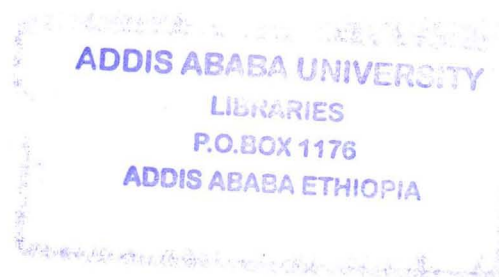


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADGUATE STUDIES

PERFORMANCE OF GRADE FOUR STUDENTS IN
READING LITERACY IN SOUTH GONDAR ZONE OF
AMHARA REGION

BY
AMSALU MOLLA



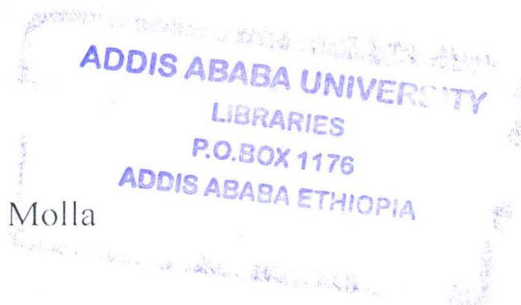
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ADDIS ABABA

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AMHARA REGION

A Thesis Submitted to the School of Graduate Studies of Addis
Ababa University in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Curriculum and Instruction

By: Amsalu Molla



June 2009

Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATE STUDIES

Performance of Grade Four Students in Reading Literacy in
South Gondar Zone of Amhara Region

Approval of Board of Examiners

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Acronyms and Abbreviations

| | |
|---------|---|
| CRC: | Child Right Committee |
| EFA: | Education for All |
| ETP: | Education and Training policy |
| ERGESE: | The Evaluative Research on General Education System of Ethiopia |
| ESNLA: | Ethiopian Second National Learning Assessment |
| ESR: | Education Sector Review |
| ETNLA: | Ethiopian Third National Learning Assessment |
| IEA: | International Association for the Evaluation of Educational Achievement |
| LDC'S: | Less Developed Countries |
| MDC'S: | More Developed Countries |
| MoE: | Ministry of Education |
| NAEP: | National Assessment of Educational Progress |
| NGE | National Organization for Examination |
| PTA: | Parent Teacher Association |
| 3R'S: | Reading, Writing and Arithmetic |
| UNESCO: | United Nations Educational, Science and Cultural Organization |
| UNICEF: | United Nations International Children's Fund |

Abstract

The main purpose of the study, performance in reading literacy of grade four students of South Gonder Zone was to analyze the extent of performance in reading literacy and the impact of students' personality characteristics, home background and teacher related variables on it. Accordingly, a survey design on quantitative research approach was employed. From the 51,718 target population of grade four students, 384, randomly selected sample students in 10 primary schools, 108 available teachers, and 100 parents were used as main data sources. In collecting the required data questionnaires for students, parents and teachers and reading comprehension test items were used. Questionnaire and test items were piloted for reliability and validity. The collected data were analyzed and interpreted using descriptive and inferential statistical techniques. The result showed that the reading performance of students was below the minimum expectation of MoE and the expected profiles of first cycle primary schools. students gender, age, absenteeism, time taken to travel home to school, number of meals per day, and peers reading frequency were found significant predictors of performance in reading literacy at $p < 0.05$ or $P < 0.01$ levels. These variables contributed 28% of the total variation in the personality character groups. Child labour demand of parents, low literacy level, income level and occupation status, weak intervention and the low parent teacher contact in the home background characteristics group could have negative influence to students' performance in reading. Variables in the teacher related groups the majority of the teachers benefited from training, collaboration with peers, satisfaction with profession and low engagement in extra social responsibility would have positive influence. However, the dissatisfied teachers, lack of proper assessment technique and their attitude on school promotion practice would have negative influence. In conclusion, performance in reading literacy is not found in apposition to fulfill the literacy demand of children and other stakeholders due to the impact of personality, home and teachers' quality and behavior. As a result, necessary suggestions were given for improving students' performance in reading literacy and for indicating what to be stressed for conducting further studies.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education is a corner stone of economic and social developments. It provides economic growth, development of politics and scientific inquiry (Hopper, 1996). It is one means for sustainable development by increasing the production capacity of labour forces (Lockheed and Verspoor, 1991). UNESCO (1997) also explained that education is the most effective means that societies possess for scientific and technological advancement; reduce unemployment, democratizing the citizens and dissemination of socio cultural inputs for confronting the challenges of the present and the future. As a result, it can be considered as compulsory prerequisite for any kind of development both in developing and developed countries.

Aggarwal (2006) also discussed about the revolutionary nature of education, which shifts the youngsters from parents to teachers and from home environment to schools. He also pointed out that education as a tool for shifting from the least advanced technology to modern sophisticated electronics oriented technology.

In all cases, education has been an emancipator from backwardness and poverty. It seems, due to the above reasons that the world is striving to deliver primary education to every child. For example, since the 1990's there have been many declarations and conferences held around the world associated with the development and improvement of quality in education. The Jomtien 1990 and the Dekar 2000 conferences agreed to provide quality education for all and currently the World Bank and other bilateral and multilateral agencies consider quality primary education for all citizens of the world (Sullivan, 2006).

The attainment of different objectives of such international declarations and conference are easy for developed countries ; because according to Lockheed and Verspoor, (1991) and Salis, (1993) in developed countries, curriculum is well designed, there is high instructional time, better supply of learning materials, well trained teachers with high moral values, learners are healthier and well fed with high hope of getting jobs, high support of parents, powerful school leaders and there is a possibility of applying latest technologies. However,

in developing countries primary education does not properly meet the objectives; because few of the above requirements are only available which challenged countries not to offer quality education in their primary schools. To this end, Sullivan,(2006) asserted that developing countries miss-carry the provision of quality primary education.

In this idea, one can infer that in developing countries primary education is not in a position to create well performing students in literacy. As a result, primary education has left its career of serving as good foundation for other levels of education. According to (Gunning 2002), in developing countries, quality education needs special attention to deliver core skills (numeracy and literacy) for children.

Hussen (1995) also indicated that basic literacy is a fundamental instrument of primary education, which in turn helps for national development. Browman and Anderson (1963) in Hussen confirmed that forty percent literacy rate is necessary for achieving the first stage of development and economic growth. The World Bank (1990), in Hoppers (1996) stressed that primary education need to emphasize on literacy because literacy has positive correlation to economic, social and cultural development. Wragg (1998) also pointed out that every activity of the 21st century demands literacy and the demand for literacy has been more than the previous generation.

Because of its importance from the past to present there has been attention to reading literacy at different times in the world. In 1930's reading literacy was improved through the development of a standard test and development of professional and research work in the area. In the 1940's educators of the time in America established literacy development program. In 1950's, 1960's and 1970's content area reading and further development of reading was universally interpreted. Finally in 1980's, 1990's and as of the 21st century literacy becomes very interdisciplinary and progressively practiced (Ruddel, 1997; Hussen 1995).

Thus as many have argued literacy mainly reading literacy is an essential pre-requisite for any socio-economic and political development as well as a field of study that demand further improvement.

In Ethiopia, as of the beginning of modern education, a number of attempts were made to improve the access and quality of education. In 1961 in the Addis Ababa conference African

states including Ethiopia passed commitment to deliver universal primary education till 1980. However, this attempt was failed and it was realized by World Bank that in Ethiopia there was high prevalence of educated unemployed after completing their secondary schools (ESR, 1972). Following this the first Education Sector Review (ESR) was conducted in 1971/72 with its aim of making education system relevant to address the economic, social and cultural development of the country by the provision of education to the rural masses. Nevertheless, ESR was failed with out success following the down fall of the Emperor (Seyoum, 1996). During the socialist government in 1986 nation wide education reform, Evaluation Research of General Education System in Ethiopia (ERGESE) was conducted for improving the quality of education by improving the better supply of teaching materials and teachers recruitment.

All these attempts did not fulfill their target of achieving quality education for the masses and all the attempts did not meet the socio-economic demand of the society (Seyoum, 1996).

After the downfall of the socialist regime the 1994 Ethiopian education and training policy was drafted to alleviate problems such as access, equity, efficiency and quality of education. Thus, the present education policy of Ethiopian provides due consideration for equity, access and quality of education.

According to Derebssa (2002) the attempts made to expand access in primary schools is appreciated. However, the progress so far made to improve quality is limited. Therefore, the above policy targets mainly access aspect performed well. However, quality education becomes in everyday agenda of the country. According to the Ethiopian Education and Training Policy (1994), one of the reasons for low quality of education could be the illiteracy, which is an overall problem of our society.

The problem of reading literacy performance in different times of Ethiopia was the reflection of the education system in the above major educational reforms. In light of this there is problem in quality of our education system from past to present which has a direct implication of problem in the performance of reading literacy. Because of this, the researcher intention goes to study on students' performance in reading literacy, which is one indicator for quality of education.

1.2 Statement of the Problem

Reading literacy is one important aspect of the curriculum that plays very important roles for learners. Reading literacy in primary schools with mother tongue language is fundamental to students for other educational levels, to understand their surroundings and to develop love and appreciation of their own culture. To this end, Marew (2000) explained that reading development in home language has important impact not only in literacy development of mother tongue but also it enhances second language literacy development. UNICEF (2000) also argues that students' achievement is significantly enhanced if they become literate in their mother tongue. Ethiopian Education and Training policy (1994) clearly stated that learning in mother tongue is the right of nation and nationalities and it has pedagogical importance for learners.

Despite the fact that reading literacy is with its significant importance for any education level, its status or students performance doesn't make it free from problem. The schools are producing generation of students unable to cope with the literacy demand of the society from our primary schools. In this regard, the Ethiopian Third National Learning Assessment (ETNLA) result of National Organization for Examination (NOE, 2008) report showed that the reading comprehension test result of grade four students was low. The mean score was 43.9 at national level. This reading achievement result is less than the minimum expectation (50%) of Ethiopian Education and Training Policy. However, in the Ethiopian Second National Learning Assessment (ESNLA) and ETNLA students reading achievement in Amhara region were 70.92% and 56.7% respectively, which are relatively better than the nation. Here, the question lies does reading achievement of Amhara Region represent the primary schools of South Gondar Zone at a grass root level? Because the researcher from work experience in the study area knows that students have strong problem in reading literacy. Moreover, their parents and communities express their complaint regarding students' literacy problem.

Over the past years researches were carried out on the factors that influence students' performance in primary schools including performance on reading literacy. These studies tried to discover factors related to school facilities, teaching classroom related factors, curriculum design, on students' home background, parents and community role (Lockheed

and Vespoor, 1991; Wragg, 1998). These studies and many others in one way or another discussed the factors that influence students' performance in primary school subjects in general and to students reading literacy in particular.

Moreover as it is stated in 1994 Education and Training Policy of Ethiopia, problem of quality of primary education that can have a negative impact on students performance are identified with its inadequacy of facilities, insufficient training of teachers, over crowded classroom, shortage of text books, poor methods of teaching and teachers assessment methods. These factors affect over all quality of education as it is stated in the policy document.

Furthermore, the finding of Ethiopian Second National Learning Assessment ESNLA (2004) pointed out that personal characteristics and home backgrounds of students were found to be determinant of students' achievements at grade four.

Other local studies were conducted on the effectiveness of academic competence, motivation and self-determination on students' achievement (Amare, 2001). Others such as, Abera, (1993) and Belaynesh, (2001) researched and found out the major factors regarding reading problem at different school level and in English language. Especially their studies were related to the classroom and the factors associated with school facilities in learning English language.

However, under present searching of studies by the researcher there is no study that exactly indicates the factors that influence students' performance in basic reading literacy in the primary schools of South Gonder zone.

On top of that, as a former zonal education expert in Amhara region (in South Gonder zone) in which study was carried out, the researcher made supervision in various primary schools and participated in various regional and zonal meetings to discuss on the performance of students in primary and secondary education. The experience gained from this revealed that students performance in primary school including performance in reading literacy has problem.

This and the parental complaints regarding the children performance is a common phenomenon. Even parents send their children to private schools to compensate for the fear that their child is promoted from grade to grade without properly understanding what is expected from a given grade level. The issue of keeping children in private school for a year is affecting government target of reducing wastage on education and it also affects parents' economy and communities as well. These things create to the researcher an initiation to investigate on students' performance in basic reading literacy in primary schools of South Gonder Zone.

1.3 Research Questions

To study the level of students' performance in reading comprehension test and to analyze the influence of students' home background, personality characteristics and teacher related issues at grade four students performance, the following research questions are formulated.

1. What is the achievement level of students in reading literacy?
2. To what extent students' personal characters influence their performance in reading literacy?
3. To what extent students' home backgrounds influence their performance in reading literacy?
4. To what extent teacher related factors influence students' performance in reading literacy?

1.4 Objectives of the Study

The general objective of the study is to analyze the performance of grade four students in reading literacy. To attain this general objective the following specific objectives are formulated:

1. To determine the extent of student performance using reading comprehension test (reading literacy test)
2. To examine the influence of home background of students on reading literacy performance (reading comprehension test)
3. To assess the influence of personality characteristics of students in their performance in reading literacy

4. To assess the influence of teacher related factors on performance of students in reading literacy
5. To find out some possible suggestions that will make students performance better in reading literacy

1.5 Significance of the Study

The major purpose of the study is to analyze the performance of grade four students in reading literacy in grade four of South Gondar zone. Therefore, its finding will be important for the following reasons:-

1. By identifying the students' level of performance, the study will help for those who are at various levels, from regional education office, Zone education department, Woreda education office up to the school for school supervisors, teachers, and students and to parents to have a better understanding about their children performance on basic reading literacy.
2. The study is important because reading literacy curriculum in primary schools is foundation for other education levels. Moreover, the study will solve the demand of ETP focus that the primary schools children should learn in mother tongue since it lays the base for learners' cognitive development or pedagogical importance, to understand their surrounding, appreciate their culture and for second language literacy development.
3. The study may give a hint or it may serve as a springboard for further study for those who are interested to study on it.

1.6 Delimitation of the Study

In order to make the study manageable, it was delimited to primary schools of South Gondar Zone, specifically to grade four students for the year 2008/09.

Further more investigating students' overall performance demands different tests; but the study delimits it self to the reading comprehension test. In addition to this investigating the factors that will affect students' performance in basic reading literacy can be many in number and type but this study concentrated to students personality characteristics, home background characteristics and teachers quality and behavior (teacher related variables).

1.7 Limitation of the study

Although attempts had been made to minimize the conditions that hinder the study some problems were confronted as limitation

1. The study has the limitation of the quantitative research approach that it lacks detailed exploration of multiple variables which are possible in qualitative research design in few study population.
2. Students' performance in reading was measured at a time using reading comprehension test. It will become better if tests are administered for more than one time and if students were asked other form of measuring performance in reading literacy using oral reading and word recognition.

1.8 Operational Definition of Terms

Performance in reading literacy: is referring to the achievement of students in reading comprehension test administered by the researcher. In this study students performance and achievement in reading is used interchangeably.

Students' personality characteristics: these are associated with students' gender, interest in reading, ability to form peer for reading, age, absenteeism, pre-school attendance, number of meals they get per day, reading frequency and the time taken by the student to travel from home to school.

Home back ground of students: this refers to the socio-economic situation of students parent which include parental education level, occupation of parents, parental assistance to child reading, family size, parents view on the benefit of education to their child and parents contact to teachers.

Teachers related factors: these refer to teachers' background such as teachers' years of experience, collaboration with peers to teach reading, pre- service and in service training, job satisfaction, assessment technique, involvement in extra social responsibilities and teachers teaching loads.

1.9 Conceptual Frame Work

Based on the purpose of the study the researcher suggested the nature of dependent and independent variables by which the research work result tried to find solution for problem.

For clarity, variables and its description are listed below in the Table1.

Table1: variables and description of the variables

| Variables | | Description |
|-------------------------|--|---|
| Dependent variable | Students performance in reading literacy | Score of students who took reading comprehension test (for grade four students) |
| - Independent variables | - Students personality characteristics | - gender, time spent for reading, interest in reading, absenteeism, age, reading experience with peers, peer reading frequency, time spent to travel home to school, pre-school attendance and number of meals per day. |
| | - Students home background | - Family demand for child labor, parents support in learning, family size, educational level, family occupation, parents monthly income, parents contact to teachers and the school and parents view on the benefit of education to their child. |
| | Teacher related variables | Teachers years of experience, training in pre-service and in service program, teachers extra social responsibility, collaboration with peers for teaching reading, teachers blame on the school promotion practice, teachers use of comprehension assessment technique and teachers job satisfaction. |

CHAPTER TWO

2. Review of Related Literature

2.1 The Concept of Literacy.

According to Smith (1965) and Gray (1956) in Alvermann and Phelps (2005) the first concept of literacy is the traditional approach which stresses that it is the ability to read and write. This concept confines individuals only to the ability of reading and writing.

In contrast to this narrow concept of literacy Langer, (1991) and Street, (1984) conceptualize in broader sense to literacy more than reading books and writing papers. They see it as context-based interpretation of literacy than considering it as neutral. Literacy in this context involves beyond reading and writing such as computer literacy, internet web browsing, multimedia literacy, health literacy and so on. Cooper (1993) explains the broad concept of literacy as competencies in work place such as individuals' ability to respond to the real world (practical task). Moreover, Thornburg (1992) in Cooper (1993) explained that this concept of literacy as a means of substituting information age by communication age through new technology. Finally, Grave (1999) argues that this concept of literacy is cultural context that emphasize literacy as culture of communities.

Thus, one can argue that both concepts of literacy are workable and to depend entirely on a single concept may be misleading. However, literacy in this thesis is not used in the broad sense, but it is simply related to mean students' basic reading literacy in primary schools.

2.2 Levels of Reading Literacy

Educators have classified the levels of literacy in to three; namely the emergent literacy, basic literacy and functional literacy (Gillet and Charles, 2004). In each stage, learners can learn incrementally from simple to complex: from emergent to functional level of literacy.

Emergent literacy is the first stage of literacy by which children have exposure and readiness to the print in their pre-school education and they can develop recognition of letters and words (Gunning, 2002). The second stage of literacy is the basic literacy. In this stage learners can ensure the 3R's in less developed countries (LDC's) and 3R's and beyond in

more developed countries (MDC's) (Gabriel, 1990). However, basic literacy at primary school by Education for All (EFA) is the 3R's, updating skills and continuing education in both LDC's and MDC's. In this stage, the specific competencies are learners' ability to read and understand sentences, posters, signboards, simple stories, books, magazines, and daily newspaper by giving meaning to the texts progressively. The other stage of literacy is the functional literacy, which is the literacy in secondary school and above in the regular schooling. At this stage, students are engaged in abstract reading and writing and they can manipulate any activities that help him or herself as, well as, for the society (Gunning, 2002).

2.3 Theories Related to Reading Literacy

There are learning theories that are related to reading. The major learning theories, which are discussed in education, are the behaviorism, cognitive and social constructivism.

Behaviorism

Behaviorism is a theory of animals and human learning that only focuses on objectively observable behavior and observable environment that deemphasize mental activities. Behaviorists define learning as function of acquiring new behavior (Rudell, 1997). In relation to this one of the prominent behaviorist B.F Skinner, believe that humans are trainable with stimulus response techniques. Learning according to him is the result of overt behavior; changes in behavior are the result of individuals' response to the environment (stimulus). Response involves some action on the part of the learner. When desired stimulus-response pattern is reinforced the individuals can be conditioned to respond in a particular manner which helps the learning to occur (Cooper, 1993).

Finn (1990) and Alkin (1992) associate the behaviorists' theory to learning reading. According to these authors, print (text) is considered as a major and proper way for reading. They further explained that the text is much more important than the readers mind.

Thus, one can understand that in the behaviorists view reading materials are important than the mind of the readers because the behaviorist believe that external environment like text is more influential than the learner cognitive ability.

Cognitive theory

Cognitive is a theory that view learning as involving the acquisition or reorganization of the cognitive structures through which humans' process and store information (Good& Brophy, 1990). This theory considers learning and language acquisition as a function of mental process (Ruddel, 1997).

Psycholinguists associate this learning theory to reading literacy. For example, Chomsky (1972), pointed out that the mind is existing as inborn and the ability of the learner to learn language including reading is offered to him or her by being human. From his idea, it is possible to argue that for language acquisition including reading priority is given to the mind unlike the behaviorist idea, which stresses on reading materials.

Further more, other psycholinguists and educators such as Wragg (1998) and Anderson and Pearson (1984) reviewed the idea of the cognitive psycholinguist Piaget, as the focus of change in language behavior as the sign of change in child's mental development. In his theory of mental development, Piaget as cited in Gillet (2004) asserted that the power of children discovery in learning is through their stage of development. In addition to this, Ruddel (1997) discussed Piaget theory with respect to schema theory. According to him in the schema theory, the learner (reader) can assimilate, accommodate and retrieve information that has been stored in the schema of the mind.

Finally, according to this theory reading literacy can be understood as the act of constructing meaning with prior experience of the reader in his mind with transaction to texts.

Social constructivism

The social cognition learning theory asserts that culture is the prior determinant of individual development. Every human child develops in the context of culture. The culture such as the culture of the family, environment, peers and teachers are very influential in child learning (Finn, 1990).

Ruddel (1997) and Alvermann and Phelps (2005) pointed out the implication of this theory to reading literacy; the authors consider this theory as the interaction of the mind and the environment as the source of learning including reading. They say that proper reading is

accomplished through the involvement of parents, peers and teachers. To this end, Vygotsky (1978) explains that this theory has shifted reading from merely individualistic view of schema theory to the highly collaborative learning theory.

From this social theory Vygotsky stressed that the distance between known independently and known with assistance what he called “Zone of Proximal development” (ZPD), indicates his idea as foundation that individuals can do more than if they are with assistance (Ruddel, 1997: 119).

Thus, according to this theory it is possible to generalize that the role of social interaction such as peers, parents, teachers and communities contribute to reading literacy.

2.4 Assessment of Performance in Reading Literacy

An important aspect in the education system is the measurement and evaluation of children’s performance in literacy. Curtis (2003) pointed out that teachers, head teachers, parents, school governors, local education authorities and curriculum developers have demanded the assessments of students.

Thus, reading literacy tests at classrooms by teachers and at national and international levels by educators and researchers have been conducted. Classroom tests are diagnostic tests, where as national and international tests such as the one prepared by the National Assessment of Education Progress (NAEP) and International Association for the Evaluation of Education Achievement (IEA) are tests for large-scale assessment survey (Sullivan, 2006).

Assessments in the classroom have been used for diagnostic purposes; to improve performance of students in reading literacy in the class, to match learning opportunities to children’s level of development, to keep balance in all areas of curriculum, to insure accountability for teachers, and to assist staff development in the school. However, assessments by of IEA and NAEP have increasingly become important to give pictures at national and international contexts; since these large scale assessment surveys set standards in the new educational system (Graves, 1999). Similarly, other national assessment surveys,

which are common in countries of the world including the Ethiopian National Learning Assessment Survey, have been used to assess reading progress in standardized way.

The measurement of reading literacy in each category is different based on the objectives of assessment, grade, and age level of students and availability of resources. For example, the type of tests offered for grade 1 to 3 readers has been word recognition, but little knowledge in meaning formation. In primary schools of grade 4 to 6, reading comprehension has been common (Grave, 1999). This means at grade four students start reading comprehension, context reading, silent reading and they can imitate advanced reading skills and reading rate. According to IEA report in Sullivan, (2006) the reading literacy performance of students has been commonly measured at age 9, or 10, 15 and 17 years at a national and international level. At age, 9 or 10 Curtis (2003) believed that students would do reading comprehension (assessment test), which helps to give meaning in the reading materials. However, below this age assessment becomes difficult since he suggested that the child may make incorrect responses, they may suffer with rapid fatigue, emotional stress and hunger.

As a result assessment of large scale survey has been conducted at age 9, or 10, on the bases of entry age to grade four students and reading literacy assessment need to be in the mother tongue for low resource countries and in both the mother tongue and second language for resource full countries (Grave, 1999).

2.5 Factors influencing students Performance in reading literacy

The determinants that influence students' performance in reading literacy can be classified as cognitive, linguistic, psychological, socio-cultural physical and educational (Gunning, 2002; Chall, 1990; Wragg . 1998). The cognitive factors are related to students' ability to learn, to make memory in the learners mind, the ability to associate learning information and students' ability to pay attention to learning. The psychological factors are related to individual learner special characteristics such as stress, emotions and motivation of learners' developmental level in stages and their typical behavior. The linguistic factors according to Chomsky (1972) and Clay (2002) are those factors related to language articulation, phonology (sound), and rapid automat zing of naming, word finding, decoding and the ability of meaning formation in the learners mind. The socio-cultural factors according to Lockheed & Verspoor (1991) are the economic and cultural influences that appear

differently among developed and developing countries as well as in the communities with different cultural groups. The physical factors are those factors associated with health and neurological problems. The other factors are related to the educational factors, which are at the heart in influencing students reading literacy. Such factors according to Gunning (2002), Lockheed & Verspoor (1991) are libraries, instructional time, textbooks and other children's literature, teachers' subject knowledge, teachers teaching experience, teachers work commitment, class size, methods of teaching and teachers assessment techniques.

Similarly, Tiedt. (1989); and Clay (2002) tend to divide the influencing factors as those that come mainly from environment and those that come mainly from individuals. The environment influence include the home background of learners, the school (teachers method, textbooks) and community (libraries other media). Individuals related influencing factors include neurological factors, development of the brain and the physical nature of individuals.

As one can understand from the views of different educators, reading problem are often result from interacting factors including cognitive, physical, psychological, socio-cultural and educational variables.

2.5.1 School Related Factors and Students Performance in Reading Literacy

The quality of education as reflected in students performance in reading literacy is influenced by school and classroom factors. Concerning the school related determinants, Lockheed and Verspoor (1991) review of in school factors which help for improving primary education in the less developed countries (LDC's) include such factors, as increasing learning materials, increasing instructional time , improving teaching methods and improving the learning capacity of students.

Similarly, one of the recent studies that examined the effect of school related variables was by Sullivan (2006) who reviewed 400 studies of student achievement found no strong or consistent relationship between student performance and school resource. He noted that the clearest message of existing research was that uniform resource policies would not work as intended; there has been simply providing more fund which was unlikely to improve

students performance. As a result, his study was related with the effectiveness of teachers' in the teaching learning process to improve the performance of students.

In addition, study on the characteristics of classroom (teaching procedures, teachers guiding and methods) by Wragg (1998) gave details about each characters and found out that the improvement of most of these characteristics were significantly better predictors of reading achievement.

Finally, teachers' methods of teaching and quality have great effect on students' performance. As Fuller (1987) mentioned teacher quality elements such as experience in teaching, the pre-service and in service training, teachers social background and teachers work commitment for learners and the school were found to be good qualities of teachers. In his study, it was found that teachers' salary, work experience and punctuality have not consistent relation with students' achievement. However, a significant positive relation was observed between teachers' verbal proficiency and students' achievement. Effective teaching practices during the pre-service program of teachers were found to be factors that make differences in students' achievement. Instructional time and proper methods of teaching also found to be made a difference in students achievement.

The other determinants of reading literacy that can be categorized with in school related factor is school location. School location as influential factor for students' performance in reading literacy can be seen as location in urban or rural and location in terms of distance from home of students. In both categories, there has been influence in students reading.

Regarding students school location in urban/rural, it is known that urban children are more advantageous educationally (Gage and David, 1979). In the same way, Hess and McDevitt (1984) contend that urban children have more access to reading materials such as magazine, newspapers, journals, subject related books and other children's literature, which makes them advantageous in their achievement over farmers' children. However, there has been a trend, which is related to conversion of print societies to electronic societies, which has a negative impact on literacy performance of children in urban schools. The ETNLA(2008)

showed that there was a significant mean difference of 2.84 at $p < .05$ in reading in favor of rural students.

Location of school and home distance is the other factor that affects students' achievement in reading. Long distance problem, which is intensified by rugged topography, is among the factors that have contributed to low achievement of students. The availability of schools in the locality of the communities increases the achievement of students. To this end, Mehara and Osheba (1986) cited in Sanabary (1993) found that in rural areas the distance to schools is negatively associated both with the aspirations of parents for their children education and with the probability of a child attending in the schools.

Here, it has been researched that distance to schools is directly correlated with the low achievement at all educational level, and things become worse to young children in the primary schools.

2.5.2 Home background and students reading literacy

Home background of students are related to parental education level, parental occupation, parents expectation from their child's education, parents economic status, parents wish to contact with school and organization of families (Wragg , 1998; Chall, 1990; Clay, 2002; Gunning, 2002). According to the above authors the improvement of each home backgrounds of students were found to be the positive determinants of students' performance in reading literacy. In addition, Curits (2003: 141) explained that parents with proper involvement have been functional for the following benefits: These include according to him:

- The availability of reading literacy material in the home
- Parents creating reading literacy learning opportunities outside the home
- Parental encouragement of reading literacy
- Parental expectations of their child and their children's schooling
- Frequency with which parents read with their children and teach them about literacy
- Parents contact with schools and representing parent teacher association (PTA)
- The literacy environment, generally of home and parents reading themselves
- The frequency of story telling at home

Thus, from this idea it is possible to suggest that home is the immediate environment to which the child is first exposed to education and learning. Concerning this Wragg (1998) indicated that, all literacy activities that take place at home could bear their influence on the development of children literacy performance. A child who has a parent of literate family has a lot of opportunities for his reading performance; they assist him/her to read different materials and they may serve as role model while they read and they will provide children's literature proper to children's interest.

Home background of students influence their reading literacy performance in different ways based on students' grade level and age as well as on the bases of the development status of the country.

In connection to this, Chall (1990) indicated that the role of home was ultimately more central than that of school; especially for lower grades of the younger child and vice-versa in the secondary school and upper primary school that is linked with teaching methods and school facilities.

Similarly, students on the pre-school children with age 4 to 6 such as the Bristol longitudinal language development research by Moen and Wells (1979); Tizard et al (1988) and Snow (1991) cited in Curtis (2003) were found that there was a close association between parents interest, provision of children literature and other assistance with high score of children in reading.

All these findings indicated that home background is essential for early intervention of primary schools students' education as well as foundation for their future education.

As far as the status development of the country and background is concerned, findings at national and international level indicated the influence of home background in performance learners in reading literacy differently. For example, survey research in America showed that literacy had a direct positive correlation with education and economic status of parents (Chall, 1990). In similar way Sushi (1981) has noted that in the Western world, MDC's variables that influence for success or failure of students in reading were associated with

family background. According to him in many of the MDC's about 50 percent of the variance in reading literacy achievement are accounted by home background variables. However, IEA report data showed the correlation between home background and students' achievement in LDC's found to be weak in comparison with MDC's (Postle, 1980).

In Ethiopia according to the ESNLA (2004) report, the analysis of students' home background in relation to students' achievement showed that there was a relationship between academic scores and students' home background.

Thus, it is possible to understand that although some of the issues are not specifically on reading literacy, home factors are influential in performance of students in reading literacy both in the MDC's and LDC's including Ethiopia with greater influence in MDC's. Moreover, children's age and grade level has an impact on the influence of home. Lower grades and younger children benefit more from family support.

2.5.3 Students' peer influence in reading literacy

The term peer should be some one in the same environment and with similar age group. Augstein and Smith (1982) and Jacos and Goodman (1989) associate peer formation as group formation, a condition for learning natural to man.

According to them peer formation among students brings influence on reading literacy performance, since students can develop intimacy and through their daily interaction they can exchange information. Augsten and smith further stress that the influence of peer in academic achievement of students, are more effective than the role of parents. Moreover, Jacos and Goodman suggested that the performance of peer have been widely known especially for basic skill areas of reading. Vygotsky (1978) also emphasized the importance of social interaction and cognitive conflict for learning including reading by peers.

Similarly, Alkin in the Encyclopedia of Educational Research (1992) explained peer group as means to address the range of human needs in the area of socio-emotional functioning, behavioral control, management and educational achievement. According to him in the school, young children become reluctant to contact with adults for help, where as, they will turn to their peers who are more accessible and understanding.

In all cases, for psychological, educational and social matters, the formation of peer groups in the school and outside the school is crucially important. Peer group, therefore is one major determinant of attitude, values, behavior and educational achievement in general and reading literacy in particular.

2.5.4 Students personality character and reading literacy

Researchers reported the effect of student related variables such as gender, age, pre-education involvement, students' interest towards reading and students' absenteeism to have influence on students' performance (Meijhen and Sontag, 1997; Gillet and Charles, 2004).

Meijnen and Sontag (1997) say that the major share of difference in performance between students can be attributed to individual differences in the personality characteristics, which have brought impact on reading achievement of students.

Student sex as one of the personality character is found to have inconsistent association with performance in reading literacy; in general, it tends to be greater for girls than boys in reading achievement. This has been true in the MDC's. For this, a study in America by Wragg (1998) confirmed that boys were found to be less achievers in the study held for 6 to 11 age children. In that study, scores of boys on average 4 to 5 point below girls in reading comprehension. However, in LDC's several studies have addressed the effect of gender in achievement. Data from a major study on achievement in reading in Latin America by Stromquist (1989) on sample of 6,300 students in grade 4,6 and 12 were found that boys performed better than girls in reading comprehension with the values of r^2 0.47. In the same way, Gillet and Charles (2004) pointed out achievement-favored boys than girls. In Ethiopia according to ESNLA (2004), basic reading of girls was found within the gap 2.71% in favor of boys. This seems due to the gender influence in the LDC's that most commonly achievement observed in favor of boys.

As one of the personality characteristics age has influence on performance. A Study in America by Chall (1990) found out that older age children Performed better until grade four with age limit of 6 to 9 and the opposite was true in the later ages and grade levels. Similarly in Ethiopia by Deresse, et al cited in Abera (1993) found out older students attained better and perform better until grade 4 and the result changed in the later grades.

The other variable that is associated with individuals' performance is their pre-school attendance in emergent literacy. Pre-school of children's in emergent literacy is the stage that can help students to read better before the formal schooling. Pre-school attending in kindergarten, Church or Kuran was strongly and positively correlated with all sort of achievement (Gillet and Charles, 2004). However the result for pre-school education by Derrese et al was contrasted with the findings of studies in other countries comparing students who did not participate in either Church, kindergarten, or Kuran found to be better than the participated. Moreover, Olatunji (1990) showed that in his study of private and public schools, students' performance were not found to be significant in the students' pre-school attendance.

Interest wise, students with relatively high level of interest in reading, achieve higher than less interested groups. To this end, Ruddell (1997) and Barr and Johnson (1997) explained that students desire or interest will help them to develop and use background knowledge, develop social interaction function, conveying sense of belongingness and self-esteem which help to have positive attitude towards reading. Like wise ESNLA (2004) report result, students who have shown interest in learning subjects were also the one who scored better than who did not have such interest.

CHAPTER-THREE

3. Methodology of the study

3.1 Design of the Study

The design for this research was survey with quantitative approach. This approach helps to get data in large population and it also help to generalize the study in large population.

3.2 Source of Data

The sources of data for this study were students in grade four, specially the 384 sample students in ten schools from 500 primary schools Of South Gonder Zone. The other sources were the sample parents who gave information about home background characteristics that determined students' performance. In addition, available first cycle teachers in the sample schools were selected as the source of data.

3.3 Sample and Sampling Techniques

In order to get the desired information based on research questions, all students of grade four in primary schools of South Gonder Zone were taken as the target population. According to statistical information obtained from the education department of South Gonder zone, in the 2008/09, 51,718 students were enrolled in grade four and this number of students is the target population. Grade four students were selected for the reason that the complete picture of basic reading literacy profile of the first cycle primary education is expected at this grade level. Students at this grade are also expected to be more mature than grade 1, 2 and 3.

To select samples from target population a random sampling technique was used. According to the Education Department of the Zone, in the 12 Weredas of the Zone, there are 500 primary schools having grade 1-4th and above. From this schools 10 (2%) were determined to be the sample size of the study. This is according to Koul (2006) sample size determination has no restricted rule: it depends on the difference of individual research, objective of the study and scope of the study. As a result, 2% of the schools were adequate and these schools were selected randomly after the schools were stratified in to urban and rural schools. Four schools were selected from 50 urban schools and 6 schools from 450 rural schools. Consideration was made by toping up of urban schools to keep reasonable balance and to see the comparison of performance among these location categories.

In each school, students were randomly selected based on students' proportion and 384 students were taken as sample. The sampling procedure and number of sampled schools and students are shown in the Table 2.

The sample size of students was determined by using sample size formula

$$n = \frac{z^2 \times P(1-p)}{E^2}$$

Where z - Is the percentile of normal distribution correspond to confidence interval
e.g. 1.96 for 95%

P - Is the estimated value for the proportion of a sample that will respond to a survey question (e.g. 0.5 = 50%)

E - Is the confidence interval error
(e.g. 5% = ± 0.05)

Using this formula, from population of 51,718 students, the sample size was 384 at 95% confidence level and 5% sampling error. This is almost similar with the number of population and sample size determined by (Pelosi, Sandifer and Sacran, 2001)

In the sampled schools, all available teachers in the first cycle filled the questionnaire; because their size was manageable. Parents in the sampled schools were selected with similar procedure as in the selection of students. However, the number of parents was not equal to selected students because the parents of each selected student were not accessible and volunteered to be included in the study.

Table2: Sampled schools and students in the Zone

| No | Weredas | Schools | Location | No of students in the sampled schools | No of selected students in each sampled schools | Proportion of selected students from total in the sampled schools |
|----|-------------|-------------|----------|---------------------------------------|---|---|
| 1 | Werota | Dudmegn | urban | 173 | 49 | 12.8 |
| | | Work- Meda | rural | 129 | 37 | 9.6 |
| 2 | Dera | Gigna | rural | 84 | 24 | 6.3 |
| | | Hamusit | urban | 222 | 63 | 16.4 |
| 3 | Lbokemkem | Abebayen | urban | 144 | 41 | 10.7 |
| 4 | Farta | Ata | rural | 84 | 24 | 6.3 |
| | | Fasil Mnchi | rural | 103 | 30 | 7.8 |
| 5 | Debretabour | T'Abour | urban | 148 | 42 | 10.9 |
| 6 | Simada | Tsedoye | rural | 100 | 29 | 7.5 |
| | | Ligaba | rural | 157 | 45 | 11.7 |
| | Total | | | 1344 | 384 | 100 |

3.4 Instruments of data collection

To obtain information for the study two types of data collection tools were employed. These were the reading literacy test, questionnaire about students' home background, personality character and teacher related determinants.

The reading comprehension test was used to measure students' performance in reading literacy. In addition, a students' questionnaire was used to assess the influence of students' personality characteristics on their performance. A parent Questionnaire was used to get information on home background characteristics of students. The third set of questionnaire was distributed to teachers to get data on teacher related variables such as their quality and behavior.

3.5 Pilot test of instruments

Before administering the instruments, the reading comprehension test was prepared and an attempt was made to validate the test by one educational expert who has skill in the preparation of reading comprehension test. Two Amharic language teachers of grade four also validated the content validity and relevance of the test items. As result they commented that each item was relevant to the given grade, as well as, the reading passage was found to be equivalent to the passage in their text.

Moreover, the researcher made item analysis based on the pilot test result that was conducted in Gebreye General primary school in Debretabour. By analyzing the items, the researcher calculated the level of difficulty and discrimination power of each item. As a result, one item with 85% level of difficulty and 0.1 discrimination power was rejected. Three items with 0.2 discrimination power were modified and additional four items were prepared by the researcher and become ready for the second pilot testing.

To check the reliability of the test, split half method was used and computed by Pearson Product Movement formula and then the total result was computed by the Spearman Brown formula for the total reliability of the test items. The reliability coefficient in the first pilot was found to be 0.48, which was less reliable to be administered for the final study. However, to administer a test it needs to be with the reliability coefficient of 0.7 and above. Home background questionnaire and a questionnaire related to personality characters of students was pilot tested. It was found that grade 4 students were unable to fill in home

background questionnaire. Because of this and the constructive suggestions and hints of the advisor; home background questionnaire was prepared for parents.

The defects in the first pilot including a rejected item, three modified items, four additional items, the weak reliability of the test, the poor discrimination power, high level of difficulty of some items, the newly prepared questionnaire for parents and teachers, forced the researcher to conduct the second piloting. As a result, the second pilot testing was carried out at Chacha primary school around Debrebirhan to check the reliability and workability of the instruments. To this end, the test was administered to 30 students and the reliability was calculated. The test was found to have a reliability of 0.87. It was also with 31% to 68.8% level of difficulty and in between 0.25 and 0.75 discrimination power. Therefore, the test was found workable (see appendix A&B).

Parent Questionnaire was found to be filled easily by literate parents and it was checked that assistance was needed to fill in information for illiterate parents.

Teachers' questionnaire was administered to 15 teachers in the pilot. The result was found that items were appropriate and easy to be filled by the teachers.

3.6 Methods of data analysis

The data in this study was analyzed with statistical techniques such as mean, standard deviation, percentage, independent sample t. test, Pearson correlation and multiple regressions. The students' performance level was analyzed by mean, standard deviation and percentage. The performance of students via gender variation and location (rural/urban) was analyzed by independent sample t. test. The Pearson correlation result was used to analyze the relation between performance and personality characteristics of students. Multiple regression analysis was used to identify the direction of relation, to indicate the significant level, and to determine the power of prediction of students' personality characteristics on performance in reading literacy and other independent variables such as home background characteristics and teachers' related variables were analyzed using descriptive frequency to see their influence on reading literacy performance.

All the data were computed with the help of computer using Statistical Package for Social Science (SPSS) after the variables were coded with appropriate measurements that include continuous and categorical variables.

performed below the mean score. 29 (7.6%) performed equal to the mean score and 158 (41.1%) scored above the mean score. This result indicates that the mean score is slightly below 50 percent of the minimum expectation of MoE in the Education and Training Policy. And it is below the reading performance of Amhara region in the ESNLA (2004) and ETNLA (2008) (70.92% and 56.7% scores) respectively. The 45 mark median score of students also indicates more than 50 percent of the students performed below the mean score with the gap of 4.39 scores lower than the mean score.

In line with this, Riley and Desmond (1994) confirmed that when most of the students score well over mean score, about half the mean score and the rest few below the mean score; it is convenient for good education progress. However, the result obtained in this study violates the idea of Riley and Desmond since majority of the students performed below the mean score.

Thus, it is possible to say that the test score performance of students in the study area is unsatisfactory. This implies weak performance in all areas of education since reading literacy in mother tongue is the core subject in the primary school curriculum, which helps for understanding their surrounding and culture and has adverse effects on the performance of other subjects.

4.2 Schools Location and Students Performance in Reading Literacy

Independent sample t. test was used to compute the impact of school location on reading literacy performance of students. This type of statistics is used to compare means like mean performance of students in urban and rural schools.

Table 4: Independent sample t. test for urban and rural students performance in reading literacy

| Location | N | Mean | SD | SE | t | Sig | MD |
|----------|-----|-------|-------|------|------|------|------|
| Urban | 195 | 50.23 | 20.53 | 1.47 | .786 | 0.43 | 1.74 |
| Rural | 189 | 48.49 | 22.80 | 1.65 | .784 | 0.43 | 1.74 |

Table 4 shows that there was a mean difference between performance of students in the urban and rural schools. The mean difference was 1.74 in favor of urban students on the base of mean performance score 50.23 and 48.49 for urban and rural students respectively. Moreover, multiple regression analysis in Table 8 shows that school location is significantly predicted students' performance in favored of urban students. The regression coefficient value -0.14 at ($t=2.18$, $p<0.5$) tells the negative significant relation of performance and rural students. Moreover, location of school is found with coefficient of determination r^2 0.02 which means this variable contribute 2% to the total reading literacy performance.

This result is inconsistent with ETNLA (2008) result in reading achievement of students that was found to be a significant mean difference of 2.84 at .05 level in favor of rural students with mean achievement of 45.1 in rural and 42.3 in urban students. In the studies by Hess and Mcdevitt (1984), urban students performed better for the reason that urban children have more access to reading materials. The result of this study has also consistency with this research literature. In this result, the difference between the two reflects that those who are from urban are benefited by urban facilities and urban students may take time to study than devoting their time and attention to urban distracters.

In addition to this, as the response of parents in Table 11 showed 35% of the parents were farmers who demand very high child labour to support their subsistence farming as well as they had little or no educational background to help their child. Therefore, rural students could not resist such obstacles and lack of facilities to become as competent as urban student. Thus taking in to consideration the role of reading literacy for learning other subjects and as a pre-requisite for later grade levels and the fact that most primary schools of the study area are rural schools the result indicates weak performance in the majority of the schools.

4.3 Personality Characteristics of students and reading literacy performance

In this part of the analysis students' response in relation to their personality characteristics and the relative contribution of predictor variables and the Pearson correlation result of the

independent variables to the reading performance are treated as follows with relatively appropriate statistical techniques for each variable. The variables in this group were entered as a single set of regressor in their own group. The regression coefficient beta value of each variable predicts the performance in reading literacy by making others variables constant. The regression prediction unit of interpretation was on the base of standardized unit (standard deviation). It is also noted that each analysis of individual variables were made in relation to its contribution or statistical significance at $P < .01$ or $.05$ level. The percentage contributions of each variable were indicated with coefficient of determination r^2 value.

These variables were first presented with frequency percentage table, Pearson correlation and regression table respectively. After the presentation of the data in the tables, analysis of the result was made.

Table 5: Personality characters of students (age, absenteeism, interest and frequency of reading) and their response value

| No. | Variables (Characteristics) | Frequency | Percent |
|-----|--|-----------|---------|
| 1 | Age of students | | |
| | Below 10 years | 12 | 3.1 |
| | 10 years | 165 | 43.0 |
| | Above 10 years | 207 | 53.9 |
| | Total | 384 | 100 |
| 2 | Number of days students absent from school | | |
| | Not at all | 44 | 11.5 |
| | Less than 10 days | 207 | 53.9 |
| | 10-15 days | 83 | 21.6 |
| | More than 15 days | 50 | 13.0 |
| | Total | 384 | 100 |
| 3 | Students interest in reading | | |
| | No interest in reading | 34 | 8.9 |
| | There is interest in reading | 350 | 91.1 |
| | Total | 384 | 100 |
| 4 | Students reading frequency | | |
| | Sometimes | 234 | 66.8 |
| | Most of the time | 71 | 20.3 |
| | Always | 45 | 12.9 |
| | Total | 350 | 100 |

Age of students was one of the determinant factors of students reading literacy. In the study, age was grouped in to three broad categories. The first category was students below the specific school age (ten years). In this category 12 (3.1%) respondent students out of 384

were included. The second category was ten years (the specific age) for grade four students, 165 (43%) respondents were included and the third category was above ten years which are relatively over age students; in this category 207 (53.9%) were included. This descriptive statistics of Table 5 No-1 shows that majority of students in the sample area were above the exact specific age of students that works in Amhara region taking age seven as entry age in grade one.

Concerning the number of days that students were absent in the first semester of 2008/09 academic years, students response of absenteeism was checked by homeroom teachers' recorded attendance list. Table 5 No-2 shows that 44 (11.5%) of students were not absent at all. 207 (53.9%) of the students were absent for less than 10 days, 83 (21.6%) were absent for 10-15 days and the rest 50 (13.0%) of students from the total of 384 students were absent more than 15 days in the first semester of the year. This indicates that only few students attend regularly and there is high number of on and off students in the teaching learning process of the study area.

With regard to students interest in reading and their reading frequency on the influence of students reading literacy, 34 (8.9%) of the respondent students were not interested in reading and the rest 350 (91.1%) of the students had interest in reading. Those respondents who had interest in reading, read books and other children literature on different frequency level; majority of the students 234 (66.8%) read sometimes, 71(20.3) read most of the time and the remaining 45 (12.9%) from a total of 350 students read always. This data indicates that majority of students had interest to read books and other children literature, however only few of them read frequently; majority read sometimes as the condition suite them (Table: 5 No-3&4).

Table 6: students' response value on peer reading with frequency, pre-school attendance, distance students travel and No meals per day

| | | | |
|---|--|-----|------|
| 1 | Students experience of reading with their peers | | |
| | No experience | 154 | 40.1 |
| | There is experience | 230 | 59.9 |
| | Total | 384 | 100 |
| 2 | Students reading frequency with their peers | | |
| | Sometimes | 147 | 63.9 |
| | Most of the time | 52 | 22.6 |
| | Always | 31 | 13.5 |
| | Total | 230 | 100 |
| 3 | Students attendance in preschool education | | |
| | Not attend in any of them | 287 | 74.7 |
| | Attend in any of them | 97 | 25.3 |
| | Total | 384 | 100 |
| 4 | Time taken by students to travel from home to school | | |
| | Less than 30 minutes | 237 | 61.7 |
| | 30-40 minutes | 82 | 21.4 |
| | More than 45 minutes | 65 | 16.9 |
| | Total | 384 | 100 |
| 5 | Number of students meal per day | | |
| | One times in a day | 2 | 0.5 |
| | Twice in a day | 62 | 16.1 |
| | Three times in a day | 250 | 65.1 |
| | More than three times in a day | 70 | 18.2 |
| | Total | 384 | 100 |

The other very important variables that determine reading literary were students reading experience with peer and frequency of reading with their peers. When students were asked to respond whether or not they have experience of reading with peers, 154 (40.1%) responded that they have no experience of reading with their peers and other 230 (59.9%) from total of 384 students responded that they have experience of reading with their peers. Those who had experience of reading with their peers were also asked the frequency of reading with their peers; 147(63.9%) of them responded that they have read sometimes, 52(22.6%) read most of the time and other few 31 (13.5%) read always (Table 6 No-1&2).

Concerning students involvement in pre-school, in the sample schools data in Table 6 No-3 showed that some students were attending pre-school education, out of 384 students 97(25.3%) of the students participated in either kindergarten, Church or Quran schools before they started the formal education in primary schools. However majority of the

students (287(74.7%) did not attend in any of the pre-school institutions. The number of students who did not participate and its proportion will increase if the number of sample students of rural schools were selected proportional to the number of urban and rural students in the Zone.

In the sample schools, regarding the time taken by students to travel from home to school, data in Table 6 No-4 showed that 237 (61.7%) of the students traveled less than 30 minutes from their home to school, 82 (21.4%) of the students traveled in between 30 to 45 minutes, and the rest 65 (16.9%) traveled more than 45 minutes. This implies even though 30 minutes is not short distance, majority of students were traveling less than 30 minutes to reach the school. In addition, the rest of the students were traveling longer distance which is more than 30 minutes and this distance is intensified by rugged topography has a negative impact on performance.

Regarding the number of meals that students get in a day, respondent students gave their response. From the 384 students 2 (0.5%) got meals once in a day, 62(16.1%) twice, 250 (65.1%) three times and the remaining 70(18.2%) got more than three times in a day. From this data except few, majorities get meal three and more than three times in a day.

Correlation and Regression Results of Students' Personality Characteristics on Performance of Students in Reading Literacy

Table 7 and 8 show the correlation and regression results. These inferential statistics shows the impact of personality characteristics on performance in reading literacy. The correlation analysis tells the type of relation and significance of relation. It is also noted that in the multiple regression each analysis of individual variables were made in relation to its contribution or statistical significance at $P < .01$ or $.05$ level. More over the regression analysis indicated the contributions of each variable with coefficient of determination r^2 value.

Table 7: Correlations between the reading personality characteristics

| Characteristics (Variables) | Pearson correlation | Significance (2 tailed) |
|--|------------------------|-------------------------|
| Age of students | 0.228 ⁽⁺⁺⁾ | .000 |
| Number of days students absent from school | -0.230 ⁽⁺⁺⁾ | .000 |
| Students interest in reading | 0.099 | .053 |
| Students reading frequency | 0.062 | .244 |
| Students experience of reading with peers | 0.126 ⁽⁺⁾ | .013 |
| Students reading frequency with peers | 0.138 ⁽⁺⁾ | .037 |
| Time taken by students to travel from home to school | -0.130 ⁽⁺⁾ | .011 |
| Number of students meal per day | .329 ⁽⁺⁺⁾ | .000 |
| Students attendance in pre-school education | .036 | .480 |

⁺⁺Correlation is significant at 0.01 level (2 tailed)

⁺Correlation is significant at 0.05 level (2 tailed)

Table 8: Multiple regression result for personality characteristics of students on reading literacy performance

| Independent variables | Standardized coefficient Beta(B) | Coefficient of determination (r ²) | Std. error | t | Sig. |
|--|-------------------------------------|--|------------|-------|-------------|
| gender | 0.16 | 0.03 | 2.63 | 2.71 | 0.01 |
| Location of schools | -0.14 | 0.02 | 2.83 | -2.18 | 0.03 |
| Age of students | 0.27 | 0.07 | 0.76 | 4.47 | .00 |
| Number of days student absent from school | -0.15 | 0.02 | 1.70 | -2.35 | 0.02 |
| Students interest in reading | 0.09 | 0.008 | 18.85 | 1.519 | 0.13 |
| Students reading frequency | 0.06 | 0.004 | 1.87 | 1.04 | 0.30 |
| Students reading frequency with their peer | 0.14 | 0.02 | 2.82 | 2.06 | 0.03 |
| Students attendance in pre-school education | 0.06 | 0.004 | 3.09 | 0.96 | 0.33 |
| Time taken by students to travel from home to school | -0.07 | 0.005 | 1.70 | -1.1 | 0.27 |
| Number of students meal per day | 0.31 | 0.096 | 2.16 | 5.23 | 00 |

Gender of students

Students' gender is one of the personality characteristics that were treated in the analysis. To analyze the performance difference between girls and boys independent sample t. test was used. In addition to this the role of gender as a predictor of performance was analyzed by multiple regression analysis.

Table 9: Independent sample t. test for boys and girls performance

| Gender | N | Mean | SD | SE | t | Sig (2 tailed) | MD |
|--------|-----|-------|-------|------|------|----------------|------|
| Boys | 185 | 53.84 | 23.51 | 1.73 | 3.97 | 0.001 | 8.61 |
| Girls | 199 | 45.23 | 18.93 | 1.34 | 3.94 | 0.001 | 8.61 |

From the sample 384 students, 185 (48.2%) boys and 199 (51.8%) girls were included in the study. The data presented in Table 9 showed variations in the reading literacy performance of boys and girls. The mean score for boys was more than for girls. The means of boys and girls differed significantly in favor of boys. There was a significant mean difference of 8.61 between boys and girls at ($t = 3.97, p < 0.01$) level for the mean score of 53.8% for boys and 45.2% for girls.

More over in the multiple regression analysis gender was found to be significant predictor of reading literacy performance in favor of boys. Table 8 shows that gender was significant determinant with standardized coefficient Beta value 0.16 at ($t=2.71, p < 0.01$). The statistical impact of this tells the students performance is significantly and positively predicted in favor of boys. It is noted that keeping other variables constant, the reading performance of students by 0.16 units is predicted in favor of 1-unit nomination boys. In addition gender contributes r^2 0.03 (3%) to the total reading literacy performance.

Studies in America by Wragg (1998) indicated that girls performed better in reading than boys. However, other studies in LDC's by Stormquist (1989) on achievement in Latin America and Ethiopian ESNLA (2004) have found that basic reading was in favor of boys. In this regard, the result of this study is contrary with findings of MDC's like studies in America and consistent with findings of LDC's research result.

Based on personal observation of the researcher, the biological category of sex might not bring this much difference in their performance. Thus, it may be due to socio-cultural based (gender) differences that girls are disfavored in participation both at home or in school. It can be also associated with the life style of girls that they do house work; they prepare themselves a future mother and wife and other socialization of girls by parents. Thus, the gender bias associated with girls might be the cause for girls' to earn less scores in relation to boys.

Age of students and reading literacy performance

The wide age range of students has brought a significant positive relation with performance. Table 7 Pearson correlation coefficient 0.228 at $p < 0.01$ level indicates a significant positive relation between age of students and their performance in reading literacy. More over Table 8 shows, that age of students is very strong determinants of reading literacy. The standard coefficient Beta 0.27 at ($t=4.47$, $P < 0.01$) tells age as important predictor of students reading literacy performance. It is noted that 1 year increase of age predicted the performance of students by 0.27 when other variables kept constant and it contributes r^2 0.07 (7%) to the total reading performance of students.

Both the correlation and multiple regression result indicate that age is an important determinant of reading literacy with positive significance. This result has consistency with the findings of Chall (1990) who studied on the same grade level and found out that relatively older ages perform better in reading.

This significance relation of performance in this study clearly shows that age specific and under specific age students are less benefited from the teaching learning process; specifically the wider age range from age nine to age nineteen (when students' age not aggregated in to three categories) brought heterogeneity in the classroom. This heterogeneity brings benefit for the relative older students who are more ready for than the younger that are not ready for. In other words younger students might not have attention to reading hence they might not develop experience of reading as competent as the relative older classmates.

Absenteeism and Reading Literacy Performance

Absenteeism has negative significant correlation with performance of students. Table 7 Pearson correlation result ($r = -.230$) at ($p < 0.01$, 2 tailed) tells that the number of days that students were absent from school and their performance has negative significant relation. Absenteeism was also selected as one of the significant predictors of variation in the performance of students. Table 8 shows that absenteeism with standardized coefficient Beta value $-.15$ at ($t = -2.35$, $p < 0.05$) level of significance was negative predictor of performance in reading. Keeping other variables constant one-day absenteeism was decreased 0.15 score of students in reading literacy and it has also $r^2 0.02$ (2%) contribution to over all reading literacy performance.

In the analysis of correlation and multiple regressions, number of days that students were absent from school, has been found that one of the determinant of performance in reading literacy from the personality group. In addition, this result is consistent with logical ideas that students who do not attend regularly might lose important learning substances. Thus, it is clear evidence that absenteeism has a significant effect on performance of students in reading literacy. In the study area the high child labour demand by parents, the health problem in the hot areas of Dera, Fogera and Libokemkem woredas might be the cause for serious absenteeism in the schools. The researcher from personal observation during testing time in schools such as Work Meda and Gigna (schools in hot Weredas of the Zone) only half of the registered students were attending the class; this indicates that absenteeism in the study area in general and specifically hot areas of the study area has negative effects on performance.

Students interest and frequency of reading and reading literacy performance

In the Pearson correlation, students' interest to read and their frequency of reading had shown a positive relation with their reading performance. Table 7 presents ($r = 0.99$) and ($r = 0.062$) correlation value in reading interest and reading frequency respectively. This value indicates that there is positive relation between reading interest and reading frequency with students reading literacy performance. However, this relation is not significant at 0.01 or 0.05 level of significant as shown in the Table 7.

In addition to the relation, the multiple regression result in Table 8 shows that the standard coefficient Beta 0.09 at ($t = 1.51, p > 0.05$) of students interest in reading literacy and Beta 0.06 at ($t = 1.04, p > 0.05$) of students reading frequency were positive predictors of reading literacy. This means both reading interest of students and their frequency of reading were positive determinates of reading literacy though they were not significant at 0.05 or 0.01 levels.

However, the findings of Rudell (1997), Barr & Johnson (1997) indicated that student's desire or interest and the frequency were significant personality characteristic to determine students' performance.

Thus, reading interest and frequency of reading was not bringing variation. Those who have interest and good reading frequency to develop their background knowledge which in turn helped to develop their performance were not significantly determine their reading literacy performance. This may be due to the students biased response "yes" when they were asked do you like to read books and other children literature. Moreover, it may be their engagement in activities such as frequent playing, helping their parents and other activities that has negative effect on reading literacy only with their unpractical interest to read. It can be also due to uniform interest that they have which did not bring variation on students reading performance.

Experience of reading with peer, Frequency of reading with peer and reading literacy performance

Those students who had experience of reading and who had better reading frequency with their peers had positive correlation with their performance in reading literacy. Table 7 Pearson correlation shows that ($r = 0.126$, 2 tailed) correlation at ($p < 0.05$) level of significance. Students reading frequency with their peer has also positive correlation ($r = 0.138$, $p < 0.05$) level. These imply those students who read frequently with their peers performed better in reading literacy than those who read sometimes. The multiple regression result in Table 8 also shows that the standardized coefficient Beta 0.14 at ($t = 2.06, p < 0.05$) of reading frequency with their peers has positive significant effect on reading performance. It predicted by 0.14 units in reading performance of students when there is one unit increase

in the peer reading frequency keeping other variables constant. Reading frequency with their peers contribute r^2 0.02 (2%) to the total reading literacy performance.

Thus, students reading frequency with their peers is an important predictor of performance at standard significant level. Those who read frequently with their peers can develop mutual assistance through social based literacy culture.

The result of this study is related to the Augsten and Smith (1982) and Jacobs and Goodman (1989) ideas about peer reading. They expressed that peer reading is a good condition to learning which comes because of the peer formation which is natural to man. The result also supports Vygotsky's (1978) idea, which stressed the importance of peer interaction for learning including reading.

Thus, students' experience of reading with their peers and the frequency of reading with their peers were found to be positive determinants of reading literacy in the area under study.

Pre-school attendance and performance of students in reading literacy

In the Pearson's correlation result, Table 7 shows that students' learning in pre-school education was not a significantly related with their reading literacy performance. The correlation value $r = 0.036$ was significant at $p > .05$ significant level. This implies students' attendance in any of the pre-school institutions has insignificant relation with performance. Moreover, Table 8 of multiple regression analysis shows that the Beta value 0.06 at ($t = 0.96$, $p > 0.05$) indicates pre-school education participation of students is not significant predictor of performance in reading literacy.

This result is inconsistent with the findings of Gillet and Charles (2004) who researched out pre-school attendance was strongly and positively correlated with all sort of achievement. However, this finding is related with Otatunji (1990) finding since that study found out pre-school education had positive relation though it was not significant determinant of reading performance.

Thus as the above result shows, pre-school education in the study area has positive relation and is positive determinant of reading performance though it was not significant at a standard significant levels. The insignificant contribution was due to the more or less uniformly low participation of students in pre-school .It may also the poor quality of the pre school education and the progress of students who did not attend pre-school in their stay of grade 1,2.and 3.

Time taken by students to travel from home to school and performance in reading literacy

The time taken by student to travel from their home to school has negative significant relation with their reading literacy performance. Table 7 shows that the relation between the two with $r=-.13$ has significant effect at $p < 0.05$. This means students who travel less than 30 minutes performed better than students who travel between 30 to 45 minutes and more than 45 minutes. In addition to this the multiple regression analysis in Table 8 shows that Beta $- 0.07$ at $(t = -1.1, p = 0.27)$ indicates the time taken by students to travel from their home to school is a negative determinant of performance though it is not significant at standard significant level (either 0.01 or 0.05).

The Pearson correlation result of this study supports the finding by Mehara's and Osheba's (1986). They found that in rural areas the distance to school was negatively associated with the positive aspiration of parents for their child education and the probability of child attending to school.

Thus, from the Pearson correlation result it is possible to say that the long distance intensified by rugged topography of North Ethiopian schools has brought negative effect on performance of students. It is obvious that when students traveled long distance they get board, their frequency of absenteeism increase and they will exposed to hate the schools and education; this in turn brings negative impact on the performance in their reading literacy.

Number of meals in a day and students performance in reading literacy

This variable is one of the most important variables from the students' personality characteristics grouping. As Table 7 shows students, number of meal has positive significant relation with their reading performance. The correlation value $r = 0.329$ at $p < 0.01$ implies

the number of meals has a positive strong significant relation with performance. In addition to this the multiple regression result in Table 8 shows that the number of students meal per day, the Beta value 0.31 at ($t = 5.23$, $p < 0.01$) is positive significant predictor of performance. The regression coefficient indicates that 1 unit increase in number of meals that the students take per day predicts the increments in reading literacy performance by 0.31 score. This variable contributes the largest share to the total reading literacy performance with the r^2 value 0.096 (9.6%).

The result of this study has connection with the World Bank report of Lockheed & Verspoor (1991) that indicated students' capacity to learn in school is determined by the nutrition status of each child. In addition, the finding of ETNLA (2008) pointed out that the number of meals per day was found a very important determinant of students in over all academic achievement.

Here, it is possible to generalize those students of the study area who take meals three and more than three showed good performance than those who eat once and twice in a day.

Generally as it is shown in Table 10, students personality characters such as gender, age, number of days students absent from school, students interest and frequency of reading, students experience of reading and their frequency, students attendance in pre-school, students time taken to travel from home to school and the number of meals per day collectively that was entered as single set in the regressor, contributed to significant effect on students reading literacy performance. All these personality characteristics (variables) shared $R^2 = 0.28$ that implies these variables determine (Predict) 28% of over all reading literacy performance.

Table 10: Model Summary of Personality Characteristics

| Model | R | R^2 | Adjusted R^2 | SE |
|-------|------|-------|----------------|-------|
| 1 | .529 | 0.28 | 0.27 | 18.46 |

4.4 Home Background Characters and reading literacy

In this part of the analysis, the influence of independent variables on reading literacy performance of students were determined by describing each variable by frequency percentage in relation with its effect on reading literacy.

Table 11: Home background character (education, support, income, occupation) and parents' response value

| No. | Variables (Characteristics) | Frequency | Percent |
|-----|--|-----------|---------|
| 1 | Father education | | |
| | Illiterate | 37 | 37 |
| | Basic literacy | 31 | 31 |
| | Secondary education | 14 | 14 |
| | Above secondary | 12 | 12 |
| | No father | 6 | 6 |
| | Total | 100 | 100 |
| 2 | Mother education level | | |
| | Illiterate | 68 | 68 |
| | Basic literacy | 18 | 18 |
| | Secondary education | 5 | 5 |
| | Above secondary | 9 | 9 |
| | No mother | | |
| | Total | 100 | 100 |
| 3 | Father occupation | | |
| | No occupation | 2 | 2 |
| | Former | 35 | 35 |
| | Government employed | 20 | 20 |
| | Private business | 37 | 37 |
| | No father | 6 | 6 |
| | Total | 100 | 100 |
| 4 | Mothers occupation | | |
| | No occupation | 16 | 16 |
| | Former | 37 | 37 |
| | Government employed | 10 | 10 |
| | Private business | 37 | 37 |
| | No mother | | |
| | Total | 100 | 100 |
| 5 | Parents monthly income in the house hold | | |
| | Less than 400 birr | 49 | 49 |
| | 400-900 birr | 34 | 34 |
| | 900-1400 birr | 13 | 13 |
| | 1400-1900 birr | 2 | 2 |
| | Greater than 1900 birr | 2 | 2 |
| | Total | 100 | 100 |
| 6 | Parental support in child reading literacy | | |
| | No support | 52 | 52 |
| | There is support | 48 | 48 |
| | Total | 100 | 100 |
| 7 | Type of parental support | | |
| | Reading directly | 27 | 56.3 |
| | Employing assistance | 1 | 2.1 |
| | Provision of books and child literature | 14 | 29.2 |
| | Creating conducive environment for reading | 6 | 12.5 |
| | Total | 48 | 100 |

Regarding education background of parents' data in Table 11 No-1&2 shows that 37% of fathers and 68% of mothers were illiterate, 31% of fathers and 18% of mothers were with basic literacy at adult education or in the primary schools. It was only 26% of the fathers and 14% of mothers with secondary education and above. This indicates that students who came from less educated and illiterate families did not get educational support from their parents. It was shown that only 48% of the parents had supported in either of reading directly (27 out of 100 parents), with provision of books and children literature (14 from 100 parents) and by creating conducive environment for reading at home (6 out of 100 parents). From this descriptive result ,parents in the sample schools has limited effort to assist their child reading in material provision, direct assistance in reading as well as creating conducive environment for reading.

This result is not consistent to Chall (1990), Wragg (1998), Clay (2002) and Gunning (2002) findings who stressed the significant effect of home literacy in reading performance. Curtis (2003) also indicated that parental support by providing reading materials, assisting in direct reading and story telling were found positive means for better performance of students. However, in the study area, parents' involvement in material provision direct reading assistance and creating literacy environment in the home becomes insufficient to bring positive impact in the early interventions of students' education. Therefore, low supports of parents do not motivate their child reading which is the reflection of parents' low level of literacy.

Concerning parents monthly income and their occupation, the descriptive statistics on Table 11 No-3,4&5 confirmed that there was variation among the estimated parents monthly income in the household; 49% of the parents earned less than 400 birr per month and 34% earned 400-900 birr and the rest few (17%) earned more than 900 birr per month. This shows that most of the parents earn unsatisfactory birr per month, which is subsistence to support the large family size in the household. The low economic status of the parents can be also explained through parents' occupation type. As it was shown in, Table 11, No-3&4, 35% of the fathers and 37% of mothers were farmers and 37% of fathers and mothers were engaged in their private business. This occupation status tells most of the parents are farmers who cultivate subsistence agriculture. The next occupational status was parents who

engaged in private business. Here, by private business we mean that it is not a large scale income earning occupation and it is restricted to minor retailer practices, brewery of local beers, daily laborers and those who are engaged other minor ancillary activities in rural towns of the study area.

In relation to the role of economic status of the parents for reading literacy, survey study by Chall (1990) indicated that literacy was correlated with economic status of the children's parents and the children from low income families did less than better economic status children parents.

Thus, from the respondents' occupational status and their income one can say that the low-level economic status of the parents may have adverse effect on the low performance of students in the study area.

Table 12: Home background character (child labour, family size, parent view on education and contact to teachers and parents response value

| No. | Variables (Characteristics) | Frequency | Percent |
|-----|---|-----------|---------|
| 1 | Parental child labour demand | | |
| | No demand | 17 | 17 |
| | Sometimes they demand | 54 | 54 |
| | Frequently demand | 29 | 29 |
| | Total | 100 | 100 |
| 2 | Parents view on the benefit of education to their child | | |
| | No benefit at all | 2 | 2 |
| | Low benefit | 4 | 4 |
| | Medium benefit | 10 | 10 |
| | High benefit | 84 | 84 |
| | Total | 100 | 100 |
| 3 | Parents contact to teachers | | |
| | No contact | 55 | 55 |
| | There is contact | 45 | 45 |
| | Total | 100 | 100 |
| 4 | Parents personal follow up | | |
| | No | 24 | 24 |
| | Yes | 76 | 76 |
| | Total | 100 | 100 |
| 5 | Family size in the house hold | | |
| | Less than five person | 22 | 22 |
| | 5-8 persons | 69 | 69 |
| | Greater than 8 persons | 9 | 9 |
| | Total | 100 | 100 |

In the study area, concerning the child labour demand, out of 100 respondent parents 17 (17%) did not demand their child labour, 54(54%) of the parents demanded sometimes, and the rest 29 (29%) were demanding their child labour frequently (Table 12 No-1) .This implies, except few parents majority demand their child's labour. As result, it brings wastage of students' time and energy that can have negative influence in students reading literacy practice. Thus, the result tells that the child labour demand could be one of the negative determinants for the performance of students in the study area.

Regarding family size data in Table 12 No-5 showed that, 22% of respondent parents had family size less than five, 69% of the parents had a family size of 5 to 8 and only 9% of students' parent had a family size of more than eight persons in the household. From this data, most of the respondent parents (88%) had family size of five and above which may be inconvenient to read at home because of disturbance in the families, sharing reading resources and less individual attention by parents.

In relation to this, Smith (1985) researched out that those students who come from large family size are not favored over all academically and in reading. Thus, this study indicates that majority of the parents in the study area with their bigger family appears to exert negative influence on performance.

With regard to parents view on the benefit of education to their child, Table 12 No-2 shows that 2% of the respondent parents considered education has no benefit to their child, 4% of the parents expected low benefit of education to their child, 10% of the parents had the view of medium benefit to their child and majority (84%) of the respondents parents responded that education has high benefit to their child.

In relation to this, Curtis (2003) explained that when a parental expectation about their child education and literacy practice is high, it has positive effect on students reading literacy performance. This means parents with better level of viewing education as beneficial to child predict a positive step for performance.

Therefore, it is possible to generalize that the view of the parents about the benefit of education to their child brings good step for the progress of modern education in the study area, which previously had a trend of opposition and gave attention only to the church education.

As far as, the parental contact to teachers and schools is concerned, Table 12 No-3 shows that 45% of the respondent parents had contact with teachers for their child reading. However, the remaining 55% of the parents did not have contact with teachers for betterment of their child reading.

From this data, one can understand that 45% of parents who contacted with schoolteachers in child reading seem better and will have good attitude to parent teacher relation. Nevertheless, 55% of the respondents who did not have parent- teacher contact do not get learning facilities obtained from parent-teacher and schools contact.

Concerning the benefit of parent teacher and school contact, Chall (1990) and Curtis (2003) reviewed that the lower literacy achievement was stemmed from mismatched between the culture of the home and the culture of the schools and teachers. When parents contact with schools and teachers about their children literacy they discuss on school matters such as representing PTA and they get advice about the improvement of their child reading.

Thus, majority of the parents in the sample study do not have contact to schools and schoolteachers to help the child academically and in any school matters, which has negative influence on students reading literacy.

4.5 Teacher Related Variables and Performance in Reading Literacy

In this part of the analysis the effect of independent variables were determined by interpreting frequency percentage that was used to describe the effect of the variables on performance in reading literacy.

Table 13: Teacher related variables (experience, training, extra-social responsibility and collaboration) and teachers response value

| No. | Variables (Characteristics) | Frequency | Percent |
|-----|---|-----------|---------|
| 1 | Sex of teachers | | |
| | Female | 59 | 54.6 |
| | Male | 49 | 45.4 |
| | Total | 108 | 100 |
| 2 | Teachers years of experience | | |
| | Less than five years | 25 | 23.1 |
| | Five to ten years | 21 | 19.4 |
| | Greater than ten years | 62 | 57.4 |
| | Total | 108 | 100 |
| 3 | The role of pre-service training for teaching reading | | |
| | It doesn't help | 13 | 12 |
| | It helps to some extent | 56 | 51.9 |
| | It helps to great extent | 39 | 36.1 |
| | Total | 108 | 100 |
| 4 | Teachers engagement in extra social responsibility | | |
| | No engagement | 56 | 51.9 |
| | There is engagement | 52 | 48.1 |
| | Total | 108 | 100 |
| 5 | Teacher participation in the in-service training for teaching reading | | |
| | No participation | 46 | 42.6 |
| | There is participation | 62 | 57.4 |
| | Total | 108 | 100 |
| 6 | Extent of teachers collaboration with their peers for teaching | | |
| | No collaboration | 19 | 17.6 |
| | Low collaboration | 20 | 18.5 |
| | Medium collaboration | 36 | 33.3 |
| | High collaboration | 33 | 30.6 |
| | Total | 108 | 100 |

In the sample schools, regarding the experience of teachers in teaching profession, data in Table 13 No-2 shows that from a total of 108 teachers of which 59 (54.6%) are females and 49 (45.4%) are males, 23.1% had an experience less than 5 years, 19.4% of the teachers were within 5 to 10 years of experience and the rest 57.4% of the respondents teachers were with the teaching experience of more than 10 years. The data indicate majority of teachers have an experience of more than five years. In this regard, Fuller (1987) explained that teachers work experience had not significant determination on students' academic achievement. However, it is the common ideal condition that the more teachers have experience, the better the students' performance in reading literacy. However, from the

Fuller idea and the students reading literacy performance in the study area one can speculate that teachers experience may not correspond with their commitment to teach and to their profession. Therefore, teachers' dedication and strong sense of responsibility may play very important role for reading than experience alone.

Concerning teachers training and students' performance in reading literacy, teachers in their pre-service and in-service training get knowledge and skill to teaching reading. Accordingly, Table 13 No-3&5 shows the condition of both types of training in the sample schools. From 108 teachers 51.9% of the teachers said pre-service training helped them to some extent, 36.1% of them got benefit to a great extent and only few (12%) did not get benefit from their pre-service training. In the in-service program, 42.6% of the respondent teachers reported that they have not participated and the remaining 57.4% participated and got benefit to teach reading. The data implies that above half were benefited from both in-service and pre-service training for proper teaching reading.

Fuller (1987) pointed out that effective training both in pre-service and in-service training were found to be factors that make difference in students' achievement. Thus, it is better to conclude that in the study area more than half were benefited and others were not benefited from training. The teachers who do not train both in service and pre service trading about teaching reading negatively influenced students reading literacy.

Teachers' engagement in extra social responsibility is the determinant factor of performance in reading literacy. The descriptive data in Table 13 No-4 shows from 108 teachers 51.9% of the respondent teachers were not engaged in extra social responsibilities and the remaining 48.1% were engaged in extra social responsibilities. This implies almost half of the teachers were engaged in extra social responsibilities, which have negative impact on teaching reading. Thus, from this data, it is possible to describe that teachers who are engaged in extra social responsibility loose their time, knowledge and skill outside the practice of teaching learning process and hence this reduce teachers' devotion to their students and school activities. Therefore, almost half of the teachers in the study area allot their time and effort to extra social responsibilities and this brings negative effect in students' performance in reading literacy.

In light of teachers, collaboration with Peers to better students' performance in reading literacy, the result in Table 13 No-6 shows from 108 respondent teachers 30.6% had high

collaboration with their peer teachers, 33.3% had medium collaboration, 18.5% had low collaboration and the rest 17.6% of the teachers did not have collaboration at all. This indicates that even though the extent varies most teachers have collaboration with their peers for teaching reading.

Therefore, it is possible to summarize that teachers in the study area had got some amount of opportunities from their peers while exercising collaboration on the issue of teaching reading. It is true that when there is collaboration of teachers in assessing the curriculum, in improving the implementation strategies, and general staff development activities, teaching learning process gets impetus for achieving its target. Hence, those teachers who have collaboration with their peers may bring positive effect on students' performance in reading literacy.

Table 14: Utilization of resource, methods of assessment, view on promotion, satisfaction and teachers response value

| No. | Variables (Characteristics) | Frequency | Percent |
|-----|---|-----------|---------|
| 1 | Availability of reading materials for teaching reading | | |
| | Not available | 22 | 20.4 |
| | Available with limited | 79 | 73.1 |
| | Adequately available | 7 | 6.5 |
| | Total | 108 | 100 |
| 2 | Teachers use of reading comprehension in their assessment techniques | | |
| | Not use it | 36 | 33.3 |
| | Use it | 72 | 66.7 |
| | Total | 108 | 100 |
| 3 | Teachers views on the negative influence of the school promotion practice on students performance | | |
| | No influence | 10 | 9.3 |
| | Low influence | 14 | 13 |
| | Medium influence | 60 | 55.6 |
| | High influence | 24 | 22.2 |
| | Total | 108 | 100 |
| 4 | Teachers job satisfaction in their profession | | |
| | No satisfaction | 41 | 38 |
| | There is satisfaction | 67 | 62 |
| | Total | 108 | 100 |
| 5 | Teachers reason for dissatisfaction in profession | | |
| | Low monthly salary alone | 1 | 2.4 |
| | Tiresomeness of profession alone | 3 | 7.3 |
| | Less respect of profession by the community | 7 | 17.1 |
| | Low salary, less respect by communities | 19 | 46.3 |
| | Low salary, less respect by the communities, lack of progress on profession | 11 | 26.8 |
| | Total | 41 | 100 |

Concerning the availability of reading materials for teaching reading, data in Table 14 No-1 showed that 20.4% of the respondent teachers responded that reading materials to teach children were not available at all. The remaining 73.1% responded that, the materials were available with very limited amount. It was only 6.5% of the teachers who confirmed that the materials were available adequately. This implies the contribution of availability of reading literature in the sample schools was in very limited extent. The uniform scarcity of such materials influences uniformly the teaching reading activities. Thus such availability negatively affects performance of students at the schools understudy.

For the impact of teachers' methods of assessment, data in Table 14 No-2 showed that 33.3% of the teachers did not use reading comprehension test, the rest 66.7% of the teachers responded that they were employing reading comprehension test in their assessment techniques. Those teachers who did not use may influence students' performance negatively.

This result indicates that students whose teachers did not use reading comprehension test might not analyze comprehension of texts and teachers might have not suggested strategies to improve students' comprehension ability. In other words students who are not assessed in such method may lose the use of reading comprehension test such as meaning formation in the text which is difficult to get from word recognition and oral reading (other form of reading). Therefore, in the study area the lack of proper assessment technique has impact to give proper feedback, to evaluate the over all result of the reading literacy practice which has negative effect on the students reading literacy performance.

The other determinant of reading literacy was the school promotion practice. Data in Table 14 No-3 showed that teachers forwarded their blaming on the school promotion practices and its negative influence on performance. It was shown that 22.2% of the teachers said the school promotion practice had high negative influence on performance. Majority of the respondents 55.6% responded that it has medium influence and the rest 13% and 9.3% responded that promotion practice had low influence and no influence at all respectively.

This result seems to express that teachers view on promotion practice of their school is inclined to the idea of students' social promotion or simply promoting students from grade

to grade with out repetition. In addition to this, the result expresses that teachers seem to have beliefs of grade repetition as a good instrument for better performance of students in reading literacy. Thus, as teachers are the very instrumental for better performance of students, their view on education in general and promotion practice in particular can be taken as effective judgment and hence it is possible to argue that schools students promotion practice influence students reading literacy performance negatively.

With regard to teachers' satisfaction in their profession, Table 14 No-4&5 shows 62% of the respondent teachers were satisfied with their profession and 38% were not satisfied with their profession. The dissatisfied teachers reasoned their dissatisfaction; majority of them 46.3% were dissatisfied by the low monthly salary and low social respect by the community, others responded that 2.4% only low salary, 7.3% blamed on high demand from the profession, 17.1% by less respect for the profession by community and 26.8% of them blamed on low salary, less respect by community and they do not get promotion in their profession.

The result of the 38% dissatisfied teachers beliefs about their profession may affect their commitment, strong sense of responsibility, expectation on better performance of students, creativity, internal motivation for teaching and their effective use of instructional time which have a direct relation with performance of students in reading literacy.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary

The problem of quality education associated with the specific problem of students performance of reading literacy was the issue, which led to the study students' performance in reading literacy in grade four of South Gondar Zone.

Accordingly, the main purpose of the study was to analyze the performance of grade four students in reading literacy and the influence of variables related to personality characteristics of students, home background of students and teacher related variables on the performance of students in reading literacy.

In order to find answers to the basic questions, different instruments for data collection were used. The major ones include reading comprehension test items, which were administered for 384 sample students in the selected 10 sample schools, questionnaires that were filled by sample students and for 108 available teachers in the sample schools and 100 volunteer and accessible parents of the sample students. Each instrument was piloted for their validity and reliability. Finally, the collected data were analyzed by descriptive method, independent sample t-test Pearson's correlation and multiple regression analysis technique. The basic results of the study were also interpreted using information in the review literature as a means of comparison to results obtained through analysis of the collected data. The results of the whole analysis can be presented as follows:

Concerning the level of performance of students in reading literacy, it was found that 49.38% mean performance, which is slightly below the minimum expectation (50%) result of MoE. In addition (51.3%) of the students performed below the mean and half of the students did below the median score (45%).

Regarding the difference of performance between urban and rural students 1.74 mean difference was observed in favor of urban students unlike the result of ETNLA (2008) and it was found as significant predictors of performance in the multiple regression at $p < .05$.

The variables describing students' personality characteristics showed statistically significant effect on reading literacy. Gender of students as one personality character of students was influenced by 8.61 mean differences in favor of boys, which was statistically significant. Age of students was positively correlated and significant predictor of performance at $P < 0.01$. Other variables such as students absenteeism, students reading with peers and frequency of reading with peers, time taken by students to travel from homes to schools, number of students meal per day were found significantly correlated and predicted students performance in reading literacy either at $P < 0.01$ or $P < 0.05$ levels. Other variables in the personality character group such as students reading interest and their reading frequency and students' attendance in pre-school education (Kindergarten, Church or Quran) have positive relation; however, these variables were not significant determinant of reading literacy.

The second group of variables was the home background characteristics that were describing the performance of students in reading. Majority of the sampled parents were found that they demand their children labor. Education level of parents were not found as encourageable, majority were illiterate and only with basic literacy in adult and primary schools. Parents' monthly income was not adequate to support their child. The type of support was limited to minimum intervention in direct reading assistance. Parents view on the benefit of education and parental contact to teachers had considerable improvement as compared to what was happened in the previous time.

The third group of variables was teachers' related characteristics. The variables explaining the role of teachers in students' performance in reading literacy had different effect on it. Majority of the teachers were have more than five years of experience. Training in both pre-service and in-service was at moderate level, almost half of the teachers got benefit from training. Most of the teachers have engagement in extra social responsibility. Majority of the teachers' have collaboration with their peers regarding how to teach reading. Most of the teachers responded that reading materials for teaching reading were available with limited extent. Teachers' use of comprehension test in their assessment techniques, teachers view on the school promotion practice and teachers job satisfaction were found not in positive side for reading literacy performance.

5.2 Conclusion

Based on the results obtained from data that were analyzed and interpreted, the following conclusions are made:

- The majority of the students do not perform the reading literacy test according to the intention of the curriculum and the role of reading literacy in the first cycle primary school. As a result, the expected profiles in the primary schools appear to be not as intended.
- The low level of performance of students is greater in rural students. This idea helps to conclude that most primary schools in the area under study are characterized by relatively weak performer in reading literacy than the students in the few schools located in urban areas.
- Reading literacy performance has been significantly influenced by gender of students in favor of boys. This indicates that the common experience of the area under study disfavored girls' education by decreasing their participation in community, home and schools which result in gender based division between two sexes which has the negative effect on girls' performance.
- Regarding age of students, it can be concluded that there is a significant relation between age of students and their performance in reading literacy. The younger children performed less than the relatively older classmates. This implies younger age students' lose attention to reading and have not experience of reading as well as dominated by the older classmates.
- Both the correlation and multiple regression result indicate that absenteeism is significant determinant of performance. This helps to conclude that there is students absenteeism and their on and off attending of schooling due to high child labour demand and weak follow up of concerned bodies.
- Students who have experience of reading and better frequency of reading with their peers have performed significantly in reading literacy. Thus, students who have ability of forming peers by themselves or with the help of teachers or parents have good opportunity of reading literacy by peer interaction, coaching and dialogue formation.
- The time taken by students to travel from home to school has a negative significant relation with students reading literacy performance. Thus, the schools, which are not

near to students home. bring discomfort for parents and students, which in turn bring weakness in their performance.

- The number of meals students get per day is found positive significant predictor. This implies those who eat three and more than three times in a day perform better than those who eat once and twice in a day. Therefore, the inability to feed three or more than three times due to shortage of food decreased students' performance in reading literacy.
- In the sample schools under study, most parents demanded their child labour and this has negative influence on students' reading literacy performance. It can be concluded that the child labour demand associated with the subsistence farming practices and any other activities are cause for absenteeism which in turn cause for weak performance of students.
- Parents' education level and their support to child reading are more or less uniformly not at positive side to students' literacy. Thus, the culture of home literacy in assisting children in direct reading, material provisions and employing assistance reader is weak.
- With regard to parents view on the benefit of education to their child, it can be concluded that it is improved and has brought progress effect on the over all system of modern education relatively from their previous weak attention to modern education.
- Regarding teacher related variables it can be conclude that majority of the teachers have pre-service training about how to teach reading, they have collaboration with peers on teaching reading, they satisfied with their profession they are not engaged in extra social responsibilities and the have better experience in teaching. As a result, this is found to be good step to determine students reading literacy positively. However, the limited availability of reading materials for teaching, teachers blaming of schools promotion practice, considerable number of teachers dissatisfaction in their profession, teachers lack of using proper assessment technique while promoting students and teachers' participation in the in-service training were described as insufficient that have negative impact on reading literacy performance of students in the area under study.

Recommendations

Based on the result of the study and other related findings, the following suggestions are forwarded by the researcher.

1. It was found that performance of students in reading literacy in South Gondar is not as expected. Therefore, improvement in the reading literacy performance of students such as tutorial program, material provision and attention on the issue has to be practiced by the schools especially in their school improvement program.
2. Students reading literacy performance had difference between the rural and urban schools. Urban school students' were relatively better performer than rural; may be due to the poor facilities and poor literacy culture in rural schools. Therefore, different concerned institutions and parents need to take action to all schools in general and rural schools in particular by decreasing child labour demand, by adopting literacy culture and by providing different reading facilities to rural schools.
3. Girls performed significantly less than boys in reading. Thus improving the performance of students is needed, especially improving performance of girls. The schools and other stakeholders need to give a high priority to girls' education. These possible interventions could be through making girls active participant in schools and in the home, implementing tutorial program and reading clubs as well as, over all behavioral change on girls' education in schools and in the homes through training by teachers and kebele education agents.
4. The relatively younger age children performed less than the relatively older ones. As a result schools and other concerned institutions need to improve the performance of younger ages, mainly the specific age group of the grade level by making schools attractive to them, by frequently counseling, arranging separate classroom with age mates to avoid the domination by older ones and by developing their attention to learning.
5. Other variables in the personally characteristics group such as students absenteeism, experience of peer reading and frequency of students reading with their peers, distance of schools to home, the number of meals per day were found as significant determinants of students reading literacy. Therefore, schools, education officers and other stakeholders have to intervene and practice proper follow up on reducing

students absenteeism such as by involving children's right committee (CRC) actively, fostering students experience and frequency of peer reading through peer reading club and by making inter-personal interaction in the class and outside the class, constructing schools near to students, , introducing school feeding program and proper nutrition education for proper way of feeding system.

6. The result of high child labour demand may be associated with the subsistence agriculture system in the rural areas therefore; kebeles and parents in the rural areas have to develop system of keeping cattle either commonly by elders or by feeding them in the home (controlled grazing system) The contribution of parents have to improved by developing literacy culture for communities and parents, by offering parental education through non-formal adult education and training by woreda, kebele education affairs and by teachers.
7. Regarding the teachers related variables. different concerned bodies have to show their willingness to improve teachers' behavior and quality. There focus should be on the provision of books and children literature for teaching reading and involving teachers in in-service training like continuous professional development program. In addition to this as considerable number of teachers were not satisfied with their profession, they may lose commitment to students and the schools. Therefore, efforts have to be made to improve teachers' satisfaction, which in turn helped to progress their profession and students reading literacy.
8. Since this study depended on quantitative aspect of study, qualitative research especially detail observation of classroom interaction between teachers and students, frequent testing of students with oral reading, word recognition and other forms of reading assessment in a longitudinal study and applying content analysis research on the curriculum materials can be essential for further investigation.

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Appendix A

Item Analysis table

27% of students from upper group (Ug)

27% of students from lower group (Lg)

$$\text{Level of difficulty (LD)} = \frac{Ug + Lg}{T} \times 100$$

$$\text{Discrimination Index (DI)} = \frac{Ug - Lg}{\frac{1}{2} T}$$

T is total of upper and lower group

| Item No. | Group items | Correct response in each group | LD in % | DI in decimal | Item omitted | Remark |
|----------|------------------|--------------------------------|---------|---------------|---------------------|-------------|
| 1 | Ug = 8 Lg = 8 | Ug = 7 Lg = 3 | 62.5 | 0.5 | | Accepted |
| 2 | Ug = 8 Lg = 8 | Ug = 8 Lg = 3 | 68.8 | 0.6 | | Accepted |
| 3 | Ug = 8 Lg = 8 | Ug = 4 Lg = 1 | 31 | 0.38 | | Accepted |
| 4 | Ug = 8 Lg = 8 | Ug = 6 Lg = 2 | 5 | 0.5 | | Accepted |
| 5 | Ug = 8 Lg = 8 | Ug = 4 Lg = 1 | 31 | 0.38 | | Accepted |
| 6 | Ug = 8 Lg = 8 | Ug = 7 Lg = 3 | 62.5 | 0.5 | | Accepted |
| 7 | Ug = 8 Lg = 8 | Ug = 5 Lg = 2 | 43.8 | 0.38 | | Accepted |
| 8 | Ug = 8 Lg = 8 | Ug = 6 Lg = 2 | 50 | 0.5 | | Accepted |
| 9 | Ug = 8 Lg = 8 | Ug = 4 Lg = 1 | 31 | 0.38 | | Accepted |
| 10 | Ug = 8 Lg = 8 | Ug = 4 Lg = 2 | 37.5 | 0.25 | | Accepted |
| 11 | Ug = 6 Lg = 8 | Ug = 4 Lg = 2 | 42.8 | 0.3 | | Very low DI |
| 12 | Ug = 8 Lg = 8 | Ug = 7 Lg = 2 | 56.2 | 0.6 | | Accepted |
| 13 | Ug = 8 Lg = 8 | Ug = 7 Lg = 4 | 68.8 | 0.38 | Two item not filled | Accepted |
| 14 | Ug = 8 Lg = 7 | Ug = 4 Lg = 2 | 40 | 0.27 | One item not filled | Very low DI |
| 15 | Ug = 8 Lg = 8 | Ug = 6 Lg = 3 | 56.2 | 0.38 | | Accepted |
| 16 | Ug = 8 Lg = 8 | Ug = 5 Lg = 2 | 43.8 | 0.38 | | Accepted |
| 17 | Ug = 8 Lg = 8 | Ug = 6 Lg = 2 | 50 | 0.5 | | Accepted |
| 18 | Ug = 8 Lg = 8 | Ug = 8 Lg = 2 | 62.5 | 0.75 | | Accepted |
| 19 | Ug = 8 Lg = 8 | Ug = 7 Lg = 3 | 62.5 | 0.5 | | Accepted |
| 20 | Ug = 8 Lg = 8 | Ug = 7 Lg = 3 | 62.5 | 0.5 | | Accepted |

Appendix B

Table – shows the reliability of test items by person half split and spear man – Brown formula

| Students | Score of odd items from 50% (O) | Score of even items from 50% (E) | O ² | E ² | O ^E |
|----------|---------------------------------|----------------------------------|----------------|----------------|----------------|
| X1 | 45 | 45 | 2025 | 2025 | 2025 |
| X 2 | 40 | 40 | 1600 | 1600 | 1600 |
| X 3 | 40 | 35 | 1600 | 1225 | 1400 |
| X 4 | 35 | 40 | 1225 | 1600 | 1400 |
| X 5 | 30 | 40 | 900 | 1600 | 1200 |
| X 6 | 30 | 35 | 900 | 1225 | 1050 |
| X 7 | 25 | 40 | 625 | 1600 | 1000 |
| X 8 | 25 | 35 | 625 | 1225 | 875 |
| X 9 | 20 | 40 | 400 | 1600 | 800 |
| X 10 | 30 | 30 | 900 | 900 | 900 |
| X 11 | 30 | 25 | 900 | 625 | 750 |
| X 12 | 30 | 25 | 900 | 625 | 750 |
| X 13 | 25 | 25 | 625 | 625 | 625 |
| X 14 | 25 | 25 | 625 | 625 | 625 |
| X 15 | 20 | 25 | 400 | 625 | 500 |
| X 16 | 20 | 25 | 400 | 625 | 500 |
| X 17 | 20 | 25 | 400 | 625 | 500 |
| X 18 | 20 | 20 | 400 | 400 | 400 |
| X 19 | 20 | 20 | 400 | 400 | 400 |
| X 20 | 15 | 20 | 225 | 400 | 300 |
| X 21 | 15 | 20 | 225 | 400 | 300 |
| X 22 | 20 | 15 | 400 | 225 | 300 |
| X 23 | 15 | 20 | 225 | 400 | 300 |
| X 24 | 15 | 20 | 225 | 400 | 300 |
| X 25 | 15 | 15 | 225 | 225 | 225 |
| X 26 | 10 | 20 | 100 | 400 | 200 |
| X 27 | 20 | 10 | 400 | 100 | 200 |
| X 28 | 15 | 10 | 225 | 100 | 150 |
| X 29 | 10 | 15 | 100 | 225 | 150 |
| X 30 | 10 | 10 | 100 | 100 | 100 |

N = 30 Σo = 690 ΣE = 770 ΣO² = 18300 ΣE² = 22750 ΣOE = 19825

- Formula for half split Pearson product

$$r_{OE} = \frac{N \sum OE - \sum O \sum E}{[N \sum O^2 - \sum (O)^2] [N \sum E^2 - \sum (E)^2]}$$

Where r_{OE} = is correlation coefficient of odd and even items

N = no of individual i.e. 30

Σ = Summation

$$r_{OE} = \frac{30 \times 19825 - 690 \times 770}{[30 \times 18300 - 476100][30 \times 22750 - 592900]}$$

$$= \frac{63450}{6531840000}$$

$$= 0.78$$

- Total reliability by spearman Brown formula (r)

$$r = \frac{2r_{OE}}{1 + r_{OE}}$$

$$= \frac{2 \times 0.78}{1.78}$$

$$= 0.87 \text{ (more reliable test)}$$

Appendix C

Addis Ababa University

Curriculum and Teachers professional Development Studies

/CTPDS/ Department

Questionnaire Designed for Grade Four Students

General Directions

Dear Children /Students/:-

This questionnaire is designed to obtain information on reading literacy performance for the fulfillment of postgraduate studies in AAU CTPDS department. Therefore, you are kindly requested to provide the required responses regarding your self.

NB:

- Give your response to questions by writing on the space provided or tick mark
- You are kindly requested to the right response for the questionnaires.
- There is no need of writing your name/s).

Part 1 – Background Information on respondents' personal characteristics

- Name of School _____
- Location of School Rural Urban
- Sex Male female
- Age _____
- For how many days you were absent from school in first semester of this year?
 - Not at all
 - Less than 10 days
 - 10-15 days
 - greater than 15 days
- Do you like to read books and other children literature
Yes No
- If your answer is yes for question number six how often you read?
 - sometimes 2. most of the time 3. always

8. Do you have the experience of reading with your peer?

Yes No

9. If you read with your peer how often?

a. Sometimes

b. Most of the time

c. Always

10. Have you attended any kind of education other than formal education? (Kindergarten, church or kuran)

Yes No

11. How long you walk from your home to school?

1. less than 30 minutes 2. 30----45 minutes 3. more than 45 minutes

12. How many times you get meals in a day?

1. Once 2. Twice 3. Three times 4. more than three times

13. Do your parents provides materials to be read? Yes No

8. Do you contact teachers about your child reading literacy practice?

1. Yes 2. No

9. How often your child absent from school to support you?

1. Not at all 2. Sometimes 3. Most of the time 4. Always

10. Do you have a follow up about your child reading practice?

1. Yes 2. No

Appendix E

Questionnaire Designed for teachers

Dear teachers: - this questionnaire is designed to obtain information on reading literacy performance of students for fulfillment of postgraduate studies in AAU CTPDS department. Therefore, you are kindly requested to give your response.

NB: a) give your response by writing on the space or by putting tick work /√/ accordingly.

b) No, need of writing your name

1. Sex Male Female
2. Years of experience in teaching _____
3. How much does your pre-service training assist you while teaching reading?
 1. Highly
 2. to some extent
 3. It does not help
4. Did you get training in the in service program about the methods of teaching reading?
 1. Yes
 2. No
5. What is the extent of your collaboration with peer teachers to develop reading literacy performance of students?
 1. High 2. Medium 3. Low 4. No, Collaboration
6. Are you engaged in any extra social responsibilities outside school?
 1. Yes 2. No
7. Your teaching load in the school per week is _____
8. Is there availability of the necessary resources to teach reading?
 1. Not, available 2. available with limited number
 3. Available and adequate
9. Do you assess the performance of students using a reading comprehension test?
 1. Yes 2. No
10. Are you satisfied with your profession?
 1. Yes 2. No

11. If your answer is no what is/are your reason(s)? (you can choose more than one)

1. The salary is not adequate 2. The profession is tire some
3. The profession is less respected by the community
4. I do not get progress 5. If any _____

12. To what extent your school students' promotion practices influence their performance negatively?

1. no influence at all 2. low influence 3. medium influence
4. high influence

Appendix F

በአዲስ አበባ ዩኒቨርሲቲ ሥነ-ትምህርት ኮሌጅ የሥርዓተ-ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል

ለአራተኛ ክፍል ተማሪዎች የቀረበ መጠይቅ አጠቃላይ መመሪያ፡-

ልጆች የዚህ መጠይቅ ዓላማ የእናንተን ግላዊ ሁኔታ በማንበብ ብቃታችሁ ላይ ያለውን ችግር ለማጥናት ነው። ስለሆነም የእናንተን ግላዊ ሁኔታ በተመለከተ በትክክል ምላሽ እንድትሰጡ ትብብር ትጠየቃላችሁ። ማሳሰቢያ

ሀ. ምላሽ ስትሰጡ ክፍት ቦታ ላለው በክፍት ቦታው በመሙላት ሲሆን ሳጥን ላለው ደግሞ “√” ምልክት በማድረግ ነው።

ለ. በመጠይቁ ስም መጻፍ አያስፈልግም

1. የት/ቤቱ ስም _____
2. የት/ቤቱ መገኛ ገጠር ከተማ
3. ያታ ወንድ ሴት
4. እድሜ _____
5. በአኗኗሪው ሴሚስተር ለሰንት ቀናት ያክል ከት/ቤት ቀርተሃል/ሻል?
 1. ምንም አልቀረሁም
 2. ከ10 ቀን ያነሰ ቀርቻለሁ
 3. ከ10-15 ቀን ቀርቻለሁ
 4. ከ15 ቀን የበለጠ ቀርቻለሁ
6. መጽሐፍትንና ሌሎች ለህፃናት የሚጠቅሙ ጽሁፎችን ማንበብ ትወዳለህ/ሽ?

እወዳለሁ አልወድም
7. ለ6ኛው ጥያቄ መልስህ(ሽ) እወዳለሁ ከሆነ ምን ያክል ጊዜ ታነባለህ(ሽ)?
 1. አንዳንድ ጊዜ
 2. አብዛኛውን ጊዜ
 3. ሁል ጊዜ
8. ከ3ደኛ ጋር የማንበብ ልምድ አለህ/ሽ?

አዎ አለኝ የለኝም
9. ከ3ደኛ ጋር የምታነበ/ብ ከሆነ መቼ ወይም ምን ጊዜ ነው የምታነበው/ብው?
 1. አንዳንድ ጊዜ
 2. አብዛኛውን ጊዜ
 3. ሁል ጊዜ
10. ከመደበኛው ትምህርት ውጪ በሌላ ማለትም በአፀደ ህፃናት፣ በቁስ ወይም በቁራን ትምህርት ተምረህ/ሽ ታውቃለህ/ሽ?

ተምራያለሁ አልተማርኩም
11. ከቤትህ ወደ ት/ቤት ስትሄድ ስንት ጊዜ ይወስድብሃል?
 1. ከ30 ደቂቃ ያነሰ
 2. 30----45 ደቂቃ
 3. ከ45 ደቂቃ የበለጠ
12. በቀን ስንት ጊዜ ትመገባለህ?
 1. አንድ ጊዜ ብቻ
 2. ሁለት ጊዜ
 3. ሶስት ጊዜ
 4. ከሶስት በላይ
13. ወላጆችህ መጽሃፍትና ሌሎች ለህጻናት የሚሆኑ ጽሁፎችን ይገዙልሃል(ሻል)?

አይገዙልኝም ይገዙልኛል

አመሰግናለሁ!

8. በት/ቤታችሁ የንባብ ትምህርትን ለማስተማር በቂ የሆነ የማስተማሪያ ቁሳቁሶች አሉ ይላሉ?

1. የሉም 2. አሉ ግን መጠናቸው ትንሽ ነው 3. በበቂ ሁኔታ አሉ

9. በትምህርት ቤታችሁ ከምንባብ የወጡ ጥያቄዎቹን ከተማሪዎቹ ፈተና ታካትታላቸው ?

1. አናካትታለን 2. አናካትትም

10. በመምህርነት መያያዝ ትረካሰህ/ሽ?

1. እረክቻለሁ 2. አልረካሁም

11. በመያያዝ/ሽ የማትረካ/ኪ ከሆነ ምክንያቱ ምንድን ነው/ናቸው? /ከሁለት በላይ መመለስ ይቻላል/

1. ደመወዙ በቂ አይደለም 2. ሥራው አድካሚ ነው
3. ሥራው በማህበረሰቡ የተሰጠው ክብር አነስተኛ ነው
4. በሥራው መሻሻል ስለማላመጣ ነው

Appendix H

በአዲስ አበባ ዩኒቨርሲቲ ሥነ-ትምህርት ኮሌጅ የሥርዓተ ትምህርትና መምህራን መያያዣ ልማት ትምህርት ክፍል

ለ _____ ት/ቤት የአራተኛ ክፍል ተማሪ ወላጆች የቀረበ መጠይቅ

ውድ ወላጆች፡- ይህ መጠይቅ የተዘጋጀው የተማሪዎችን አንብቦ የመዳት ብቃት ችግር መሰረት በማድረግ ለሚከናወን የሁለተኛ ዲግሪ ማሟያ ለማቅረብ ነው። ስለሆነም ለጥናቱ የእናንተ ትክክለኛ መረጃ መስጠት ዋጋ ስላለው ትክክለኛውን ምላሽ እንድትሰጡ በትህትና እጠይቃለሁ።
ማስታወሻ፡-

ሀ. ምላሽ ስትሰጡ በክፍት ቦታው በመሙላት ወይም ሳጥን ካለው በሳጥን “√” ምልክት በማድረግ ነው።

ለ. ስም መጻፍ አያስፈልግም

1. የቤተሰብ የትምህርት ደረጃ
 - i. የአባት 1. ያልተማረ 3. 2ኛ ደረጃ 4. ከ2ኛ ደረጃ በላይ
 2. መሰረታዊ ትምህርት (በጉልማሶች ወይም አንደኛ ደረጃ)
 - ii. የእናት 1. ያልተማረ 3. 2ኛ ደረጃ 4. ከ2ኛ ደረጃ በላይ
 2. መሰረታዊ ትምህርት (በጉልማሶች ወይም አንደኛ ደረጃ)

2. መተዳደሪያ የሥራ ዓይነት፡-
 - i. የአባት 1. ገበሬ 2. የመንግስት ተቀጣሪ
 3. የግል ሰራ (ኅጋዴ፣ ግንቦኛ ወዘተ) 4. ሌላ ካለ _____
 - ii. የእናት 1. ገበሬ 2. የመንግስት ተቀጣሪ
 3. የግል ሰራ (ኅጋዴ፣ የእጅ ሥራ ወዘተ) 4. ሌላ ካለ _____

3. በቤትዎ ውስጥ በወር የሚገኘው የገቢ መጠን በብር ሲሰላ ስንት ይሆናል?

1. ከ400 ብር ያነሰ 2. 400 – 900 ብር
3. ከ900 – 1500 ብር 4. ከ1400 – 1900 ብር
5. ከ1900 ብር በላይ

4. በቤትዎ ውስጥ እራስዎን ጨምሮ ስንት ቤተሰብ አለ? _____

5. ለልጆችዎ የንባብ ትምህርት ብቃት እንዲኖረው እገዛ ያደርጉታል?

1. አግዘዋለሁ 2. አላግዘውም

6. በተራ ቁጥር 5 ላለው ጥያቄ መልስዎት አግዘዋለሁ ከሆነ በምን መልኩ ያግዙታል?

1. ቀጥታ በማስነበብ 2. አስነባቢ በመቅጠር

3. መጽሐፍትንና የህፃናት ጽሁፎችን በማቅረብ

4. ጥሩ የማንበቢያ ሥፍራ በማዘጋጀት

7. ትምህርት ለልጅዎ ምን ያክል ይተቅማል ብለው ያስባሉ?

1. ከፍተኛ 2. መካከለኛ

3. ዝቅተኛ 4. ምንም አልጠብቅም

8. ከልጅዎ መመህር ጋር ስለ ልጅዎ የንባብ ሁኔታ ተገናኝተው ይወያያሉ?

1. ለልወያይም 2. እወያያለሁ፣ ግን በጣም አልፎ አልፎ ነው

3. ውይይት በሚያስፈልግበት ጊዜ ሁሉ እወያያለሁ

9. ልጅዎ እርሱዎን በስራ ለመርዳት ክት/ቤት እንዲቀር (እንድትቀር) ያደርጋሉ?

1. ምንም እንድትቀር አላደርግም

2. አልፎ አልፎ አስቀራለሁ

3. በተደጋጋሚ አስቀራለሁ

10. ልጅዎት እንዲያነብ (እንድትነብ) በቂ ክትትል ያደርጋሉ?

አደርጋለሁ አላደርግም

አመሰግናለሁ

Appendix I

መመሪያ፡- የሚከተለውን ምንጣብ ካነበባችሁ በኋላ ለቀረቡት ጥያቄዎች በምንጣቡ መሰረት ትክክለኛውን መልስ ምረጡ

የተሰጠው ጊዜ 45 ደቂቃ ነው

ለ4ኛ ክፍል የቀረበ ምንጣብ ወፎችና ብርሃን

ድቅድቁ ጨለማ ሥፍራዎችን ለብርሃን ሊያሰረኩበ መቃረቡን የሚያበስሩ ወፎች ሂደት ሂደት ሂደት ማለት ጀምረዋል። እነዚህ ሌሎች ወፎች መንጋቱን አውቀው ከየጎጆአቸው በመውጣት የየዕለቱን ሥራቸውን እንዲጀምሩ መቀስቀሳቸው ይሆናል። ወይም ደግሞ በስተምስራቅ ባለው ተራራ አናት ላይ ቀይ ኳስ መስላ ብቅ ያለችው ፀሐይ “እንኳን ደህና መጣሽልኝ” እያሉ መዘመራቸው ሊሆን ይችላል።

ወፎች ፀሐይ በመውጣቷ ደስ ብሏቸው እንዲህ ሲዘምሩ ሌሊቱን ምግብ ሲፈልጉ ያደሩት አውራጆች ደግሞ ቶሎ ወደየመደበቂያቸው ይሄዳሉ። ከነዚህ አንዳንዶቹ የሚበላ ነገር አግኝተው ስለተመገቡ የጠገቡ ይሆናሉ። አንዳንዶቹ ደግሞ ምንም ሳያገኙ ሌሊቱ የነጋባቸው ሊሆኑ የሚችሉ ይሆናሉ። እነዚህኞቹ እንደራባቸው ወደየመደበቂያቸው ይመለሳሉ። እንደወፎቹ ፀሐይቱ ቶሎ መውጣቱን እነዚህ አውራጆች አይወዱም።

ሆኖም ግን እንደወፎቹ ደስ የሚላቸው የጫካ እንስሳትና አራዊት አሉ። ብዙዎቹ የትልልቅ አውራጆች ምግብ እንዳይሆኑ ድምፃቸውን በማጥፋት ተደብቀው ያደሩ ናቸው። ከእነዚህ ግማሾቹ ጉድጉድ ውስጥ፣ አንዳንዶቹ ዛፍ ላይ ሌሎች ደግሞ ቁጥቁጦ ውስጥ ተሸጉጠው ሌሊቱን ያሳልፋሉ።

ያ ወፎች፣ እንስሳትና አራዊት ያለበት ትልቅ ጫካ ሁሉንም በውስጡ የሚይዝ ነው። ለወፎች፣ ለእንስሳትና ለአራዊት የማያስፈልጋቸውን ይሰጣቸዋል። ቅጠላ ቅጠል፣ ሥራ ስር ፍራፍሬና ሳሩን ይመግባቸዋል። ከፀሐይ እና ከዝናብ የሚከፈላቸው ጥላ ነው። ሁሉም ከሚያደኗቸው ሰዎች የሚደበቁት በሱ ተክለሰው ነው። ደካማዎቹና ትንንሾቹ እንስሳት ደግሞ ከትልልቆቹና ከአዳኝ አውራጆች የሚሸሸጉበት ሥፍራም አለው።

ፀሐይ ብርሃንን ለመቀጠል ይበልጥ እየሰጠች ስትመጣ ጨለማና ብርድ እየሸሸ ይሃዳሉ። ወፎችም ከየጎጆአቸው በመውጣት የማለዳውን አየር እየቀዘፉ ከሰማያዊው ሰማይ ላይ ከወዲያ ወዲህ፣ ከወዲህ ወዲያ፣ ከላይ ወደ ታች፣ ከታች ወደ ላይ ይበራሉ። ሂደት ሂደት፣ ጭርር ጭርር፣ ቁሪር ቁሪር፣ እያሉ ይጠጋጋሉ። ደግሞ ይራራቃሉ። እንዲያ ሲያደርጉ “እንዴት አደርሽ፣ እንደምን አደረክ” የሚባባሉ ይመስላሉ። ትልልቅ አሞራዎች ከአንዳንዶቹ በስተቀር እንደ ወፎቹ በዚህ ጊዜ መብረር አይጀምሩም። በየዛፎቹ ቅርንጫፎች ላይ ሆነው፣ በመንጠራራት ዓይነት ክንፎቻቸው እየዘረጉ የሚታዩ ፀሐይ ይሞቃሉ።

እንደ ብርሃንና መቀጠል ሁሉ የወፎች ዝምሬም ቀስ በቀስ እየጨመረ ይመጣል። ከሁሉም ይበልጥ ሲዘምሩ የሚሰሙት ግን የንጋት ወፎች ናቸው።

ምንጭ፡- አዲስ አበባ ከተማ አስተዳደር ት/ቤ.ሮ ለ4ኛ ክፍል ከተዘጋጀው የአማርኛ መማሪያ የተወሰደ

መምሪያ፡- በምንባቡ መሰረት ከተሰጡት አማራጮች ትክክለኛውን መልስ መርጣችሁ መልስ የየዘውን ፊደል በክፍት ቦታው ያፉ።

- _____ 1. ወፎች “ዲ.ው፣ ዲ.ው፣ ዲ.ው” ማለት የሚጀምሩት በምን ጊዜ ነው?
ሀ. ፀሃይ ስትጠልቅ ለ. ሲነጋጋ ሐ. እኩለ ሌሊት መ. እኩለ ቀን
- _____ 2. ወፎች ፀሀይ በመውጣቷ ሲዘምሩ ወደ መደበቂያቸው የሚሄዱት እነማን ናቸው?
ሀ. የቤት እንስሳት ለ. ትንሽ ነፍሳት ሐ. አውራጆች መ. ሌቦች
- _____ 3. ይበልጥ ሲዘምሩ የሚሰሙት የትኞቹ ወፎች ናቸው?
ሀ. የሌሊት ወፎች ለ. የነጋት ወፎች ሐ. የቀን ወፎች መ. የማታ ወፎች
- _____ 4. እንደ ወፎቹ ፀሐይ ስትወጣ ደስ የሚላቸው የጫካ እንስሳትና አራዊት የትኞቹ ናቸው?
ሀ. ምግብ ሲፈልጉ ያደሩ ትልልቅ አውራጆች
ለ. ትልልቅ አውራጆችን ሲፈልጉ ያደሩ ትንንሽ አውራጆች
ሐ. ሰዎችና የቤት እንስሳት
መ. ትልልቅ አውራጆች እንዳይበሏቸው ተደብቀው ያደሩ አውራጆች
- _____ 5. ጫካ ለወፎች፣ ለእንስሳትና ለአራዊት የሚሰጠው ጥቅም የቱ ነው?
ሀ. ለምግብነት ለ. ለፍብሪካ ጥሬ ዕቃ ሐ. ለማገድ መ. ሁሉም
- _____ 6. ሌሊቱን ምግብ ሲፈልጉ የሚያደሩ እንስሳት የትኞቹ ናቸው?
ሀ. ወፎች ለ. አሞራዎች ሐ. አውራጆች መ. ሁሉም
- _____ 7. በፀሃይ መውጣት የሚከፉት የትኞቹ ናቸው?
ሀ. ተደብቀው ያደሩ እንስሳትና አውራጆች
ለ. ትልልቅ አውራጆች
ሐ. ሰጎኖች
መ. አሞራዎች
- _____ 8. በምንባቡ መሰረት “ቀይ ካስ መስላ” የሚላት ማንን ነው?
ሀ. ጨረቃን ለ. ፀሐይን ሐ. የእግር ካሱን መ. ሁሉም
- _____ 9. በምንባቡ ውስጥ “ያ” ወፎች እንስሳትና አራዊት ያሉበት ምንድን ነው?
ሀ. ተራራ ለ. ሜዳ ሐ. ጫካ መ. ሁሉም
- _____ 10. ጨለማና ብርድ እየሸሸ የሚሄዱት መቼ ነው?
ሀ. ወፎች ሲዘምሩ
ለ. አውራጆች ወደ መደበቂያቸው ሲሄዱ
ሐ. ፀሃይ ብርሃኗንና ሙቀቷን ስትሰጥ
መ. መልስ አልተሰጠም

11. ምንባቡ ስንት አንቀጾች አሉት?

ሀ. 3 ለ. 4 ሐ. 5 መ. 6

12. ጉድጓድ ውስጥ፣ ዛፍ ላይና ቁጥቋጦ ውስጥ ተሸጉጠው የነበሩትን እንስሳት ደስታ የሚያበስረው ሃሳብ የቀረበው በስንተኛው አንቀጽ ነው?

ሀ. በመጀመሪያው ለ. በሁለተኛው ሐ. በሶስተኛው መ. በጨረሻው

13. ወፎች ከጉጆአቸው ወጥተው የሚበሩት ወደየት ነው?

ሀ. በተለያዩ አቅጣጫ ለ. ከወዲህ ወዲያ ሐ. ከታች ወደ ላይ መ. ከላይ ወደ ታች

14. በየዛፎቹ ቅርንጫፎች ላይ ሆነው በመንጠራራት ክንፎቻቸውን እየዘረጉ የጧቷን ፀሃይ የሚሞቁት እነማን ናቸው?

ሀ. ወፎች ለ. ትልልቅ አሞራዎች ሐ. ሰጉኖች መ. ርግቦች

15. ሌሊቱን ምግብ ሲፈልጉ ያደሩት የተባሉት ቶሎ ወደ መደበቂያቸው የሄዱት ለምንድን ነው?

ሀ. ስለጠገቡ ለ. ደስ ስለተሰኙ ሐ. ስለነጋባቸው መ. ስለራባቸው

16. ወፎች ላይ፣ ላይ፣ ላይ፣ ጭርር፣ ጭርር፣ ቂርር ቂርር እያሉ ሲጠጋጉና ሲራራቁ ምን የሚያደርጉ ይመስላል?

ሀ. ሰላምታ የሚሰጡ ለ. የጨከኑ ሐ. የራባቸው መ. የሚፈሩ

17. ጨለማ ሥፍራዎች ለብርሃን ሲያሰረክብ ሲል _____ ማለቱ ነው።

ሀ. ሊቀበል ለ. ሊተካ ሐ. ሊመሽ መ. ሊነግር

18. በምንባቡ ውስጥ የሚሸሽጉበት የሚለውን ቃል የሚተካ

ሀ. የሚፈነጩበት ለ. የሚቦርቁበት
ሐ. የሚደበቁበት መ. የሚዝናኑበት

19. እየሸሸ ለሚለው ቃል ተቃራኒ

ሀ. እየራቁ ለ. እየቀረቡ ሐ. እየጠፉ መ. እየሮጡ

20. አግኝተው ለሚለው ቃል ተቃራኒ

ሀ. ተረክበው ለ. ተቀብለው ሐ. አጥተው መ. ቀንቷቸው

