedule to give me valuable feedback!!

Declaration

I, the under signed, declare that this thesis is my original work, has not been presented for other degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Getachew Debele

Signature: _____

Date: _____

SUBMISSION APPROVAL SHEET

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

Name: Hussein Kadir (PHD)

Signature _____

Submission date _____