Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Factors Affecting Cadets Academic Performance in Ethiopian Military Academy

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Statement of Declaration

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

By Dana Desta Delibo

Signature _____ Date _____

This is to certify that the thesis entitled Factors Affecting Cadets Academic Performance in Ethiopian Military Academy in Holeta in the original work of Dana Desta, done under my close guidance and submitted for Examination with my Approval as a University Advisor.

Advisor: Demoze Degefa (PHD)

Signature _____ Date_____

Dedication

This work of Research is dedicated to the Northern Command and other Members of Ethiopian National and Regional Security Forces who sacrificed their life for the unity of our country. They are always in my heart, May God rest their souls in peace.

September, 20/21

Addis Ababa, Ethiopia

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Lists of Acronyms and Abbreviations

AAU – Addis-Ababa University

AWOL - Absence Without Leave

B.A- Bachelor of Arts

B.Sc - Bachelor of Science

CGPA - Accumulated Grade Point Average

COVD-19- Corona Virus Disease 2019

ENDF- Ethiopian National Defense Force

ESDP- Education Sector Development Program

ESDP III- Educational Sector Development Program three

FGD - Focused Group Discussion

GPA - Grade Point Average

GPS - Global Position System

HERQA - Higher Education Relevance Quality Assurance

ICT - Information Communication Technology

M.G. - Major General

EMA- Ethiopian Military Academy

MoE - Ministry of Education

MoND- Ministry of national defense force

MoSHE - Ministry of Science and Higher Education

SD - Standard Deviation

SPSS - Statistical Package for Social Science

ToR - Term of Reference

UNESCO- United Nations Educational, Scientific, and Cultural Organization.

Abstract

The main purpose of this study was to assess factors affecting the cadet's academic performance in the Military academy which is located 40 Km far to the West of the capital Addis Ababa. To achieve this objective a descriptive survey research design was employed and quantitative and qualitative research methods. Accordingly, a questionnaire was prepared to be filled by instructors, cadets and supporting staff for the quantitative part. For the qualitative, individual interviews observations, document analysis and group discussions were used. The Participants in the study were 145 cadets, 29 instructors, 23 supporting staff, 9 department heads as well as 4 commandants. Regarding the questionnaires, distributed to sample size of total 197 cadets, instructors and supporting staff respectively. 190 out of 197 distributed questionnaires were returned, producing an overall 96.5% return rate. Data obtained through questionnaires were analyzed and summarized by using statistical tools and entered into Statistical Package for the Social science (SPSS Version 20) software analysis for frequency, Percentage, mean and standard deviation were conducted. Interview respondents and group discussions were properly 100% participated. The findings from the data analysis revealed that most of the academic performance of cadets' in the study area was determined by a variety of factors. Among these factors, cadets' related factors such as self-motivation, lack of adequate effort and carelessness, Less amount of time invested on studying, abnormal relations, lack of self-confidence and inability to become well planned and organized were the most prominent factors that affect students' academic performance. In addition, poor-availability of support system, lack of proper reading and exercising places, lack of experienced, qualified and role models, instructors, unable to make fair assessments, less commitment to exert and support cadet's factors had a significant impact on cadets' academic performance. Based on the findings it was concluded that: the military academy more give emphasis for organizational demands like operational tasks, military trainings and related activities than that of academic achievements. Finally, it was recommended that: the military academy has to work hard in improving the teaching learning facilities; cadet's counseling services, minimizing cadet's workloads and instructor's qualification.

Key words: *Military Academy, Academic Performance, Military Training, affecting factor.*

Chapter One

Introduction

This chapter discusses the study's background, problem statement, research questions, objectives, significance, scope, and delimitation, as well as the operational definitions of important terminology and the thesis's organization.

1.1 Background of the study

Academic performance of students is critical in producing high-quality graduates who will serve as outstanding leaders and manpower for the country, and thus be accountable for its economic and social progress (Ali, 2009). Academic performance of students might be one of the most crucial indications of a teacher's efficacy. To strengthen this argument, the academic performance of students at the majority of higher educational institutions around the world has recently come under fire for a variety of reasons. A number of studies, for example, have been conducted in a variety of institutions around the world to discover causal elements of poor academic performance.

The majority of these research concentrate on the three intervening elements: parents (familial causal factors), instructors (academic causal factors), and students (personal causal factors) (Diaz, 2003).Education is a process by which we transmit experiences, new findings and values accumulated over the years. ‘’Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes” (ESDP-V, 2015).

“Education is a high priority in the government's overall development effort because it is such a crucial aspect in human growth.” A nation's progress is judged not by the structures it has constructed, the roads it has laid out, or the bridges it has built, but by its human resources, which it has developed through a specified educational system (Adesina, 1990).

Every nation's development and empowerment begin with education. It is critical to comprehending and participating in the day-to-day activities of today's world. Education has a crucial role in a country's development. If a country lacks adequate education, it risks being left behind by countries that value education. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that long term development of the country rests up

on the expansion and provision of quality education (Ministry of Education, 1994). The most significant institution that supports and promotes rapid socioeconomic development is educational institutions, notably higher education. Educational institutions, like other businesses, have objectives to meet.

Regarding to Ethiopia's education sector has been reforming since 1994, and the country's development initiatives, are progressing. Modern education in the national defense force dates back to the 1930s. Since the late 1930s, access to modern educational services has been increasing to security institutions, including the national defense force. Its inception, as in many other parts of Africa, corresponded with the advent of missionaries, who considered educational facilities as the most successful manner of converting new converts (Bahur, 2002: p.35).

The Ethiopian National Defense Force has advanced significantly in terms of professionalism. Professionalization of Ethiopia's military forces is still a work in progress. According to research, a three-year study in military science and academic disciplines was provided for cadets aged 18-21 at a higher learning institution. Field craft, tactics, engineering, intelligence, security, and administration are all topics covered in military training (Mamo, 1990). The military's role in education has grown since the founding of Defense University in 1997.

The purpose of building schools, colleges, universities, and related academic institutions for the army is to provide them with basic knowledge and skills that will enable them to be flexible, creative, and adaptable to rapid environmental changes and technological development, as well as to help them make the best use of their weapons and communicate with other relevant bodies. It also allows them to carry out their daily tasks more efficiently and successfully (MoND, 2002). One of academic institution is the Ethiopian National Defense force University, which must contribute to change and progress by controlling its forces and updating its capabilities to meet international standards. This can only be accomplished through educating its staff. As a result, the university has a number of schools, colleges, and academies that are engaged in the teaching-learning process in order to fulfill their specific goal.

The Holeta Genet Ethiopian Military Academy is a higher educational and training institute that is part of the National Defense Force's University. As such, it is an organization dedicated to graduating a growing number of junior officers with degrees in military science and leadership attending three years of college military education and training. Structurally, Ethiopian Military

Academy is organized under the joint education and training main department of the Ministry of National Defense of the Federal Democratic Republic of Ethiopia.

The establishment of the Military Academy is aimed to running the teaching-learning process and primarily producing qualified military officers who are purposeful, deliberate, and loyal to the constitution and the constitutional system, proficient, abide by rules and regulations, ready to serve their country as a military officers, and who would effectively lead a platoon and equivalent units at their first appointment.

In achieving the objectives of the Military Academy, the leadership of the military academy has a great role and it has to be well structured and practiced effectively and efficiently. In line with this idea, MoE (2010), states that among the various overall strategies of (ESDP-III-2005) to improve quality of education, one is the need for establishment of efficient leadership and management and to play its role.

Even though Ethiopian Military Academy is one of the best cadet school in the country and an oldest in Africa, it appears that there are significant factors affecting the cadets' academic performance in the academy. With this in mind, the research on the Military Academy of education and Training Main Department of the Ministry of National Defense was conducted. Therefore, the purpose of this research is to look into the difficult elements that influence cadets' academic performance in the Military Academy. In addition, explore the extent to which Military Academy Commandants facilitate conditions for cadets to improve their academic performance.

1.2 Statement of the Problem

Academic performance in special purpose schools, such as the military, police, or any other security institution, is something that everyone expects to be of higher quality because of the unique roles that they play in providing national service to the people of the country, on the other hand, those who do not perform well academically cannot contribute well to the service because they lack the necessary skills. Despite its relevance, it has not been implemented properly, and many public schools continue to struggle with improving student academic performance. As a result, a number of researches have been carried out to determine the elements that influence students' academic success.

Educators, trainers, and researchers have been interested in determining what factors contribute to the quality of a learner's performance. Many studies have been conducted on the elements that influence student success, including demographics, active learning, student attendance, extracurricular activities, peer influence, and course evaluation. Among the many elements that influence students' academic achievement, socioeconomic status is one of the most explored and disputed among educational experts (Tesfaye, 2013). The most common argument is that a student's socioeconomic situation has an impact on their academic achievement.

Education is a fundamental requirement for any society's social, economic, and political progress. Education is also a cornerstone for development, according to the (World Bank, 1998 p.1). Ethiopia's educational system, particularly higher education, is undergoing reform. The government has supported students' involvement and performance in school, according to the Transitional Government of Ethiopia Education and Training Policy and Strategy Document (1994).

According to Badassa and Kidist (1999; cited in Yenenesh, 2007), the decline in educational achievement of students in developing nations has become a source of increasing concern for their governments in general and policymakers in particular.

The University of Defense Forces was founded to develop the military capacity, skills, and technological competence of the Defense Forces as an educational institution that collaborates with the country's educational sector. (ENDF Wogagen journal edition 20/20, p. 9)
Defense engineering college, Defense health science college, Ethiopian Military Academy, and Major General Muligeta Buli Polytechnic Colleges are among the ENDF higher educational institutions that have been operating under the Ethiopian Defense University. Furthermore, as an academic instructor in the military academy, the researcher observed that factors affecting cadet performance can be explored in terms of a variety of variables, including military training involvement, cadet self-motivation, school amenities, and commandant leadership.

The aforementioned studies discovered a variety of variables, each of which contributed to cadets' low academic performance to varying degrees. In addition, the researcher has observed considerable dismissals in the academic performance of officer cadets during the last few years.
As evidenced by the subsequent tabular statistics, dismissal rates in the military academy are relatively progressing from time to time. Various military academy statistic reports were also

compatible with the above discussion. In almost ten consecutive academic years (2017/18-2019/20) the academy registrar documentation abstract statistics revealed the *attrition rate* below.

Table 1: Academic performance of ten consecutive years' batches and attrition rate of the Military Academy

S/no.	Academic year	No. of cadets joined	No. of cadets dismissed		No. of cadets graduated	
			No.	%	No.	%
1.	2009-----2012	187	52	20%	135	72%
2.	2010-----2013	125	27	22%	98	78%
3.	2011-----2014	173	45	26%	128	74%
4.	2012----2015	105	26	25%	79	75%
5.	2013----2016	105	22	21%	83	79%
6.	2014---2017	285	71	25%	214	75%
7.	2015---2018	115	29	26%	86	74%
8.	2016---2019	450	118	27%	332	73%
9.	2017---2020	178	57	32%	121	68%
10.	2020-----	330	61	18%	Per a term only	

Source: Academy's registrar documentation and special annual booklet

What we need to think about is that the number of women officer cadets being fired is not insignificant. Furthermore, the officer cadets have clearly low academic scores, as well as a lack of enthusiasm in learning, poor engagement in the teaching-learning process, high discipline cases, and anomalous relationships with instructors and senior academic officials. researches were conducted in the M/G/H/A/Military Academy entitled like *''Effect of Mentoring on Military Personnel Retention''*, "*The Assessment of Budget Management Practice''*, *''effect of procurement management*'' *''The role of transportation in logistics performance*'', *''The effect of recruitment and selection practice on military personnel retention'* and "*Practices and Challenges of Effective Leadership''* Unfortunately, the researcher was unable to locate a substantial study that looked at the *factors that influence cadets' academic performance* in the military academy. All of these considerations encouraged the researcher to conduct this study in

order to determine the extent to which factors contribute to cadet's dismissals from the military academy, as well as potential remedies to reduce dismissal rates in the study area and fill the empirical vacuum. As a result, the study's primary goal was to answer the following research questions.

1.3 Research questions

1. To what extent does the Military Academy's teaching and learning facility affect cadets' academic performance in the Ethiopian Military academy?
2. How does Instructors teaching activity affect cadets' academic performance in the Ethiopian Military academy?
3. How do Cadets' related elements influence a cadet's academic performance in the Ethiopian Military academy?
4. How does Military Training activity affect the cadet's academic performance in the Ethiopian Military academy?

1.4 Objectives of the study

The study has the general and specific goals.

1.4.1 The general objective

The general objective of the study is to examine factors that affect academic performances of the cadets' in the military academy and clearly to show areas that need improvements.

1.4.2 Specific Objectives

The specific objectives of this study were targeted as follows:

1 To examine the adequacy and functionalities of academy facilities in the military academy.

2 To assess the instructors' teaching activity in the teaching learning process areas.

3 To identify cadets-related issue leads the cadets to poorly performing.

4 To find out the impact of military training of the cadets in the study areas.

1.5 Significance of the Study

As a thesis writer, I am confident that the study report's results and suggestions will provide the following benefits:

1 The result of the study may help the Military Academy Commandants in identifying the factors that affecting the cadet's academic performance in the military academy and enable them to take corrective actions for the major challenges they faced.

2 The findings and recommendations of the study may indicate a right direction in to the existing challenges of cadets teaching learning process for Ministry of National Defense and other stakeholders of the military academy.

3 The study's findings could provide empirical information to the military academy, teaching staff, instructors, and education and training departments concerning the causes of poor student performance.

4 The study's findings can be utilized as a footstep for individuals who desire to pursue more research on a comparable topic.

1.6 Scope of the Study

There is only one Cadet Military Academy under Ministry of National Defense Force of Ethiopia. The study was conducted to assess the factors that contribute to the cadet's poor performing in the military academy. It analyzed the major factors of cadet's dismissal (academy, instructors, cadet and military training related factors). The study was delimited only factors that affect cadet's academic performance since 2019 to 2021academic year of military academy out of other education and training institutions under the Ministry of National Defense Force due to forcing factors such as distance, present situation of security, limited time, and resources. The scope of the study is restricted to four aspects of academic performance consisting of defining and conceptualizing academic performance, teaching learning facilities, teachers, students, and academic environments. The study was also restricted to academic employees at the military academy, including instructors, cadets, department heads, support staff, and Commandants.

In this study instructors on off job schooling and cadets' on scholarship abroad were not included, because it was difficult to find them. The literature gap and lack of sources of materials was a critical issue for my study, because no full- fledged research has so far been done in this area. The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some instructors and cadets lack to give the necessary

data on time. As a military institution there was service personnel's deployment in this case my serious challenge was lack of well-organized and documented data. Another challenge of my study was finding out data on some issues were in a way inconvenient to access immediately from the personnel office due to Confidentiality. To prevail over these limitations, the researcher used different means such as preparing term of reference (ToR) for each activities of the study, communicating and appointing the respondents early, showing persistence to the respondents in conducting the interview, and searching for different sources of information related to the research topic. Despite all these challenges, the researcher has tried to critically analyze the available data to answer the questions raised in the study.

1.8. Limitation of the study

In this study instructors on off job schooling and cadets' on scholarship abroad were not included, because it was difficult to find them. The literature gap and lack of sources of materials was a critical issue for my study, because no full- fledged research has so far been done in this area. The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some instructors and cadets lack to give the necessary data on time. As a military institution there was service personnel's deployment in this case my serious challenge was lack of well-organized and documented data. Another challenge of my study was finding out data on some issues were in a way inconvenient to access immediately from the personnel office due to Confidentiality. To prevail over these limitations, the researcher used different means such as preparing term of reference (TOR) for each activities of the study, communicating and appointing the respondents early, showing persistence to the respondents in conducting the interview, and searching for different sources of information related to the research topic. Despite all these challenges, the researcher has tried to critically analyze the available data to answer the questions raised in the study.

1.9. Operational Definition of Key Terms

Cadet: a student in a national service academy or military school or on a training ship.

Officers: are the leaders, decision makers and managers of the defense forces.

Student: is a learner, or someone who attends an educational institution.

Cadet School: the training institution with the responsibility for training and education of officer cadets for defense forces.

Commandants: it is the chief officer in charge of military organization.(Ethiopian national defense force human resource field manual ,2011).

Military Academy: is a college or training centers for training potential military officers. (Ethiopian Defense Force Company Field Manual, 2011).

Performance: a series of actions that integrate skills and knowledge to produce a valuable result.

Students' Academic Performance: The outcomes of the teaching and learning process in terms of knowledge and skills acquired from schools as measured by scores obtained in Certificate.

Academic Performance: Refers to achievement in standardized tests or examinations shown by a student. According to (Niebuhr, 1995) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

Teaching and Learning Materials: In this study teaching and learning materials mean all materials that facilitate the teaching and learning in the military academy. They include labs with ICT facilities, topography maps, binoculars, compasses, light and heavy weapons textbooks used for teaching by the teachers and those used by the students for reference. Other materials are projectors, classrooms, desks, libraries as well as syllabus. Big charts, wall maps, photographs are also teaching and learning materials (Mbunda, 2006).

1.10. Organization of the study

This study has five chapters. The first chapter dealt with introductions including background of the study, statement of the problem, basic questions, objectives of the study, significance of the study, the Scope of the Study, Limitations of the Study, Organization of the study, and Operational definition of terms. The second chapter dealt with Reviews Literature related to the concepts of the problem area. Chapter three focused on Research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis. Chapter four embraced presentation of data analysis and interpretation of the findings, whereas the last chapter five incorporated the summary, conclusion and recommendations of the study.

Chapter Two

Review of Related Literatures

This section of the study focuses on relevant literature about the factors that influence students' academic performance in the various schools. It comprises descriptions and explanations from a variety of authors and academics, based on a variety of publications and study findings from a variety of studies. The concepts and definitions of academic performance, theories linked to student academic performance, teachers, students, and institutional associated factors roles on student's academic performance are all discussed in this survey of literature.

2.1. Concepts and Definition of Academic Performance

Academic performance refers to a student's, teachers, or institution's achievement of a specific educational goal over time. Exams or continuous assessments are used to gauge this, and the goal varies from person to person and institution to institution. When a student performs well academically, it is referred to as academic performance. They excel in one subject in school and in their academics. In order to achieve a greater degree of quality in academic accomplishment, students' academic performance is significantly dependent on parental involvement in their academic pursuits (Barnard, 2004). Academic performance refers to a student's ability to perform well in a classroom context.

Academic success is viewed as a direct effect of education. It's the clearest indication that someone has gained knowledge. "A constant change in academic performance or academic performance potential that emerges as a result of experience and engagement with the environment" is how learning is described (Driscoll, 2005). As a result, learning must be proven by the completion of relevant tasks in order to be seen. Though learning is the most important factor in academic success, poor performance does not always reflect a lack of learning. It's possible to learn a task and then struggle with it (Bandura, 2001). Other elements, in addition to the learning process, have the ability to influence academic task performance.

Academic achievement as evaluated by test scores has been used to determine a student's course proficiency. The Grade Point Average is a measure of a student's average academic success over all semester courses (McKenzie, Gow & Schweitzer 2004, Zeegers, 2004).

2.2.Theoretical Approaches on Students Academic Performance

Various theories offer different viewpoints on the factors that influence students' academic achievement at various levels and schools.

2.2.1. System Theory and its Relation to Academic Performance of Students

This paradigm considers students as inputs and links student academic achievement to the academic environment. The input-output model created by Ludwig Von Bertalanffy in 1956 served as the basis for the theory used in this investigation. According to (Koontz and Weihrich (1988), a structured enterprise does not exist in a vacuum; it is reliant on the environment in which it is founded. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As modified in this study, the cadets (Inputs) are admitted into the military academy, with different admission points, from different socioeconomic backgrounds, army units and are from various school backgrounds, when they get into the military school system, the leadership of the military academy transforms them through the process of teaching and learning, various military training and the cadets output is seen through their academic performance.

In accord with Robbins (1980) and (Saleemi (1997), claimed that all systems must function in harmony to attain the ultimate goals. According to the input-output model, students with high entrance points, a good social economic background, and a good school background will perform well if the university facilities, lecturers, and management are all good, which is not always the case, and this is the theory's flaw.

The interrelationships among pieces of a system, according to Oso and Onen (2005), must be understood by all stakeholders involved. This approach necessitates a shared vision so that everyone at the university understands what they are trying to accomplish from all parties involved, which is a difficult task.

2.2.2.Theory of Culture and its Relation to Academic Performance of Students

The theory of cultural deprivation links academic performance to communication skills. Middle-class children, according to Vrizas, (1992), learn to employ communication skills at a younger age than labor-class children.

2.2.3 Theory of the Materialism and its Relation to Academic Performance of Students

Wedge and Prosser (1973), have linked poverty to poor academic achievement. They underline that children from low-income families are more likely to get sick, have more accidents, and have more learning and speech difficulties than children from other groups.

2.3 Factors Influencing Students' Academic Performance

There are a number of factors that can be affecting student's academic performance, among them the following are key contributors:

2.3.1 Teacher Factors which contribute to Academic Performance

Teachers play a vital role towards the academic performance of students. (Anderson,1994) emphasized that the teacher's instructional planning, teaching method selection, and a range of learning activities can all influence student learning outcomes. "Good teaching" or "effective teaching," according to Phipps et al. (1988, p. 145) is "the directing of the learning process so that desirable changes of a reasonably permanent nature are brought about inside the learner as a result of the instruction."However, they noticed that performance targets, completion of syllabus, paying attention to weak students, assignments, student evaluation, and the teaching workload of a teacher had significant relationship with students' academic performance.

2.3.2 Teacher Qualifications and its Impacts on Students Academic Performances

A teacher is someone who has completed certification criteria and has certain knowledge and abilities from a higher education institution (McNergney and Herbert, l998). A postgraduate certificate in education (PGCE), a Professional Graduate Diploma in Education (PGDE), or a Bachelor of Education all examples of teacher qualifications. Teacher qualification is defined by Telia (2000), as the highest educational certificate held by a given teacher. Teacher qualification indicators, according to Whitehurst (2006), include a teacher's academic competence, certification status, instructional practice in the classroom, and subject area expertise and experience. Instructors' classroom instructional approaches, as evaluated by experience, credentials, and aptitude, have a large and consistent impact on academic success (Whitehurst, 2002).Quantitative assessments show that teacher training and certification are by far the most powerful predictors of student achievement (Darling-Hammond, 1999). Planning for instruction, managing instruction (including the learning environment), and assessing student learning are all

important aspects of teaching, and each of these duties is dependent on the competence of teachers (Feiman-Nemser, 2001).

2.3.3 Teacher Experience and its Impacts on Students Academic Performances

According to Fetler(1999), there is a link between the number of teaching years and student achievement. According to the findings, students' performance improved steadily up to seven years of experience, but then began to decline between eight and fourteen years of experience.

According to Wenglinsky (2000), teachers who have a major or minor in the subjects they teach obtain greater results with their students. Regardless of instructors' professional development, classroom procedures, class size, or student demographics, this was the case. Hawk, Coble, and Swanson (1985), confirmed the same findings, finding that pupils of teacher's allocated in-field had higher achievement improvements than students of teacher's allocated out-of-field. This demonstrated the significance of content understanding, regardless of the educational methods used.

The fact that experienced teachers are given the option to choose whatever school they wish to teach at is a huge barrier for teacher experience. They usually choose a district school, which disadvantages students who are at danger of failing in school since they are taught by inexperienced teachers (Telia, 2008). Greenwald, Hedges, and Laine (1996), on the other hand, found no difference in academic achievement between students who were taught by teachers with at least five years of experience and students who were taught by teachers with less than five years of experience.

2.3.4 Teacher Student Relationship and its Impacts on Students Academic Performances

A student's foundation for success in any specific class is built on the teacher-student connection. A wide range of study has been conducted in kindergartens, primary schools, and high schools, all of which recognize the importance of such a relationship and its consequences (Yamashiro and Noam, 2013) (Roorda, Koomen, Spilt, & Oort, 2011).

Furthermore, the student-teacher interaction encompasses how the teacher delivers his course to the students, as well as how impactful he is and how much he inspires the students around him. A caring tutor is usually well-received. Similarly, it is critical to comprehend the viewpoints of students. Not everyone is the same. Everyone's drive and inclination toward a subject or a

teacher is different, and it has an impact on their academic accomplishment in the short and long term. The more a tutor comprehends the variances, the better he is able to handle their various demands and therefore assist them. (Brent and Felder, 2005). Similarly, students have benefited from support in assignments, timely corrective feedback, encouragement, and face-to-face short visits, and they regard it as an essential milestone in their performance when they know they are being directed in the right path and at the right time.

2.3.5 Characteristics of Teachers and its Impacts on Students Academic Performances

Effective teaching is determined by teachers' subject matter knowledge and pedagogical skill mastery, which has a positive impact on students' academic progress. Ayalew, (2009), states that teachers play a major part in not accomplishing educational objectives to highlight the ineffectiveness of certified instructors. Without trained and devoted instructors, no matter how many curriculum revisions and reforms were done, it was all for naught.

According to Fekede (2008), Teachers can make a difference even if there aren't enough classrooms, libraries, or other vital teaching learning tools. Teachers will be better prepared pedagogically and content-wise if they are well-qualified, well-paid, motivated, respected, and given the opportunity to renew their knowledge. Teachers can impact their pupils' academic performance in the classroom by encouraging them to take initiative.

Teachers' teaching experience, characteristics, completing of syllabus, paying attention to weak students, assignments, students' evaluation, teacher effectiveness, teacher and student centered method of teaching, professional training, teacher to student ratio, and teacher qualification are all factors that have a significant impact on students' academic performance. It was also discovered that the age and gender of the teacher have no bearing on the academic performance of the students.

2.4 Student Factors which Contribute to Academic Performance

Students are responsible for their own academic success. Students' academic performance is affected by factors such as developing an interest in a subject, participating in co-curricular activities (Javanthi et al. 2014), regular studying, self-motivation, punctuality in school (Sibanda et al. 2015; Khan & Ahmed, 2013), and personal goals and personality traits (Ulate & Carballo, 2011).

According to Maric and Sakac, (2014), Students' characteristics that affect their academic performance can be categorized as internal and social aspects. Internal elements that influence students' academic success include interest in a subject's substance, internal pleasure, and aspiration, according to the researchers. Social prestige and money gain were also among the social elements. Meenudev, (2016), found that a student's interest in a subject has an impact on their academic performance. Similarly, Kpolovie, Joe, and Okoto, (2014), claimed that a student's attitude toward school and motivation in studying have an impact on their academic performance.

Furthermore, according to Komakech, (2015), there is a link between students' school attendance and their academic performance. Oghuvbu (2017), found the same conclusion as Komakeck when he used a co-relational approach to evaluate the impact of attendance on academic performance in Nigeria. He discovered that class attendance and academic performance have a positive link. Stanca (2010), discovered that attending class had a statistically significant effect on academic success. Academic achievement has been proven to be linked to students' attitudes about their learning. According to Awang, Ahmad, Bakar, Ghani, Yunus et al. (2013), there is a statistically significant association between students' attitudes toward their learning and their academic achievement.

Although students' learning has an indirect effect on academic performance, (Janssen and O'Brien, 2014) suggest that it is significant. Regardless of their findings, Manoah, Indoshi, and Othuon, (2011), verified that students' attitudes about arithmetic have a direct impact on their academic achievement. Uok and Langat (2015), on the other hand, discovered that students' attitudes toward mathematics had no bearing on their math scores.

Personal motivation, according to Afzal, Ali, Khan, and Hamid (2010), is critical to students' academic success. They discovered that intrinsic as well as extrinsic motivation have a positive impact on students' academic achievement. They went on to say that intrinsic motivation, rather than extrinsic incentive, is a better predictor of academic performance. In a similar Vein, Haider, Quereshi, Pirzada, and Shahzadi (2015), found that motivation is crucial to a student's academic achievement.

2.4.1 Students Characteristics and its Impacts on their Academic Performances

Students' qualities related to student well-being, perceptions of the school environment, motivation, participation in academic and co-curricular activities and efforts, perceptions of parental support and involvement, and locus of control in all domains (Engin-Demir,2009). Students' well-being, according to Konu and Rimplela (2002),a four-dimensional phenomenon that comprises educational settings, social interactions, self-fulfillment opportunities, and health status, all of which influence their behavior and academic achievement.

In schools, a range of factors influence students' well-being, including their perspectives on school rules and regulations, as well as their relationships with teachers and classmates. Scholastic activities and individual efforts also have an impact on academic progress. Students spend more time on assignments; regardless of IQ, project work, homework, and class work are all important activities for students to enhance their grades. Students' time spent on homework and other related activities have also been linked to their motivation to succeed, and their positive attitudes toward their performance have a positive impact on their academic success. Furthermore, individual academic achievement is strongly linked to school attendance. Students' motivation for academic achievement is influenced by their impression of parental support and engagement in this respect.

Self-confidence has an effect on motivation and can impact human behavior, according to (Benabou & Tirole, 2002) and is a determinant in students' problem-solving capacity at the university. Furthermore, according to (2017), a lack of self-confidence among students can lead to a lack of desire, resulting in education becoming mandatory and pupils acquiring a negative attitude toward learning.

According to the literature reviewed, students' factors that influence their academic success are a mix of several indicators. According to this study, a student's interest in a subject, self-confidence, frequent studying, class attendance, self-motivation, and attitude toward learning are the major factors that affect academic achievement.

2.5 Institutional Factors which Contribute to Academic Performance

According to Tuitock, Yambo, and Adhanja, (2015), Influence within the school that influences academic success are referred to as "school-based factors." Modern laboratories and text-books

are the primary school elements that determine academic success in Kenyan public schools. Nambuya (2013), found that physical resources such as libraries, textbooks, adequate classrooms, and a large playing field have an impact on students' academic achievement in the same country.

According to Yusuf and Adigun (2010), schools with appropriate rules and regulations, fair punishment, and effective execution of students' rules and regulations outperform schools with less appropriate rules and regulations (Mussa, 2015). Effective school discipline, according to Ehiane (2014), should be utilized to control students' behavior because it has a direct impact on their academic success.

As the literature above shows, there are numerous school elements that influence academic achievement. However, it has been established that instructional materials, discipline, effective teaching, class size, and the school atmosphere are major school characteristics that directly influence academic performance.

2.6 Conceptual Framework

The next model adapted for this study was derived from Ludwig Von Bertalanffy's System Theory input-output-model, which he developed in 1956. According to this model, an organization does not exist in a vacuum and is therefore dependent on its surroundings, which it establishes as inputs from the environment that the organization transforms into outputs. Cadets (inputs) are admitted to the military academy with varying entrance points, socioeconomic backgrounds, and school backgrounds from various army units and high schools, as modified for this study. Accordingly Robbins (1980), stated that organizations were increasingly portrayed as absorbers, processors, and generators, and that the organizational system might be viewed as a collection of interrelated components. The link between the independent and dependent variables, as well as the influence of the independent factors on the dependent variable, will all aid in accurate data analysis. As a result, the study's conceptual framework diagram is shown below.

Conceptual frame work model of the study

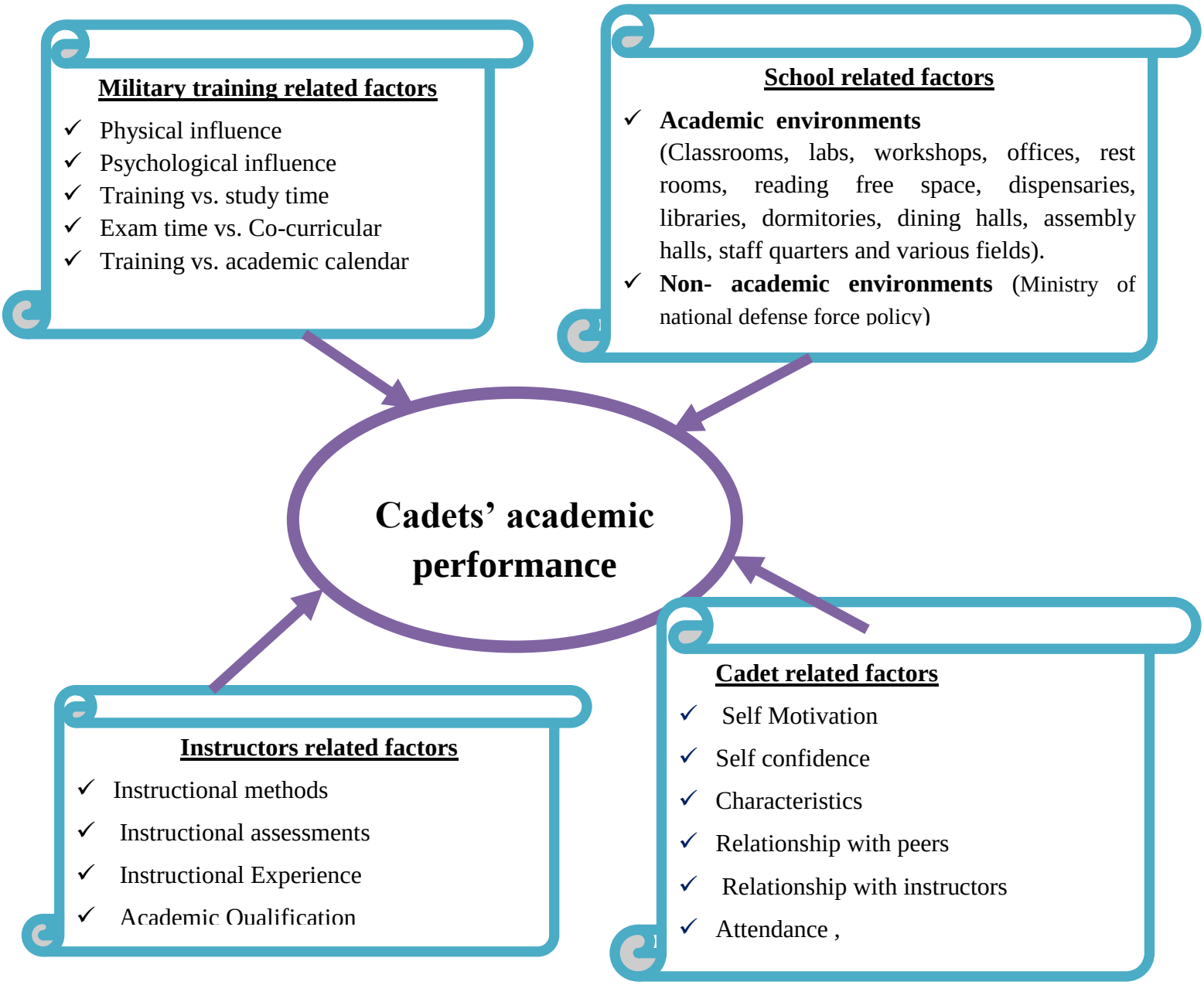

Figure 1Conceptual framework model of the study

Source: (slightly adapted from Ludwig Von Bertalanffy's(1956)

2.7 Description of conceptual framework

The relationship between various factors and academic success is depicted in Figure 1. It demonstrates how academic achievement, as a dependent variable, is linked to the independent variables of student's characteristics', instructional technique, instructional evaluation,

instructional design, and instructional environment, as well as the efficacy of the teacher and school amenities.

The key variable is independent academic achievement is tied to the school related in which the student is educated. According to the Ministry of Education, “at any given educational level, the learning environment is a significant element for students' performance and survival” (2004) Two more features of institutions and learning environments are the existence of policies that protect individuals' rights and a support system. As a result, all of the independent variables are linked to academic success, either directly or indirectly.

2.7.1 The school related Factor Influencing Students' Academic performance

Students' overall interactions and practices with school workers, as well as institutional norms and regulations, punishments, and organizational structure, all impact students' behavior and impressions of the school. It is a nonacademic component that affects the social and academic life of students. According to Balock and Verspour (1991:16), the curriculum, learning materials, instructional time, educational management, teacher quality and motivation, and teaching methods have the biggest impact on students' academic progress. The learning environment in a military school is significantly different from that of a traditional school.

The majority of education in military school takes place outside of the classroom as well. In these situations, instructors and administrators are seeking to develop strong character in their students. Because the students reside on the camps, the staff has more time to focus on healthy character development in addition to the excellent academics.

School-based factors are factors that have an impact on academic achievement within the school. The most essential school qualities that influence academic success in Kenyan public schools, according to Tuitock, Yambo, and Adhanja (2015), are modern laboratories and text books. Nambuya (2013) discovered that in the same country, the availability of physical resources such as libraries, textbooks, adequate classrooms, and a huge playing field had an impact on children's academic progress.

According to the Ministry of Education, “at any given educational level, the learning environment is a significant element for students' performance and survival” (2004) Two more features of institutions and learning environments are the existence of policies that protect

individuals' rights and a support system. Teacher code of conduct, establishment of student support offices at the secondary level, level of awareness and sensitivity of staff about student performance issues that affect students' education, and availability of guidance and support systems, according to MoE (2004), are among the rules and regulations that protect students' safety and security. According to Odaga and Heneveld (1995), the school environment, instructors' attitudes and methods, and bias in learning materials all have an impact on students' performance and achievement.

The physical environment in which formal teaching and learning occurs ranges from modern and well-equipped to an open-air meeting place (UNICEF, 2005). The school infrastructure includes classrooms, offices, restrooms, water supply, power, technological services, computer lab, scientific lab, library, personnel, lounges, attractive green area, swimming pool, and so on. The Ministry of Education has classified water supply, latrines (male and female), a clinical laboratory, a library, a pedagogical center, and a laboratory as school amenities (MoE, 2003). School facilities must be proportional to the number of teachers and students in order to deliver quality education.

2.7.2 Military training as a Factor Influencing Students' Academic performance

Military training at military schools is viewed as a means of enhancing academic capacity. To develop future military leaders, academic and military training at universities must encourage young people to think critically, invent, solve issues, and be proactive. Military training, by its unique nature, can instill dread in students, particularly those who are re-socializing from civilian life. The fear that military training would interfered with and distract the attention of the students from his/her regular course of study (Dwight F. 1926).

Understanding military pedagogy varies by country due to differences in education and societal concepts. According to Ree (2002), military pedagogy is heavily influenced by national and cultural practices that define society's perspectives and values. This pedagogy refers to a person's willingness to cooperate throughout military training and education, to train to survive and work in harsh conditions, to be able to do jobs correctly and efficiently, and to see chores as military activities.

Instructors in the military are not just educators, but also tactical leaders. In addition, the concepts of teaching and learning are applicable at all levels and in all contexts (Schunk & Nielsson, 2007). Reading is at the center of every student's existence. It is related to the academic achievement of students. If they acquire reading habits, they will be lifelong learners. The assumption that the most prevalent hindrance to students' progress in any situation is a lack of effective or positive study habits.

They also believe that if students develop strong study habits and maintain discipline, they will be able to succeed in their academic endeavors. According to Mark and Howard (2009), Poor reading/study habits among students also correlate to low academic achievement. Poor attention in academic work has been a problem for many students who have performed poorly (Ndambuki, 1999). Although the learning process remains a mystery, research shows that the most effective strategy to study is to engage in high-intensity activities over time.

Military pedagogy is divided into two parts, according to (Falk, 2008). For one thing, the teaching and learning take place in a military setting and for another, military pedagogy applies to situations in which the teaching and learning are for military goals. Military pedagogy, according to (Juhary, 2015) is a concept utilized to educate and develop future intellectual leaders of personalities for both academic and military purposes.

According to Schifferle (2010), this pedagogy was a key component in the U.S. Army's victory due to its education and training of soldiers. Hartman (2012), also believes that the development of personality, the effectiveness of pedagogy, and the political and social growth of society all contribute to the defense of nations. As a result Florian(2002), suggested that military pedagogy will continue to exist as long as there are military institutions around the world and people are expected to do their duties effectively.

Western Kentucky University, a military-friendly college, knows that military students are transferring from a professional military environment to the workforce. Academic work is an important aspect of the transition. As a result, this college delivers services with a support system that capitalizes on the capabilities of veterans who have been integrated into the academic setting (Wilson, 2014).

Military students outperformed their non-military counterparts in academic achievements as evaluated by their GPA and persistence rates, according to a research done in the United States

(Akerele, 2011). The findings support the findings of Bradley & Nicol (2006), that normative commitment to military occupation and locus of control are major predictors of military students' academic success.

According to Husain (2000), the idea of study habit is comprehensive since it encompasses practically all other sub-concepts such as study attitude, study methods, and study skills. Attitude is a mental and natural state of readiness that is organized through experience and has a direct impact on a person's response to all things and situations with which it is associated.

Stress is an unavoidable part of the human condition. There has been a lot of research in recent years on stressors and how they affect students and lecturers in the classroom (Ahmed et al., 2013) According to experts, a fundamental study difficulty among students of all levels is a lack of productive or pleasant (great) study habits (Husain, 2000)

According to Kaplan and Sadock (2000), and Linn and Zeppa (1984), the right amount of student stress and its repercussions can help students learn better. Stress is described as a circumstance or feeling in which a person perceives that demands exceeds his or her ability to mobilize personal and social resources. Lazarus (1966), Stress, on the other hand, is a mental or physical event that occurs as a result of one's interaction with the environment and is triggered by one's assessment of the stimulation. Folkman and Lazarus (1984) Stress is a term that refers to a person's personal, physiological, and emotional reactions to stimuli (Greenberge and Baroon, 2000). Overburdening curricula with too much content presented with equal focus might result in an unsuitable workload for students (Weerakoon, 2003).

Students, in reality, are subjected to a unique set of stressful circumstances. Academic success can be influenced by a variety of factors. "Any scenario or occurrence that threatens to disrupt people's normal functioning and requires them to make changes," according to (Bernstein et al., 2008) are sources of stress. Similarly, Phinney and Haas (2003), described sources of stress as a combination of stressful experiences that students confront, such as severe financial concerns, family responsibilities, responsibilities associated with working while in school, and a heavy academic load.

Most students in their university time, to get hold of their expenses, start doing part time or full time jobs. Center for Higher Education Research and Information (2009), reported that though the job and employment affect their study time, it affects mostly the non-academic aspects of

their life for example socializing with their groups etc. Similarly school resources are of important nature because it is sometimes because of these scarce resources that students go for jobs to fulfill their academic needs. (Burtless, 1996)

2.7.3 Teaching Learning facilities as a factor influencing students' academic performance

The school site, buildings, playgrounds, equipment, and other material resources offered in the school for successful teaching and learning operations are referred to as school facilities. Location, weather, lighting, ventilation, floor, space per pupil, health and safety conditions, play spaces, cafeteria, and library are all examples of school facilities. Also, Ogbaodo(2004), views school facilities to be synonymous with educational facilities, which comprise classrooms, assembly halls, libraries, labs, workshops, and instructional materials.

School building: School building: These are physical structures that provide a place for educational activities to take place. Classrooms, labs, workshops, instructors' common rooms/offices, toilets, rest rooms, reading rooms, dispensaries, libraries, hostels/dormitories, dining halls, assembly halls, and staff quarters are among the facilities available.

Equipment: School equipment refers to facilities or outputs such as machinery and tools that make academic activities run more smoothly.

Classrooms: For example, desks, chairs, blackboards, cupboards, shelves, dusting dusters, wash hand basins, napkins, teaching aids.

Laboratories: For example, physics, chemistry, biology, agricultural science, languages, Geography.

Workshop: For example, woodwork, metal works machineries, electronics, and electrical, business studies.

Sports/games: For example, Football, table tennis, volleyball, net ball, hockey, tourniquets, short put, high jump stands/crossbars, javelin, hurdles, trophies, jerseys, bells, notice boards, electric generators, typewriters, picture setting machines, computers, and so on.

Simulation: A simulation creates a dynamic environment in which students can make judgments on human development concerns that arise in the classroom. Students focus on the decision-

making process within the simulation's structure, and numerous rounds can be completed in a single class hour. One of the most important aspects of the simulation is emphasizing that it is not a game with victors and losers. Simulations are thought to be beneficial in the process of increasing pupils' self-efficacy. Researchers found that students who engaged in the simulations showed an increase in self-efficacy that was significantly larger than gains due to learning by the case method approach. (Thompson and Dass, 2000).

2.7.4 Methods of Instructional Assessment as a Factor Influencing Students' Academic Performance

Students' scores improve with time, according to the National Assessment of Educational Progress (NAEP) and the Scholastic Aptitude Test (SAT). Effective teachers who provide a safe environment in which pupils achieve academic success are credited with higher grades (McNergney and Herbert, 1998). Teachers must clearly communicate what they anticipate from students so that they understand their intentions. Simultaneously, teachers must provide students with feedback on their work in order for them to assess their development and determine if they met or exceeded their teacher's expectations (McNergney and Herbert, 1998).

Formative and summative evaluations are the two types of assessments used. Students' errors, misunderstandings, and progress are all tracked through formative testing. As a result, teachers are better able to create new programs that will improve a student's academic performance (Frieberg and Drisccoll, 1996). Quizzes, tests, questionnaires, interviews, and observation are used in formative assessment. Summative evaluation occurs at the conclusion of a class, unit, or course to allow students to demonstrate their understanding.

Teachers can use both types of evaluation to arrange appropriately challenging lessons, inspire students' performance, and track progress toward affective and cognitive goals. As a result, Airasian, 1996, as cited by McNergney and Herbert (1998), indicates that teachers should routinely review their students' academic performance in order to maximize learning retention. Furthermore, according to Umar-ud-Din, Khan, and Mahmood (2010), classroom management tactics are based on student achievement increases and topic mastery, which can only be achieved through assessment.

Measurement and Evaluation are key components in assessment of students' academic performance. Measurement requires that teachers give standardized tests to equalize

opportunities for scoring. Evaluation provides for teachers to interpret the students' scores in two ways: norm referenced test and criterion-referenced test (McNergney and Herbert, 1998).

Okulo (2010) contends that history and government teachers should master the art of supervising and leading every unfinished work. Assessment, according to Adikinyi (2007), consists of marking learners' exercise books, scheduling and grading examinations, keeping a student's progress record, delivering regular assignments and grading them, and delivering continuous assessment exams (CATs). According to her, students should be given time to prepare for exams as a technique of evaluation, because exams are intended to identify specific weaknesses in material comprehension rather than drill students.

2.7.5 Instructional Methods as a Factor of Influencing Students' Academic Performance

According to Anderson (1999), instructors' instruction and effectiveness improve students' academic performance. Teachers should choose instructional approaches that can hold the interest of every learner, according to the American Historical Association (1995). This is due to the fact that History is a very popular subject among students. Gender, language, race, and social class are all represented among the students. Some students, on the other hand, are likely to be gifted and talented. In that circumstance, teachers should employ a variety of teaching strategies to capture the attention of all students.

According to Whitehurst (2006) a teacher's instructional technique in the classroom has a considerable impact on students' academic success. The employment of specific instructional strategies including cooperative learning groups, inquiry-based activities, student-led discussions, and open-ended assessment procedures on a regular basis promotes the development of cognitive abilities and processes, as well as academic accomplishment (Cohen and Hill 2000). Habiba (2004), identified seven stages of effective instruction. Objectives, preparation, presentation, reception, assimilation, assessment, and feedback are some of them.

Effective teaching, according to Khurshid (2008), is required for effective learning. Effective instruction, according to Smith (2010), includes the exhibition of attitudes that promote learning, knowledge of human behavior, and subject matter expertise. Students should, once again, take an active role in their own education. The key to excellent success is having active students. (steeves ,2001). Even if a teacher prefers the lecture technique, students should be drawn into the

lecture process so that they can learn from and alongside the teacher. To stimulate their learning process, students should be involved in touching educational artifacts. Thus learning activities in themselves are motivators for students to continue learning and take interest in their progress.

Teachers, according to Adikinyi (2007), should employ a variety of instructional strategies to help students learn. Instructional strategies that encourage students to participate in a variety of chores and activities, as well as involve students in observation as the teacher displays. In order for pupils to achieve high levels of performance, instructional approaches are critical. Methods, according to Mwai (2007), have an impact on a student's ability to absorb information provided to him or her during the learning process.

On the other hand, Ganyaupfu (2013), claimed that a mix of teacher and student-centered methods has a favorable impact on academic performance. They came to the conclusion that using a student-centered strategy is more effective than using a teacher-centered approach. Teachers' experience and professional training, according to Musili (2015), have a significant impact on students' performance. Blazar (2016), found that teachers have a significant impact on their pupils' academic achievement. However, it should be noted that little is known about the exact teacher characteristics that influence student academic achievement.

2.7.6 Instructional Materials as a Factor of Influencing Students' Academic Performance

In Tanzania, Tety (2016), found that instructional materials have an impact on academic attainment. A range of factors, including the availability of teaching resources, may influence students' academic progress in secondary schools. Textbooks, modules, reference books, magazines, and other instructional materials such as creative audio visual (plazma) and other instructional tools are essential for effective learning.

Academic accomplishment and instructional resources, according to Adeogun (2001), have a strong positive relationship. Schools with more instructional resources outperformed schools with fewer instructional resources, indicating a scarcity of instructional resources in public schools, according to him, and concluding that both teaching and learning resources were scarce in these institutions.

Furthermore, instructional resources are an important part of learning, and without them, the desired curriculum cannot be provided properly. They gather information, regulate the scope and sequence of

information provided, and provide chances for pupils to apply what they've learned. Instructional materials are one of the most important factors in improving educational outcomes.

The quality and relevance of textbooks, modules, and other reference resources in schools is one of the most constant factors leading to increased educational quality. Textbooks are the single most important instructional tool in the classroom. In terms of standardizing instructional and structural methods, they have the most important and visible impact on curriculum. Students gain a better knowledge of a subject's concept when they use instructional resources. As a result, pupils who are taught with instructional tools outperform pupils who are not (Adalikwu & Lorkpilgh, 2013).

2.8 Summary of the Related Reviews of Literature

Despite the fact that several studies have been conducted on the factors that influence students' academic performance in various educational institutions, according to the literature discussed in this section, a variety of factors influence students' academic achievement. The ability of students to absorb ideas offered to them during the learning process is influenced by teaching approaches. (Mwai, 2007). The majority of schools do not have adequate facilities. Smaller class sizes are linked to higher student achievement (Rono, 1990).

In order to achieve a greater degree of quality in academic accomplishment, pupils' academic performance is significantly dependent on parental involvement in their academic pursuits (Barnard, 2004).

"At whatever educational level, the learning environment is a determining factor for students' performance and survival." (Ministry of the Education, 2004)

Teachers play a decisive role in the fulfillment of education goals. Whatever curriculum change is introduced and whatever reform is made will be of little or no avail without qualified and commitment of teachers. (Ayalew, 2009)

These all findings clearly indicated the existing deficiency in students' academic achievement. Unless the source of challenge is clearly identified, it would become difficult to set out possible solutions to maintain effective academic performance of students at institutional level.

The interrelationships among pieces of a system, according to Oso and Onen (2005), must be understood by all stakeholders involved. This approach necessitates a shared vision so that

everyone at the university understands what they are trying to accomplish from all parties involved, which is a difficult task.

Teachers can make a difference even if there aren't enough classrooms, libraries, or other vital teaching learning tools. Teachers will be better prepared pedagogically and content-wise if they are well-qualified, well-paid, motivated, respected, and given the opportunity to renew their knowledge, according to (Fekede, 2008).

In schools, a range of factors influence students' well-being, including their perspectives on school rules and regulations, as well as their relationships with teachers and classmates. Scholastic activities and individual efforts also have an impact on academic progress. Students spend more time on assignments; regardless of IQ, project work, homework, and class work are all important activities for students to enhance their grades. Students' time spent on homework and other related activities have also been linked to their motivation to succeed, and their positive attitudes toward their performance have a positive impact on their academic success. Furthermore, individual academic achievement is strongly linked to school attendance. Students' motivation for academic achievement is influenced by their impression of parental support and engagement in this respect.

Chapter Three

Research Design and Methodology

The main goal of the study was to look at the elements that influence cadets' academic performance in the Ethiopian Academy of the Ministry of National Defense Force in Holeta Gent town. The chapter explains how the research was carried out. The research design, description of the study area, population, sample size and sampling process, research instruments, validity and reliability, procedure, data analysis and ethical considerations were used to administer the study.

3.1 Research Design

A research study is structured in a specific way to enhance the possibilities of gathering the data needed to answer a specific issue. Only if the research design adheres to the research protocol will the data obtained be useful. Trochim (2005) claims that research design is the glue that ties a research endeavor together. A design is used to frame the research and demonstrate how all of the primary components of the project work together to answer the central research questions. The research design deals with the whole process on how the study was carried out in a systematic manner.

The main purpose of the study is to assess factors that affect academic performances of cadets in the military academy. mixed research design was employed in carrying out this study. Survey research is a popular design in education because of its various uses. In quantitative research, survey research designs are methods in which investigators give a survey to a sample or the full population of people in order to describe the population's views, beliefs, behaviors, or attributes (Cresswell, 2012). It was evaluated as a descriptive survey of the factors that influence cadets' academic performance at the military academy.

For that reason, to accomplish the proposed research with respect to the objectives and the nature of the research questions of the study, both qualitative and quantitative data collection and analytical techniques were employed. As a result, the researcher believes that quantitative dominant mixed research design which requires survey technique was employed. In the quantitative aspect, 2019/20 two undergraduates batches academic results were analyzed. A qualitative technique was employed to analyze data collecting through interviews. Furthermore,

a qualitative approach was employed in concurrent with quantitative approaches to strengthen quantitative data.

3.2 Description of the Study Area

The Genet Military Training School was founded in Holeta, Ethiopia, 40 kilometers west of the capital Addis Ababa, in 1934. The Imperial Bodyguard Training School and the Genet Military Training School were the first army officer training schools in Ethiopian and African history. The Holeta Military Academy is the most well-known feature in Holeta Genet.

After 1941, the Holeta Military School reopened with a team of British instructors (until 1951). In addition, until 1971, the Haile Selassie I Military Academy in Harar (525 kilometers east of Addis Ababa) was governed and staffed entirely by Indian army personnel. This higher learning college offered cadets aged 18-21 a three-year study in military science as well as academic courses. Fieldcraft, tactics, engineering, intelligence, security, and administration were all covered in military training (Mamo, 1990:36-40).

After 1977, the Harar Military Academy and the Holeta Military School were merged to form the Genet Military Academy, which prepared cadets for commissioning as regular officers with the rank of second lieutenant. They were then sent to technical schools run by the infantry, artillery, or armor sections, where they were enhanced by Soviet or Cuban instructors. These schools focused on "preparation for the supervision of technical employees responsible for the maintenance of Soviet-supplied weapons, communications equipment, and electronic equipment" (DOA, 1991). Transitional government of Ethiopia used the academy for a variety of brief training sessions in 1995.

Throughout its more than 85-year history, the military college has contributed significantly to the country's establishment of a modern army. It's difficult to list every event, but some contributions include producing officers (Black Lions) who were able to repel and defeat forces attempting to invade the country, leaders at all levels of government, and serving as a base for famous senior General officers who were hero fighters and loved their motherland. According to the academy's special brochure, it was adapted by 12,726 regular and 37554 short-term officers from 1934 to 2019.

3.3. Population, Target Population and Sampling procedure

Population is defined as the sum of all objects, subjects, or members who meet a set of criteria. (Polit and Hungler, 1999, p. 37). The entire population of this study included all 404 Military Academy workers. Random sampling was employed to choose cadets, instructors, and academic staffs to ensure that all members of the population had an equal chance of being chosen. A purposive sampling strategy was used to choose the military academy.

The target population is a group of elements or objects that contain the information needed to investigate and address a specific marketing research problem (Chisnall, 1992:51; Malhotra, 2010:372). In many cases, it is not possible to measure every element or object in a population, so a sample of that population is taken instead (Berndt & Petzer, 2011:39). A sample is a subset of the population or a microcosm of it (Sciglimpaglia, 2010:114).

To produce trustworthy and valid results, it is critical to accurately define the target population from which the sample will be drawn (Chisnall, 1992:52; Struwig & Stead, 2001:41).The target population of this study was designated as military academy cadets who are registered in 2019/20, instructors, supporting staffs, desk head, department head, and commandants.

3.4. Sample size

The sample size in a study refers to the number of respondents required to make conclusive conclusions from the usage of analysis (Berndt & Petzer, 2011:182). (Chisnall, 1992:93) discusses how the size of a sample is determined by a number of criteria, including the population's basic characteristics, the data needed for the collection process, and the expenditures associated. According to (Salganik, 2006) the three most critical factors for gathering the essential data from sample respondents must be considered when determining sample size. These factors include the degree of precision, confidence or risk in the qualities being assessed, and the degree of variability in the attributes being evaluated, all of which help researchers decide the proper sample size. Taking these factors into account, the sample size for collecting data via a questionnaire for this study was calculated using Yamane's (1967) methodology.

n= N 1+N (e) 2

Where:

n= sample size

N= population size

e= level of precision or acceptance sampling error (0.05)

1= designates the probability of the event occurring

Therefore (n = **207 1+407 (0.05)2 =207)**

The 207(51.2%) respondents were used as a sample for this study to gather data through collecting tools.

Table 2Population and sample size of respondents

Types of Respondents	Target Population	Sample Population	Percentage of Sample population	Sampling Techniques	Data gathering tools
Cadets	285	145	50.9%	Simple Random	Questionnaires
Instructors	57	29	50.8%	Simple Random	Questionnaires
Supporting staff	45	23	51.1%	Simple Random	Questionnaires
Department head	4	3	75 %	Purposive	Interview
Desk head	9	4	44%	Purposive	Interview
Commandant	4	3	75%	convenience	Interview
Total	404	207	51%		

Source: - The military academy human resource development desk

3.5 Sampling Techniques

The study is being conducted in the Ethiopian Military Academy purposefully. Cadet's instructors and supporting staff were chosen using a simple random sampling approach, in which each member of the population was allocated a number, and a table of random numbers was used to identify the population members who made up the sample. It is planned to gather a sample of half percent of each officer cadet's responses. Probability sampling assures that the sample is representative: each school and teacher in the sampling frame has an equal probability of being chosen (Kumar, 2006).

Non-probability sampling, on the other hand, was used to pick department heads, supporting staff, instructors, and commandants as a whole to serve as a source of qualitative data. The convenience and purposive selection strategy was used to pick samples for interview questions as a non-probability sampling method in order to obtain concrete and thorough information from the concerned respondents.

The researcher decided ten (10) interviewee respondents for this study since they provided dependable information. Similarly, the participants' samples were chosen after the military academy human resource development head provided a list of the names of the cadets, instructors, and department heads of the sample academy.

3.6 Sample Distribution

Because departments have varied numbers of employees, the researcher felt it was important to take an independent sample for each of the military academy departments in this study. As a result, a proportion was used to estimate the sample size for each department. The proportionate sample allocation formula was employed in the study to ensure that each segment was sampled in the same way as the population as a whole. So, using the formula below, the proportional sample size for each stratum was computed.

nh = (Nh / N) * n

Where:

nh = is the sample size for individual department

Nh= the total number of employees in each department

N = the total number of employees in the military academy

n = is the total sample size

Table- 3 Population and sample size for each employee

No	Lists of the Military Academy Population	Total no. of Employees in each Department
1	Officer cadets	145
3	Instructors	29
2	Supporting staffs	23
4	Department and desk head	9
5	Commandants	4
	Total	210

Source: Own survey, (2020).

3.7 Data Source and Type

To gather adequate information in the study, both primary and secondary source of data were used.

3.7.1 Primary Sources

Instructors, cadets, department and desk heads, and supporting personnel were used as key informants in the study to acquire enough data through questionnaires. As well as the researcher, information was gathered through focus group discussion, face-to-face in-person interviews with key informants who were carefully chosen from the military academy. While formal observations were used as the primary data sources.

3.7.2 Secondary Sources

Secondary data was gathered from several documents in addition to the original sources of data described above. These included training main department circulars and letters to/from, publications, proclamations, training and education regulations and policies, senior essays, term reports of registrar and thesis. Relevant and extra data, such as cadet dismissal, were used to support the research. For this aim, current and relevant documents, as well as some instruments relating to cadets' academic performances, were reviewed.

3.8.Instruments of Data Collection

The researcher used five types of tools in the data gathering process to provide accurate and dependable information for the study. These are questionnaires (Appendices 1.1 and 1.2) designed to collect information from cadets, instructors, and supporting staff using closed and open ended items. A five-point likert scale was used to create the questionnaire. Unstructured and semi-structured interviews (Appendix 1.3) were also conducted to gather information from military academy Commandants' offices and department heads. In addition to the Questionnaire and Interview, focus group discussions and formal observation checklist tools (Appendix 1.4 and 1.5) were employed to supplement the data gathered by the first two instruments.

3.8.1 Questionnaire

Questionnaires are written forms that ask specific questions of all members of a sample group and allow respondents to respond at their leisure (Gall et al., 2007). In education, the questionnaire is the most often utilized instrument. The closed-ended questionnaire was chosen because it is simple to complete, takes little time, keeps respondents focused on the topic, is reasonably objective, and is simple to tabulate and evaluate. Military academy cadets, instructors, and supporting staff filled out questionnaires for the study. It was divided into two

halves, each with four important independent variable components that were intended to answer the central question. The items in the first section were designed to elicit information on the respondents' personal traits, like sex, age, educational qualification and service year. Second part of the questionnaires consists of 37 items and it considered getting about the factors that affect cadets' academic performance in the Ethiopian military academy. This section was designed to collect data on the elements that influence cadet academic performance in the Ethiopian Military Academy. This section was created to gather information on the military academy's teaching and learning facilities, instructors, cadets, and training engagement associated elements. For all close ended questionnaires respondents were requested to indicate rate of factors ranging from 1 to 5 (1= very low, 2 =low, 3 = medium, 4= high and 5 = very high). In order to get relevant information for the purpose of this study those students' academic performance statements prepared by (Asefa Gebray in 2017) were adopted and arranged with some modifications. The questionnaire was prepared to cadets, supporting staff and instructors.

In contrast to closed-ended surveys, open-ended questions are designed to allow respondents to express their views in their own terms) rather freely (Best and Khan, 2005: 30 1-302), quoted in (Mekonnen, 2011). Because the participants have completed secondary school, the instrument was written in English.

3.8.2 Interview

The purpose of the interview was to gain more information and to triangulate the information acquired through the questionnaire. In addition to the questionnaires, the researcher performed semi-structured and unstructured interviews with the academy desk, department heads, and commandants of the military academy. To accomplish so, the researcher established a positive rapport with the research participants from the start of the interview in order to get their free time. Interview questions for commandants, heads of desk, and department executives were prepared for the interview (see appendix 1.3). As a result, before beginning the interview, a study procedure (research ethics) was created and discussed. The interviewees were also given fictional names for reasons of privacy. Separate sessions lasting about twenty minutes on average were conducted on an infrequent basis. There were a total of ten people who took part in the interview (three from commandants, three from department and four were from desk).

The interviews were held by Amharic with some desk heads for in depth explanations of ideas and intensity, which finally be transcribed into English. For this purpose, a phone recorder and audio was used based on the interviewees' approval finally deleted. In an unstructured interview, the researcher begins by asking a question and then actively listens to the respondent who speaks freely, whereas in a semi-structured interview, the researcher follows a checklist of issues and topics that the researcher wishes to cover during the session (Darmer, 1995; Bryman and Bell, 2007). As a result, in this thesis, semi-structured interviews were used as a method. The semi-structured interview style was chosen primarily to encourage participants to openly communicate their own opinions on what is preventing pupils from achieving academic success.

3.8.3 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge(Corbin & Strauss, 2008, see also Rapley, 2007).

The purpose of document analysis in this study was to assess factors that affect cadets' academic performance in the Ethiopian military academy. The researcher took the document analysis technique as additional an important data collection tool in this study. Current and related data obtained through the aforementioned instruments was supplemented for the purpose of cross-checking data obtained via the abovementioned tools.

Military Academy Performance Reports, research publication attendance sheets, training program documentation, grade reports from the academy registrar, academic commission minutes, cadets result record books of immediate leaders that pertain to cadets' achievements, disciplinary issues, MoSHE and ENDF guidelines are among the documents. The researcher also looked at the military Academy's internal legislation, the ENDF's rule and regulation, and various checklists linked to cadets' aiding programs in order to acquire more information on the internal situation. As a result, the researcher concluded that the information received via the questionnaire and interview was validated using the data gained through this procedure.

3.8.4 Formal Observation

An asking people question is one approach to gathering data. This is how the majority of people think of a survey. This is most people's concept of what a survey involves. However, it's possible to do research without asking questions, but simply observing respondents. This is called observation. Observation is an important tool that can be employed in descriptive survey research and other qualitative research types for gathering genuine and pertinent data in the actual setting(Seiger and Shohamy, 1989; McDonough and McDough, 1997; Creswell , 1994), cited in Bedada (2002). Therefore, in this study, formal observation was conducted to crosscheck the information secured through other data gathering tools regarding cadet's motivation by reading more time inside the library, the availability of instructional facilities and aids, the instructor's initiatives to create active learning environments and supporting staff's commitments to provide assistance to cadets in their academic achievements. Regular class observation from *9:30-10:20 a.m., as well as aid and facility observation from 8:00 – 4:00 p.m.,* was undertaken by the researcher for four days.

3.8.5 Focus Group Discussion

In conclusion of data collection the study, two round of FGDs were conducted. The researcher conducted Focus Group Discussions with simple randomly selected cadets from each class, supporting staff and instructors by using a checklist to fill the gap of questionnaire and interview. The sample for discussion was taken by stratifying supporting staff, instructors and 16 cadets by grouping them in to two that have 8 cadets, from each class, in this case some staff , instructors with 8 cadets were stratified as FGD-1 and another the same group organized as FGD-2. The data obtained from these were primary and qualitative in nature.

3.9 Validity and Reliability Checks of the Instruments

Instrument is the general term that researchers use for a measurement device (survey, test, questionnaire, etc.). Polit and Hungler (1993:445) refer to reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure. The validity of an instrument is the degree to which an instrument measures what it is intended to measure (Polit & Hungler 1993:448). Content validity refers to the extent to which an instrument represents the factors under study. To achieve content validity, questionnaires included a variety of questions

on the knowledge of patients and their family members about diabetes mellitus and its treatment regimen (Polit & Hungler 1993:250).

3.9.1 Pilot-Testing of the Instruments

The researcher considered the importance of pilot testing, which allows indistinctness and misinterpretation of each item, as planned at the proposal level of this study. In this study, before the final questionnaires were administered, pilot testing was conducted in Ethiopian Military Academy Hurso crush course cadet school instructors and staff on cadet's academic performance. Hurso crush course cadet is one the military academy branch which is found in the Ministry of National Defense, In accordance with this, pilot participants were chosen at random using the above-mentioned sampling methodologies. However, it was not included in the sample study. The researcher employed the pilot testing approach to uncover ambiguities and misunderstandings of each item from the previously provided pilot test in such a way that the data from the pilot test was evaluated and checked for modification and needed improvement. Pilot tests were given to 8 instructors and 3 support workers to strengthen validity and dependability. After all, each of the items of the instruments was thoroughly examined, and finally vague and unclear statements were corrected before the actual usage.

After all, each instrument's component was investigated exhaustively, and the results were imprecise and ambiguous. The reliability and validity of questions were tested using Crobanch's alpha approach with the help of SPSS version 20 after the questionnaires were filled and returned. 0.86 was the outcome of the test. Then, as the outcome showed, it was a good indicator of the items' internal consistency. That means, the instrument was found to be trustworthy, as statistical literature recommends a test result of 0.65 (65% reliability) or above as reliable, were rectified prior to use.

3.9.2 Validity of the Study

The questionnaire's validity was determined by having it reviewed by at least three senior experts, including the researcher's advisor and research instructors from the military academy. Because, according to Amin (2005), expert judgment determines content and constructs validity. The Content Validity Index formula was used to determine the questionnaire's validity, yielding a result of 0.7. Instruments having a validity confidence of at least 0.7 are considered as valid in research, according to Kathuri and Palls (1993). The participants in the pilot test were also given

information on the objectives and how to fill out, evaluate, and provide comments on the questionnaire's relevance, item length, clarity, and layout. The data collection tools were enhanced based on participant feedback, and certain common technical mistakes such as imprecise and protracted items, unrelated topics, and duplicated concepts were fixed before they were sent to the study's main and target respondents.

To ensure the instrument's content validity, all questionnaires were written to address the study's objectives, and a sufficient number of copies (total 11 copies) were distributed to instructors (8 copies) and support staff (3 copies) at the military academy, and then 11 copies were collected with a 100% return rate, which is a very high rate. The researcher used semi-structured interview data collection tools to interview military academy desks and department heads for additional legitimacy. As a result of using these tools first, several changes to the interview points were made.

Finally, after all of the necessary improvements had been completed, the questionnaire was duplicated and delivered to the primary respondents to fill out. Before the questionnaire was filled out, the researcher gave a crucial orientation. The researcher also performed interviews and document analysis at one point.

Table 4 Reliability test results with Cronbach's Alpha

No.	Detailed description of the question's title	No of items	Reliability coefficient
1	Teaching and learning facilities related factors	10	0.729
2	Instructors related factors	11	0.753
3	Cadets related factors	9	0.668
4	Military training related factors	7	0.94
Average Reliability coefficient			**0.773**

3.10 Data collection procedures

First, the AAU College of education and behavioral studies of educational leadership and management planning department approved a research proposal to assess factors affecting cadets' academic performance in detail. The researcher then reviewed related literature to understand what has been done in relation to factors affecting students' academic performance. Following that, data collection tools were organized, and a pilot test was undertaken to ensure that the

instruments were correct. Following a thorough examination of the instruments' validity and reliability, the researcher's assistants and/or platoon leaders were given some type of orientation on how to administer the study surveys. The researcher's assistants/remuneration then administered the research questionnaires to randomly selected samples of the respondents. Before the instruments were distributed, all of the sample respondents were given orientations and the study's purpose was explained to them individually or in groups at their respective camp areas. After purifying the data collection equipment based on the results of the pilot test, the instruments were administered. For more advanced statistical procedures and decision-making, sophisticated statistical software, such as SPSS 20 version software, was used. After that, the data was entered into the software and further analysis was carried out.

3.11 Method of Data Analysis

The process of reviewing data that has been obtained is known as data analysis. Data analysis is the process of evaluating and organizing data in order to draw conclusions. Data analysis, according to Mugenda (1999), is the process of providing order, structure, and meaning to a large amount of data. The data obtained through different instruments were analyzed using different methods based on the specific nature of the data

Structured questionnaires (attached in Appendix 1.1 and 1.2) were distributed to Instructors (29 copies), Cadets (145 copies), and Supporting Staff (23 copies) in the Military Academy, with a 96.5 percent, 97.2 percent, and 91.3 percent return rate, respectively. The data of the remaining 4(3.5%), 3(2.8%), and 9(8.7%) sample respondents was missed and discarded by the researcher due to their irresponsible response, which is uniformly 5(very high) for all questions asked in order to reduce the risk of making an error during data analysis and interpretation.

The data acquired from the field was analyzed using both qualitative and quantitative methodologies in this study. Following the collecting and gathering of data from respondents, the next stage is to analyze the data using tables and other tools to see if the issues stated in the questionnaires are comparable.

In addition to the discussions of quantitative data, data acquired through open-ended questionnaires, key informants interviews, group discussion and document analysis were characterized thematically as extra evidence by using a qualitative methodology. The information was processed and presented in a narrative format. Data was analyzed using

descriptive statistics or simple statistical techniques such as ratio, percentage, frequency, mean, and standard deviation in a quantitative method. Tables were used to summarize and show the findings of the analysis. To examine the data collected through closed-ended surveys, percentages and other statistical approaches were applied. The percentage was used to describe the respondents' characteristics and to highlight the differences in responses across the various categories of respondents. The average of the respondents' responses, on the other hand, was calculated using the mean.

The t-test was also be used to see if there is any statistical significance in the two groups' responses. Using IBM SPSS software version 20 data editor, all quantitative data was organized, coded, and summarized. Using this methodology, the researcher was able to synthesize the findings about respondents' perceptions of elements that influence Military Academy Cadets' Academic Performance.

1 = Very Low, 2 = Low, 3 = Medium, 4 = High, and 5 = Very High was interpreted on a five-point Likert scale. The mean values of each item and dimension were interpreted for ease of analysis and interpretation. The mean values of 1.00-1.49 were classified as very low, 1.50-2.49 as low, 2.50-3.49 as medium, 3.50-4.49 as high, and 4.50-5.00 as very high. The results of the questionnaire were analyzed to see if there was a difference in mean between the cadets and instructors. Finally, based on the analysis, generalizations were developed. The data was then further elaborated by categorizing and tabulating appropriate responses. First, summary sheets were made, and responses were reviewed, in order to examine the data gathered through an interview and open ended items.

3.12 Ethical Consideration and Confidentiality

The researcher has taken all reasonable steps in this study to guarantee that all respondents' confidentiality and privacy are respected. The appropriate unit leaders and responders were given an orientation on the parade square of the Military Academy, telling them of whom he is and why he is completing the study. Furthermore, the researcher made the purpose of the study clear to respondents from the start, and their verbal agreement was duly collected. Indeed, it was made abundantly apparent to respondents that they were under no obligation to participate, and that there would be no negative consequences if they withdrew or did not answer. The researcher's brief description of how and why the volunteers were chosen and what they were asked to

complete has been forwarded. The respondents were informed that their privacy and anonymity would be respected. This was partly accomplished by handing out surveys that did not require respondents to write their names in order to make them feel more at ease. As a result, there was no way to identify them by name, and the reaction was as a result (who wrote what).Finally, there would be no ethical problem with the interviewees' comments not remaining confidential or anonymous because they made an educated decision to participate.

Chapter Four

Presentation, Analysis and Interpretation of Data

This chapter covers the presentation, analysis, and interpretation of data obtained through interviews, questionnaires, and other data collection methods. Cadets, Instructors, Support Staff, Department and Desk leaders, and Commandants were among the participants in the research. The questionnaire and interview began with an examination of the respondents' backgrounds in relation to their responses.

The Respondents were divided into five groups by the researcher: Cadets, Instructors, Support Staff, Department and Desk heads, and Commandants. Structured questionnaires (attached in Appendix-1.1) were delivered to a total of 145 Cadets, 29 Instructors, and 23 supporting Staff who was chosen to participate in the survey. 5 questionnaires were not returned from the 197 sample respondents. 2 questionnaires were deleted because, of their outliers and irresponsible responses, which are uniformly 5(very high) for all questions asked. This limits the sample size to 190 respondents (96.4%) who completed and returned the questionnaires correctly. The researcher purposefully ignored and removed the data of 7 (3.5%) sample respondents to limit the risk of making an error during data processing and interpretation. From 9 (7) Desks, Department heads and 4(3) Commandants were interviewed 2(8members each) FGD cadets and randomly selected staff respondents were properly 100% participated and gave necessary information on the issue under investigation. Finally the data obtained through these different instruments were analyzed using different appropriate methods based on the specific nature of the data.

4.1. Personal Characteristics of the Respondents

This section of the study provides some basic background information pertaining to sample respondents that helps to know the overall information of the respondents. The characteristics of the respondents were grouped as, Sex, Age, Service year, and Educational background of Cadets, Instructors and supporting Staff. The summary is presented in table here under.

Table: 5 Demographic Characteristics of Respondents

No	Item	Respondents of questionnaire							Respondents of individual interview						Respondents of FGD	
			Cadet		Instructor		Staff		Desk head		Dept. head		Command ants		S. cadets & staff	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	**Sex**	M	107	75.9	28	96.6	14	63.6	4	-	3	-	4	-	16	100
		F	34	24.1	1	3.4	7	36.4	-	-	-	-	-	-	-	-
		Total	141	100	29	100	21	100	4	-	3	-	4	-	16	100
2	**Age**	20-25yrs	79	56	-	-	2	9.1	-	-	-	-	-	-	-	-
		26-30yrs	62	44	2	6.9	8	36.4	-	-	-	-	-	-	-	-
		31-35yrs	-	-	6	20.7	7	31.8	1	-	-	-	-	-	-	-
		36-40yrs	-	-	15	51.7	5	22.7	2	-	-	-	-	-	-	-
		>40yrs	-	-	6	20.7	-	-	1	-	3	-	4	-	-	-
		Total	141	100	29	100	21	100	4	-		-		-	100	100
3	**Educational level**	12 th	5	3.5	-	-	1	4.5	-	-	-		-	-	-	-
		Certificate	11	7.8	-	-	-	-	-	-	-		-	-	-	-
		Diploma	39	27.7	-	-	14	68.2	2	50	-		-	-	-	-
		degree	86	61	10	34.5	7	27.3	2	50	1	-	-	-	-	-
		Masters	-	-	19	65.5	-	-	-	-	2	-	4	-	--	-
		Total	141	100	29	100	-	-	4	100	3	-	4	-	-	-
4	**Service year**	> 0r=5 yrs	100	70.9	1	3.4	1	4.5	-	-	-	-	-	-	-	-
		6-10yrs	41	29.1	9	31	1	4.5	-	-	-	-	-	-	-	-
		11-15yrs	-	-	10	34.5	10	45.5	-	-	-	-	-	-	-	-
		16-20yrs	-	-	9	31	2	9.1	-	-	-	-	-	-	-	-
		21-25yrs	-	-	-	-	7	36.4	3	75	1	-	-	-	-	-
		>25yrs	-	-	-	-	-	-	1	25	2	-	4	-	-	-
		Total	141	100	29	100	21	100	4	100	3	-	4	-	-	-

This chapter raises and discusses issues such as the presentation, analysis, and interpretation of data acquired from sample respondents via questionnaire, interview document analysis, formal observation, and focus groups. In this study, the researcher had taken as sample 141 Cadets, 29 Instructors, 7 Desk and Department Heads, and 23 supporting Staff and 3 Commandants, who were part of the study.

As shown in the above table from total 190 (152) respondents 80% were Males and the remaining 20% of were Females, whereas from each sample, almost all (96.6%, 75.9% and 63.6%) respondents of Instructors, Cadets and Staff were Male the remaining a few numbers were Female while, 100% of desk, departments and Commandant positions were found in male and not at all females. As we can see only one female was participating as Military Academy Instructor under the study. Concerning the respondents of instructors, department heads, commandants and supporting staff characteristics in terms of Age they constituted >60%, this shows that the essential data was mainly obtained from matured and experienced respondents while Concerning the Age of the Cadet respondents, as shown in the above table all of them are above 20-25 years (100%). As a result, the replies revealed that encouraging women to reach leadership roles takes time and effort. This isn't a new finding; it's been reported by a number of researchers and organizations concerned with the country's educational challenges. Female participation in education has been low, resulting in a lower rate of employment, according to the Ministry of Education (2005).

From sampled respondent Instructors only (1) 3.4% have less than or equal to five years,(31%) have 6–10 years‟ work experience, (34.5%) 11-15 years‟ work experience whereas (31%) of the respondent Instructors have above 16-20 years work experience. And almost (100%) interviewees in the study have above 20 years‟ work experience. In terms of the Instructors' service years, 95.6 percent of them have more than 10 years of experience. This could have a positive impact on the Military Academy teaching and learning processes. From this, one might deduce that practically all of the academy's academic Instructors have extensive job experience. In terms of Cadet Service year, more than 70.9 percent of Cadets have no work experience in the Military Academy that is less than five years. In terms of Academic Qualifications, almost all of the Cadet respondents were graduates. According to the above figure, 86% of respondents were

BA/Bsc degree holders. So they helped me in giving the information for the research by filling out the questionnaires.

The above table shows that 19(65.5% of Instructors, 10(34.5%) were M.A degree and first degree holders. Almost all of the interviewed respondents were qualified at this level. 4 (27.3 %) of Military Academy supporting staff respondents are degree graduates. While 15 (68.2%) of support staff respondents have a diploma, in this case the respondents were helped in proper answering of the given questionnaires.

4.2 Teaching and Learning Facilities Related Factors in the Military Academy

This refers to understanding that the teaching and learning facilities related factors through which the teaching and learning process takes place. Here, when the teaching and learning facilities are very good, then the Military Academy can perform better in its education and training program. Thus, this variable was considered as a categorized variable given one, two, three, four or; five when the Cadet academic performance became very low, low, medium, high , or very high, respectively. In its turn, the teaching and learning facilities were also assumed to have a positive relation with the cadets' academic performance

The views of Officer Cadets on the Ethiopian military academy's Instructional Facilities were disclosed in Table 6, which is mentioned below. The table's items were based on essential institutional facilities that were linked to cadet academic success.

Table 6 Cadets' Opinions on Instructional Facilities of the Military Academy

No	Items	M	SD
1	Lack of availability of instructional materials	3.18	1.033
2	Lack of proper reading place where they can use freely	2.88	1.406
3	Availability of counseling to students for creating better academic performance	2.81	1.269
4	Availability of time and place for group & individual study	2.87	1.369
5	Lack of proper exercising place for core courses	2.79	1.200
6	level of awareness and sensitivity of staff towards supporting all students	2.84	1.203
7	Rewards given in the academy for cadets good scorer	3.24	1.330
8	Level of teaching learning process student centered	2.99	1.290
9	Level of teaching learning process content centered	3.02	1.244
10	Methods of teaching learning process is both (active learning) centered.	3.57	1.064

***Key**: mean value, VL=1:00-1:49, L=1:5-2:49, M=2:5-3:49, H=3:5-4:49, VH=4:5-5:00.*

Table 6 stated that Cadets' response in each item concerning the teaching and learning facilities related factors that affect cadets' academic performance in the Ethiopian military academy. As a whole, Cadets' rate of teaching and learning facility is quite medium. The mean value for all items indicated are quite on the average 2.79 (SD=1.033) to 3.57 (SD=1.406). However, 34.0%, 33.3%, 28.4%, and 29.1% of average of the total participants have reported for items listed for 1, 2, 3, 5 and 8 respectively.

The overall teaching and learning facility elements that potentially affect cadet performance were found to be moderate to high in the sample study. This is due to the fact that 26.4 percent of cadets and 26.7 percent of all respondents agreed on a somewhat medium level and a relatively high extent, respectively. The total calculated grand mean (M=3.019 SD=1.237) score of cadets reveals that the teaching and learning facility of the military academy under study was somewhat on average. Based on this information, it can be concluded that teaching and learning facilities such as instructional content, free reading areas, and enough exercise areas were key elements that influenced cadet academic performance.

Odaga and Heneveld (1995) suggest that the school atmosphere, teachers' attitudes and methodology, and bias in learning materials all have an impact on students' performance and attainment.

Tables 6 in the preceding, revealed that Questions were raised about the awards given to high-performing cadets in order to incentivize and urge them to continue their study, as well as what instructional learning methods were used. While the majority of cadet respondents above the mean value stated that there were no such motivations for cadets to encourage them per term for better academic performance except at the end of the graduation ceremony, cadet respondents also stated that the method of teaching and learning was either content centered or cadet or a combination of both rather than active learning.

When cadets were asked if counseling services were available to help cadets improve their academic performance, the majority of them said yes.

Table 7 contains 10 items linked to instructional facilities that potentially impede cadets' academic success at the Ethiopian military academy, as expressed by instructors.

Table 7 Instructors' Views on Instructional Facilities of the Military Academy

No	Items	M	SD
1	Lack of availability of instructional materials	3.21	0.876
2	Lack of proper reading place where they can use freely	3.32	1.249
3	Availability of counseling cadets for creating better academic performance	2.82	1.020
4	Availability of time and place for group & individual study	2.82	1.020
5	Lack of proper exercising place for core courses	1.89	0.737
6	Low level of awareness and sensitivity of staff towards supporting all students	3.25	1.206
7	Rewards given in the academy for students good scorer	3.29	0.979
8	Level of teaching learning process cadet centered	3.29	1.117
9	Level of teaching learning process content centered	3.49	1.036
10	Level of teaching learning process is both content and student centered.	3.18	1.020

***Key**: mean value, VL=1:00-1:49, L=1:5-2:49, M=2:5-3:49, H=3:5-4:49, VH=4:5-5:00.*

Table 7 summarizes instructors' responses to the degree to which teaching and learning facilities influence cadets' academic performance in the Ethiopian military academy. According to the table, all of the instructors gave each item a moderate rating for teaching and learning facilities. That is, 62.9 percent of all respondents rated lack of instructional materials, proper reading places, level of teaching learning process both content and cadet centered (not active learning), and availability of counseling services to cadets as "medium," "high," "very high," and "very low." For core courses, there is a lack of a suitable exercise facility, the availability of time and place for group and individual study, as well as the level of teaching learning process content focus, were all scored highly, implying that they were key causes for cadets performing poorly in academics. Instructors responded that counseling services to cadets and staff knowledge and sensitivity toward assisting all cadets are comparatively medium, with mean values ranging from 3.18 to 3.45, while proper exercising palaces for core course are below medium 2.5, with a mean value of 1.89. This suggests that locations for practicing core courses were a near-key factor influencing cadet academic performance, particularly in core military subjects at the military academy. According to a research analysis, poor reading/study habits among students also contribute to poor academic achievement, according to (Ndambuki (1999).

The total calculated grand mean 3.056 score of teaching and learning facilities in the military academy reveals that overall was almost above average mean value. This indicated that majority of teaching learning facilities were significantly affecting cadet's academic performance in the military academy.

This study's findings are consistent with (Adeogun's, 2001) prior research, which found a strong positive relationship between instructional resources and academic success. Schools with more instructional resources outperformed schools with fewer instructional resources. He stated that public schools have a scarcity of both teaching and learning resources because of the low level of instructional resources available. Outdoor education is a learning-by-doing-living process that occurs outside of the classroom (Priest, 1986).

Taking the side of the supporting staff Table 8 lists ten key instructional facility-related factors that could hinder cadets' academic performance at the Ethiopian military academy.

Table 8 Supporting staffs' Responses on Instructional Facilities of the Military Academy

No	Items	M	SD
1	Lack of availability of instructional materials	3.81.	0.750
2	Lack of proper reading place where they can use freely	3.62	0.669
3	Availability of counseling to students for creating better academic performance	3.30	1.081
4	Availability of time and place for group & individual study	3.81	1.030
5	Lack of proper exercising place for core courses	3.29	0.902
6	level of awareness and sensitivity of staff towards supporting all students	3.10	0.831
7	Rewards given in the academy for students good scorer	3.33	1.354
8	Level of teaching learning process student centered	3.33	1.354
9	Level of teaching learning process content centered	3.24	1.221
10	Level of teaching learning process is both content and student centered.	3.24	1.411

***Key**: mean value, VL=1:00-1:49, L=1:5-2:49, M=2:5-3:49, H=3:5-4:49, VH=4:5-5:00.*

Table 8 deals states the supporting staff response on teaching and learning facilities regarding factors' that affect cadets' Academic performance in the Ethiopian military academy is quite high. For items 1 up to 10, the majority of supporting staff rated among mean values of (M=3.24 to 3.62) almost similar responses with cadets and instructors.

4.3 Instructors Related Factors in the Ethiopian Military Academy

Instructors' classroom instructional approaches, as evaluated by experience, credentials, and aptitude, have a large and consistent impact on academic success (Whitehurst, 2002).Quantitative assessments show that teacher training and certification are by far the most powerful predictors of student achievement (Darling-Hammond, 1999). Planning for instruction, managing instruction (including the learning environment), and assessing student learning are all important aspects of teaching, and each of these duties is dependent on the competence of teachers (Feiman-Nemser, 2001).

Table 9 Responses of cadets and instructors on instructor-related issues

R/no	Items	Respondents	M	SD	t-value	Sig. level
1	Lack of qualified and experienced instructors in the military academy	Cadets	3.33	1.162	-859	0.000
		Instructors	3..07	1.184		
2	Existence of role model instructors in the military academy	Cadets	2.92	1.202	-849	0.000
		Instructors	3.57	0.79		
3	Clarity of instructors presentation in recognizing students learning tempo	Cadets	2.47	1.093	-942	0.000
		Instructors	3.29	0.897		
4	Instructors social skill in providing special support and tutorials for students	Cadets	2.48	1.162	-817	0.000
		Instructors	3.07	0.858		
5	Instructors quality and commitment to support students	Cadets	2.51	1.193	-929	0.004
		Instructors	3.50	0.882		
6	Instructors experience in solving students' academic challenges	Cadets	2.96	1.295	-822	0.000
		Instructors	3.57	1.034		
7	Instructors ability to make fair assessment	Cadets	2.31	1.135	-801	0.000
		Instructors	3.54	1.036		
8	Instructors ability to secure exam items and controlling cheating during exam	Cadets	3.82	1.263	-709	0.000
		Instructors	3.89	0.994		
9	Instructors ability to prepare a lesson plan for every class taken	Cadets	2.23	0.966	-11.09	0.000
		Instructors	2.43	1.034		
10	Instructors' ability to give homework and assignments to the students.	Cadets	2.70	1.252	-769	0.000
		Instructors	1.79	0.738		
11	Instructors' ability to conduct continuous assessment examinations to test students' progress through performance	Cadets	3.71	1.018	-939	0.00
		Instructors	3.46	1.201		

***Key**: No significance difference at α = 0.05, N = number of respondents, M = Mean, SD = Standard Deviation.*

Table 9 the finding of Instructors related factors that affect cadets' Academic performance in the Ethiopian Military Academy is found in table 9.

As the table indicates the response on the items first, eighth and eleventh items the mean scores were rated medium extent by the instructors and cadets. However, third, fourth, fifth, six and seventh items the mean scores were rated medium extent by instructors where as third, fourth and seventh items below the average by cadets. These findings revealed that cadets claimed to have a low level of social skill, experience in managing difficulties, and clarity, whereas instructors claimed to have a medium level of social skill in giving specific assistance for cadets, exchanging experiences, and developing role modeling.

For the above seven items 2,3,4,5,6 & 7 the mean scores were 2.92(SD=1.202), 2.47(SD=1.093) ,2.48(SD=1.162),251(SD=1.193),2.96(SD=1.295) and 2.2.31(SD=1.135) by cadets and 3.57(SD=0.797),3.29(SD=0.879),3.07(SD=0.858,3.50(SD=0.882),3.57(SD=1.034) and3.54(SD=1.036) by Instructors respectively. As the table revealed, items 3, 4 and 7 were rated below by cadets and above by instructors. To see if there is a statistically significant difference between the opinions of the two groups of respondents, the mean values of the responses of the groups were therefore the t-value derived from item 3,4 & 7 is more than t-value at = 0.05 level significance. This means that the opinions of the two groups of respondents differ statistically significantly.

At some point in interview conducted with desk and department heads' officials, this difference in opinion between the two groups (cadets and instructors) may be due to either the cadets' lack of experience or the instructors' efforts to support them, or they may underestimate the role of degree holder instructors, some of whom are at the same levels, or they may not feel appropriate. In line with this opinion, most teachers use wrong methodologies, thus failing to deliver goods. At this point, students learn in different ways at different rates and for different purposes and therefore a teacher should use a variety of methods that will capture the attention of each learner. (Mwai, 2007)

In terms of instructor quality and commitment to supporting cadets, as well as instructor competence to make fair assessments, the fifth and seventh mean scores were ranked below medium by cadets and above medium by instructors, as shown in the table. Cadets scored 2.51(SD=1.193), 1.90(SD=0.889), 2.31(SD=1.135), 1.81(SD=0.928) on items 5 and 7, whereas instructors scored 3.50(SD=0.882) and 3.54(SD=1.036) on items 5 and 7. The cadets evaluated the mean scores below the average mean, whereas the instructors ranked them above the normal

mean. Furthermore, whether there is a statistically significant difference between the two groups' viewpoints, the values of the two groups' respondents' responses were thus the t-value calculated for the items were more than t-value at the level of significance of 0.05. This indicates that there is a statistically significant difference between the two sets of respondents' viewpoints. This disparity in opinion between the two groups could be related to cadets' lack of trust in the instructor's fair assessment, quality, and commitment. According to the researcher's observations during data collection, there are a few Military academy documents relating to the difficulties stated in table 4.5, items 5, 7, and 9.

In terms of instructional plans, all respondents scored below average, with cadets scoring 2.23 (SD=.966) and instructors scoring 2.43 (SD=1.034). This data suggests that the number of instructors educating cadets using lesson plans is quite low, even although it could be a factor affecting cadets' academic performance. Curriculum, learning materials, instructional time, educational management, teacher quality and motivation, and teaching methods, according to Balock and Verspour (1991:16), have the greatest impact on students' academic achievement.

Regarding items 1, 8, and 11 of table 9, experienced instructors at the military academy, Instructors ability to secure exam items and control cheating during exams, and Instructors ability to conduct continuous assessments to test students' progress through performance, all groups of respondents agreed with mean scores of 3.33(SD=1.162), 3.82(SD=1.263), 3.71(SD=1.018) by cadets, 3.07(SD=1.018) by cadets, 3.07(SD=1.018) by cadets. These results confirmed that the instructors at the military academy were well-versed, competent of securing exam items and preventing cheating during exams, and capable of conducting continual evaluations to monitor students' growth through performance. Because the estimated t-value is smaller than the table value at the 0.05 level of significance, the t-test value revealed that. As a result, there is no significant difference between the two groups' responses.

However, all supporting staff responses to items *1 to 11 were full with outliers* that were not properly filled out was not understood and entered into SPSS.

Table 10 Instructor's Regulation of Cadet's Class Activities and Attendance

No.	Items	M	SD
1	How do you rate the efforts of cadets in doing assignments, questions, class/ home works	1.47	0.693
2	How do you rate cadets' absenteeism in your class	1.43	0.637

***Key**: Stat. = statistics F= Frequency, L=Low, M=Medium, H=High, M=Mean, SD=Standard Deviation.*

Table 10 Responses of Instructor's based on regulation of cadet's class activities and attendance concerns.

In item 1, the cadets' effort in doing their assignments, home/class work, questioning, and answering questions was shown. The table clearly shows that they have a high problem in executing their tasks, such as doing assignments and participating in class, at a low rate (64.3 percent). Another point mentioned in the table was cadets' regular attendance in class. Cadets showed no absences from class, according to 60.7 percent of respondents.

According to the findings of the Lamdin, (1996) study, students who have greater attendance do better on achievement assessments than their more frequently absent counterparts. Most research has revealed an inverse link between absenteeism and student performance, which is surprising Marburger, (2001). The difference in performance between a student who attends class on a regular basis and one who attends on an occasional basis is around one letter grade (Bowen et al, 2005).

4.4 Cadets Related Factors in the Ethiopian Military Academy

Students are in charge of their own academic achievement. Academic performance is influenced by factors such as developing an interest in a subject, participating in co-curricular activities (Javanthi et al. 2014), regular studying, self-motivation, school punctuality (Sibanda et al. 2015; Khan & Ahmed, 2013), and personal goals and personality traits (Sibanda et al. 2015; Khan & Ahmed, 2013). (Ulate & Carballo, 2011). Students' characteristics include student well-being, perceptions of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts, perceptions of parental support and involvement, and focus of control in all areas, all of which have a significant impact on a student's academic performance (EnginDemir2009). Academic performance can also be influenced by student attributes such as discipline, desire in learning, effort in completing assignments, and punctuality in attending

lessons. The table below shows Cadets' connected factors that have the greatest impact on their academic achievement.

Table 11 Responses related to Cadets' Factors that Affect Academic Performance in the Military Academy

R/no	Items	Respondents	M	SD	t-value	Sig.(2 tailed)
1	Cadets' self-motivation.	Cadets	3.04	1.330	-948	.000
		Instructors	2.79	1.101		
2	Cadets' relation with their instructors.	Cadets	3.51	1.128	-1037	.000
		Instructors	2.57	1.103		
3	Cadets' relation with peers or other cadets.	Cadets	3.04	0.907	-955	.000
		Instructors	3.11	1.197		
4	Less amount of time invested on studying.	Cadets	3.52	1.169	-1026	.000
		Instructors	3.32	1.219		
5	Less attendance on group studies and other related activities.	Cadets	3.30	1.298	-957	.000
		Instructors	2.89	1.258		
6	Lack of adequate effort and carelessness	Cadets	3.39	1.080	-10007	.0000
		Instructors	3.21	1.258		
7	Inability to become well planned and organized	Cadets	3.52	1.080	-1094	.0000
		Instructors	2.93	1.215		
8	Ability to study under stress of training	Cadets	3.06	1.293	-953	.000
		Instructors	2.96	1.374		
9	Cadets' self confidence	Cadets	3.32	1.27	-960	0.000
		Instructors	3.25	1.041		

***Key**: No significance difference at α = 0.05, N = number of respondents, M = Mean, SD = Standard Deviation.*

Respondents were asked to answer questions 1-9 in table 11 on cadets "factors that affect academic achievement" in the Military Academy.

Respondents were asked whether cadets are self-motivated, have an unhealthy relationship with their instructors, have less attendance on group studies and other associated activities, or have an inability to become well planned and structured for items 1, 2, 5, and 7.

Instructors rated the mean scores at 2.79(SD=1.101), 2.57(SD=1.103), 2.89(SD=1.258), and 2.93(SD=1.215), whereas cadets evaluated them at 3.04(SD=1.330), 3.05(SD=1.161), 3.51(1.128), and 3.00(SD=0.949). Instructors found the mean score rate to be medium, but above the average point for cadets. This revealed that instructors agreed that cadets' self-motivation had a moderate impact on academic performance, while their abnormal relationships with instructors, cadets' lack of attendance at group studies, and inability to plan and organize academic activities had a negative impact on their academic performance; Cadets, on the other hand, are in the opposite situation. The estimated t-value is less than or equal to the table value at the 0.05 level of significance, as demonstrated by the t test value. This indicates that there is a considerable disparity between the two groups' responses. In line with this data obtained through qualitative According to the literature review, a study by Palavan ,(2017) indicated that students' lack of self-confidence can lead to a lack of motivation, which can lead towards education becoming mandatory and students having a negative attitude toward learning. Stress is defined as a person's personal, physiological, and emotional responses to stimuli, according to research findings. (Greenberge and Baroon, 2000).

Teacher-student relationship, according to these views, serve as a regulating function for the development of social, emotional, and academic capabilities (Davis, 2006). Positive teacher student connections have been proven in studies to result in a friendly classroom climate that fosters successful school adaptation and so boosts student willingness to learn.

Instructors and cadets gave 2.96(SD=1.374) and 3.06(SD=1.293) for item 8, ability to learn under stress of training, respectively. Instructors evaluated their mean scores as moderate to medium, while cadets assessed their mean scores as above average. This revealed that Instructors disagreed on the Cadet's ability to study while under the stress of training, but cadets agreed on the concept.

The test result was greater than the crucial t-value at the 0.05 level of significance to determine whether there was a significant difference between the groups of respondents. The mean scores for items 3, 4, 6, and 9 in table 11 were 3.04(SD=0.907), 3.11(SD=1.197), 3.52(SD=1.169), 3.32(SD=1.219),3.39(SD=1.080),3.21(SD=1.258),3.32(SD=1.271),3.25(SD=1.041).This suggested that cadets' dysfunctional relationships with one another, a lack of study time, cadets'

insufficient efforts to study, and cadets' lack of self-confidence were the key factors that hindered their academic success.

As a result of the foregoing finding, there is no disagreement among the categories of respondents. The estimated t-value is smaller than the table value at the 0.05 level of significance, as evidenced by the t-test value for item 3. This demonstrates that the groups' responses are not significantly different.

The following table presents supporting staff opinions on cadets' related factors those thoughts to be mostly affects cadets' academic performance in the Ethiopian military academy.

Table 12 Supporting Staff response on Cadet Related Issues

Items	Staff Respondents on Cadet related issues		
	%	M	SD
Cadets' self-motivation.	64%	3.05	1.161
Cadets' relation with their instructors.	63%	3.00	.949
Cadets' relation with peers or other cadets.	62%	2.95	1.024
Less amount of time invested on studying.	70%	3.33	1.238
Less attendance on group studies and other related activities	78%	3.71	.956
Lack of adequate effort and carelessness	66%	3.14	1.153
Inability to become well planned and organized	66%	3.30	.979
Ability to study under stress of training	62%	2.95	1.071
Cadets' self confidence	63%	3.00	1.342

***Key**: N = number of respondents, M = Mean, SD = Standard Deviation.*

Respondents were asked about cadet self motivation, which deters academic achievement, as shown in Table 12, and 14 (64 percent) of them said that cadet self motivation is above the average threshold. And 12 (63%) of the respondents agreed that they had an odd relationship with their lecturers due to this they are not motivated as they reflected on open ended.

When asked if they had any anomalous relationships with their peers or cadets, 11 (62%) of the staff said they did not. When asked how much time cadets spent studying, 15 (70%) of supporting staff claimed cadets studied less. When cadets were asked if they had less attendance

for group studies and other related activities, 16 (78 percent) said they had less attendance for group studies and related activities.

Cadets had a lack of necessary effort and carelessness to perform in academic tasks, according to 14 (66 percent) of respondents, with a mean value of 3.14.

When asked if the cadets could study under the stress of military training, 11 (62%) of the respondents said they could. Following hard training, a lot of cadets are reading till mid-night for the next session, as the researcher noticed during data collecting. As shown in the table above, cadets' lack of confidence was determined to be above the average point of the mean value, with 12 (63 percent) (Mean=3.00) of the respondents responding. However, one might assume that the cadets' lack of self-confidence is one of the variables influencing their academic performance.

4.5 Military Training Related Factors in the Ethiopian Military Academy

Military training at military schools is viewed as a means of enhancing academic capacity. To develop future military leaders, academic and military training at universities must encourage young people to think critically, invent, solve issues, and be proactive. Military training, by its unique nature, can instill dread in students, particularly those who are resocializing from civilian life. The fear that military training would interfere with and distract the attention of the students from his /her regular course of study (Dwight F. 1926).

Their academic performance will suffer as a result of this impact. Instructors have a greater responsibility in dealing with students who are struggling academically. Instructors in the military are tactical leaders as well as educators. Furthermore, teaching and learning techniques can be applied at any level and in any situation (Schunk & Nielsson, 2007). Reading is at the center of every student's existence. It is related to the academic achievement of students. If they acquire reading habits, they will be lifelong learners. The assumption that the most prevalent hindrance to students' progress in any situation is a lack of effective or positive study habits. The following table shows military training influences with opinion of respondents.

Table 13 Cadets' instructors and staff opinions as related to military training

R/no	Items	Respondents	%	M	SD
1	Level of fear failing courses due to military training or stress	Cadets	81.6	3.63	0.959
		Instructors	96.4	3.29	0.976
		Staff	81.0	3.86	0.910
		Aggregate	85.6	3.5	0.949
2	The size of the curriculum (workload) excessiveness	Cadets	74.5	3.55	1.204
		Instructors	85.7	3.46	1.071
		Staff	71.4	3.86	1.014
		Aggregate	77.2	3.6	1.096
3	Equality of the time allocated to academic classes and military work	Cadets	76.6	3.72	1.103
		Instructors	82.1	3.32	1.090
		Staff	76.2	3.90	0.995
		Aggregate	78.3	3.6	1.062
4	Suitability to do the work assignment and military training	Cadets	91.0	3.09	1.162
		Instructors	92.9	3.29	1.013
		Staff	76.2	3.90	0.831
		Aggregate	86.9	3.4	1.002
5	Abnormal relation of Examination times and military training	Cadets	99.3	3.31	1.846
		Instructors	64.3	2.86	1.079
		Staff	85.7	3.24	1.091
		Aggregate	83.1	3.1	1.338
6	Level of feeling overloaded by all the demands of the academy	Cadets	78.7	3.41	1.202
		Instructors	92.9	2.79	1.134
		Staff	95.2	3.19	0.981
		Aggregate	88.9	3.13	1.105
7	Level of affecting military training academic calendar	Cadets	85.1	2.89	1.340
		Instructors	96.4	2.86	1.108
		Staff	90.5	2.84	1.082
		Aggregate	90.6	3.09	1.176

***Key**: %= percentage N = number of respondents, M = Mean, SD = Standard Deviation.*

Table 13: Respondents were asked to respond to questions 1–7 about military training that affects cadets academic performance' in the military academy.

The standard deviation of 141 cadets, 28 instructors, and 21 support personnel, respectively, are (SD=0.959), (SD=0.979), and (SD=0.910) when it comes to cadets' anxiety of failing courses owing to military training. This implies that the majority of respondents agreed that this aspect affects cadets' academic achievement. The estimated aggregate means of the cadets (mean=3.63), instructors (mean=3.29), and supporting staff (mean=3.86), however, show that all respondents saw this aspect as a major impediment for cadets' academic performance.

The estimated standard deviation scores of 141 cadets (SD=1.204), 28 instructors (SD=1.071), and 21 support personnel (SD=1.014) are shown in item 2 of table 4.8. As a result, every responder agreed that this is the most important component in a cadet's academic success. All respondents ranked the item above the average, according to the SPSS estimated mean ratings of the cadets (mean=3.55), instructors (mean=3.46), and support staff (mean=3.86). This indicates that this aspect has an impact on the academic success of the cadet. As a result, the cadet's academic performance is primarily influenced by the amount of the curriculum (workload) imposed by military training.

The estimated standard deviation scores of 141 cadets are (SD= 1.103), according to the data in item number 3 of table 13. On the above item, 28 teachers (SD=1.090) and 21 support staff (SD=0.995) responded. This shows that supporting staff agreed more than cadets and instructors on this item as a factor influencing cadet academic achievement, whereas instructors' ratings are grouped around the mean when compared to cadets' scores. The estimated mean scores of instructors (mean=3.32), cadets (mean=3.71), and staff (mean=0.995) all showed that all respondents gave the item a higher rating than the average. This indicates that this element has an impact on the academic achievement of cadets. As a result, cadets' academic performance is influenced by the amount of time they devote to academic classes and military activity.

For all respondents, the mean scores for items 1 to 4 in the preceding table ranged from 3.29 (SD=0.976) to 3.90 (SD=0.831). This revealed that cadets' academic performance in the military academy was hampered by their fear of failing courses due to military training, the excessive size of the curriculum (workload), equality of the time allocated to academic classes and military work, and their ability to complete work assignments and military training.

Instructors, cadets, and supporting staff rated the anomalous relationship between examination times and military training at 2.86 (SD=1.1.79), 3.3 (SD=1.846), and 3.24 (SD=1.1091), respectively. Instructors, cadets, and staff all rated medium and above-average ratings. This found that instructors, cadets, and support personnel all agreed that the atypical relationship between exam schedules and military training were the most important factors affecting cadets' academic performance.

Respondents were asked whether they agreed or disagreed with the statement that feeling overburdened by the military academy's obligations is a factor affecting cadets' academic performance. Instructors, cadets, and staff had mean ratings of 2.79 (SD=1.134), 3.41 (SD=1.202), and 3.19 (SD=0.981), respectively. This confirmed that instructors believed that cadets' academic performance is influenced by their level of feeling overburdened by all the demands of the military academy.

In addition, cadets and staff agreed that the primary elements affecting cadets' academic success are listed in table 13 item 6. In support of this concept, overburdened curriculum with too much content presented with equal attention might result in an excessive amount of student workload (Weerakoon, 2003).

Cadets, instructors, and supporting staff gave mean scores of 2.89 (SD= 1.340), 2.86 (SD=1.108), and 3.54 (SD=0.981) for item 7 in the above table, respectively. The average points for all responders were determined to be on the mean scores rated. This demonstrated that all groups of respondents agreed that the cadets' academic performance was hampered by the amount of affecting military training academic schedule.

4.6 Open ended questionnaires findings

Under open ended, respondents were asked to give other factor, if any, which can affect the cadet’s academic performance in the Ethiopian military academy which has not been mentioned in the questionnaire. Some of the major points raised by respondents are:

1. Cadets joined from high schools and distance education backgrounds have instructional medium or language problems, and that they do not receive practical support from various stakeholders such as class teachers, distance education coordinators, and administrative bodies to participate in their assigned tasks. In support of this results Koyoshaba,(2005) did a study on the factors that influence academic performance, and he found a substantial link

between former school background and undergraduate students' academic performance. According to the study's regression results, there is a significant link between previous school history and college students' academic achievement.

2. High rate of cadets' deserting, have negative impact on their self-motivation of the rest, and it is affecting teaching learning process in the military academy.
3. Lack of interest and self-confidence to express their intrinsic idea and biased assessments of instructors. Most immediate leaders of cadets were subjected for these problems. In supporting this idea Palavan ,(2017) states that students' lack of self-confidence can cause for students' lack of motivation which in result can cause education to become compulsory and make students show negative attitude toward learning.
4. Assignments of supporting staff were not based on their performance, but on their military affiliation.
5. Low social respect given to cadets by the instructors.
6. Language problem (medium of instruction) including instructors.
7. Psychological problems on some cadets as newer for military institution.
8. Lack of discipline and abnormal relation with instructors.
9. Poor implementation rule and regulation of the organization and admittance criteria uniform-less.
10. Some instructors have lack of transparency and barriers of communication with cadets.
11. Lack of secularism of education.
12. Lack of enough time for individual study and lack of adequate time during exam week.
13. Redundancy among co-curricular activities and lack of updated time table co-curricular activities.
14. Extra-workload door and night guard and uninterrupted curriculum revisions and lack of experience for military life.

4.7 Commandants and Training and Educational Officials Interview Findings

All interviewed respondents head officials such as Desk, Department heads, and the Military Academy Commandants no one was certified in educational leadership rather than other type of qualification.

Concerning the performance of cadets, all key informants of educational and training leaders agreed on sharing the point that cadet's academic performance is declining from time to time. Majority of educational and training officers in the military academy asserts that ideal variations or inconsistencies in exam performances were not good sign of schooling.

The reason for this low academic performance could be modes of teaching, infrastructure, technology, cadets characteristics, instructors' qualification and devotion to assist cadets, military training administration and leadership system, cadet's talent, academic background, discipline matters and commitment to study under stress and motivation to perform high academic result, integrity of instructors low commitment to counseling service and the facility of military academy such as reading room/free space, availability of reference materials for core course and lack exercising places.

Deputy Commandant for Educational and training of the military academy asserted that *''even if exam administration of the military academy is too strong cadets sometimes were cheating and passing exam answers to all class examinees copying assignment and project works from each other. Due to lack of time to study, military training influence, over demand of the organization and prepare themselves for exam and lack of sufficient prior knowledge on subject matter, cadets tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years exam. They also pointed out that the situation was disgraceful and shame for the cadets. He also mentioned some of the students result was disqualified and a few cadets were fired for their repeated action*''.

Deputy commandant for logistics of the military academy said'' *that most of teaching and learning facilities including electronic devices, staff rooms, head offices, dormitory, toilets, classrooms, syndicate rooms, first-aid kits, and textbooks, teaching materials, furniture such as desks, tables, chairs and places for studies and reading have been playing a significant roles in affecting cadets academic performances in the military academy''.*

one of the military deputy commandants for human resource development stated that *''the military academy as special purpose school, capable by provided a lot of instructional materials that enhancing cadet's academic performance based on needs of education and training department, however, the key problems were supplies pushing from center is not reaching at*

right time and place, according to his view right time, place and other administrative issues were major factor for cadets poor academic performing''.

Most desk and department heads(teaching staff) asserted that *''the reason for poor academic performance of students was the lack of role model instructors in teaching profession in the military academy in each level that refrain students' from being encouraged, building self-confidence and future prospective chances. In addition, they stated if there is significantly low number of model teachers in the areas. This may hinder not to be motivated to learn as well as to perform well''. one of the academy library desk heads confirmed this issue, ''stating that cadets reading more time inside the library is too low, instructors who provide assignments, home works, and projects based on reference materials are undervalued, and there is low motivation of reading habit by either instructors or cadets''.* Reading is essential in the life of every student, according to (Mark and Howard, 2009). It's important for students' academic success. Self-confidence, according to Benabou & Tirole (2002), has an effect on motivation and can influence human behavior, and is a factor in university students' problem-solving ability.

Interviewed desk of registrar official stated that *''counseling services were provided, particularly by platoon and company leaders, even if it was not time-bound''.*

One of the Finance desk coordinator also confirmed that *''cadet-to-cadet relations were not positive. According to him, cadets going missing, desertion, and poor communication among themselves were serious problems in the Military Academy, and since these events are occurring, it is difficult to assume that cadet-to-cadet peer relationships are normal.*

4.8 Document analysis findings

There were quality and quantity issues with instructional design in the military academy, as well as outmoded tools for outdoor activities and teaching facility constraints (academy survey 2012). There were access issues, according to the (HERQA 2013) internal audit report: - some of them: are there is a scarcity of sporting venues such as volleyball courts, football grounds, and handball fields.

There is a lack of impartial appraisal among instructors, and There were no mechanisms in place to control any bias in student assessments, according to the institutional audit report (HERQA, 2013), and the University of Defense Force had no teaching learning implementation policy.

Women are underrepresented in leadership positions in the Ethiopian Military Academy at all levels of the education and training department. Researcher confirmed from registrar documentation more than ten women cadets were dismissed.

The institutional quality audit report on Defense University (HERQA, 2013) stated that female involvement on academic staff was below expectations and it suggested that actions should be taken to encourage female teaching staff to join the military academy. The military academy need assessment survey (2012) indicated that female engagement in the military academy was unsatisfactory. The majority of Defense University's support staff have a lower educational status. (HERQA 2013). During institutional quality audit report HERQA (2013) suggested that there should be teaching learning policy at defense university level.

Training load and unclear academic calendar, in its institution audit report, HERQA. (2013) stated that there should be a clear link between student workload and expected GPA and course credit worth at the defense university level. the minimum credit hour per term is 15(5 courses) and the maximum credit hour per term is 25(8 courses) as well as Minimum 2 year programmed curriculum with more than 96 credit hour up to maximum 3-4 year programmed curriculum with more than 140 credit hours. Cadets are supposed to work 66:15 hours a week (12 and 18 hours per day in six working days) according to the military academy's weekly academic and training curriculum (2020/21).

In Ethiopia, context it is proposed that average students are expected to work 50 hours per week (between 8 and 12 hours per day on each of the five working days). In the case of a 32-week academic year, total student working hours would be 32X50=1600 hours a year, AAU HDP Unpublished module (2014). Furthermore, overburdening curricula with too much knowledge presented with equal emphasis may result in an insufficient degree of student effort (Weerakoon, 2003).

4.9 Observation findings

During the data collection process, the researcher noted that there were no well-organized computer, language, and pedagogy labs, services, or assistance at the military academy, as well as no qualified Instructor of Information and Communication Technology and outdated simulations for war games.

Formal Observation confirmed that there is old library service location system that hasn't been digitalized or converted into an E-library. There is an old registrar, no digitalized service, and cadets have limited internet connection. For the classroom, furniture such as chairs and tables were outdated. There were no prizes given to cadets with high test scores each term to stimulate and encourage them to improve their academic performance. Issues with the quality of teaching materials supplied to cadets, Stationary supplies were not delivered on time, and there were no designated areas for practical exercises such as military tactics, geography, GPS, and binoculars.

The majority of instructional approaches, according to the researcher, were unified lecturing with lots of direct reading from slides, technology depended, passive cadet participation, and sloppy handouts. As a result, teachers should employ a variety of teaching strategies to help students learn more effectively. Instructional strategy that encourage students to participate in a variety of tasks and activities, including incorporating students in observation while the teacher demonstrates. In order for students to achieve high levels of performance, instructional approaches are crucial (Adikinyi, 2007).

The researchers' observations revealed that there were tight controls in place to prevent exam cheating and that continuous assessments were used to measure cadets' advancement through academic performance.

Researcher observed that as a military institution, strong command and control for cadets' class attendance is exercised by the immediate leader unless and until there is a risk of absenteeism owing to administrative reasons.

As researcher observed during data collection in the military academy there were: - overloaded activities especially when mid or final exam programs were announced, Physical fitness activities which are intensively running every morning and Operational activities and meeting recurrence. The data gathered through observation also revealed that, as a public institution, the academy is overburdened by all security demands; the level of disruption to the academic calendar caused by military training exercises is also high; and the country's current political and security situation, as well as the pandemic, are all factors. COVID-19 is one of the most significant issues that can impede cadet academic achievement.

4.10 FGDs findings

The key determinants impacting cadets academic performance related to instructional facilities in the military academy were confirmed by information gathered through focused group discussion: - There aren't enough practice areas for several core courses, such as tactics, GPS, and map reading. There was no suitable time allocation for the syndicate group; there was no regular counseling period for cadets assigned by instructors; and there were no standardized offices, bathrooms, or recreation areas for instructors. There are outdated printers and photocopy machines that are unsuitable for educational purposes, as well as a lack of maintenance for electronic devices such as computers, desktop and projectors. There is a scarcity of teaching materials for basic courses, as well as quality issues and poor reading habits.

According to FGDs-1, there are concerns with military academy commandants' commitment to constantly support cadets, low motivation by some teachers, even if they are exceptional performances, and low attention given to instructors. Relationships between instructors and cadets, as well as among cadets themselves, are not constructive, according to FGDs-1. Instructors' ability to turn cadets into good partners or friends falls short of what the school expects, and some instructors' strict approach to cadet discipline is unpleasant and discouraging. The majority of cadets enrolled for a degree certificate deserted for various reasons, including the political situation in the country's northern region and the COVID-19 pandemic, according to the discussion.

FGDs-2 confirmed that: - *The cadets' self-confidence was judged to be below medium*, with some of them unable to adequately articulate their ideas in front of instructors and others going AWOL (absence without leave). *Cadets were unable to study under stress*, thus they went to bed early if they had intense physical training as a co-curricular activity. An additional the group confirmed that in the military academy there was no programmed management for curriculum and co curricular activities. *Their ability to plan well and organizing a given project is very low.* A participant in a discussion confirmed that the cadets found it boring to engage in the study because there is a daily group discussion or study schedule. FGD-2 findings indicated that, as a security institution, the ENDF's demand on the military academy is an overburdened, and cadets are treated as on-the-job members because they are engaged in numerous local operations.

Chapter Five

5. Summary, Conclusion and Recommendation

This chapter deals with a summary of the major findings, the conclusions made from the findings, and recommendations proposed and assumed by the researcher to reduce factors impacting cadets' academic performance at the military academy.

5.1. Summary of Findings

The purpose of the study was to assess the analysis of factors that affect a cadet's academic performance in the Ethiopian Military academy. To this end, a descriptive survey method of analysis was used in order to achieve the purpose of the study based on the following basic questions.

1. To what extent does accessibility of teaching learning facilities of the military academy affect academic performance of cadets?
2. How does the instructor's activity affect academic performance of cadets in the military academy?
3. What are the cadets-related factors that contribute to cadet's academic performance in the military academy?
4. How does military training affect the cadet's academic performance in the military academy?

This study used a mixed-methods approach, which included both qualitative and quantitative components. The research was carried out in the Ethiopian military academy, which is part of the Ethiopian Ministry of National Defense Forces and is located in the Holeta Genet town of the Oromiya regional state. Closed and open-ended questions, semi-structured and structured interviews, document analysis, formal observation, and focus group discussions were utilized as data collecting instruments, and the data acquired was analyzed using percentages, means, and standard deviation. Cadets, instructors, support staff, department heads, and commandants were among those who responded to the survey. Structured questionnaires were distributed to a total of 145 cadets, 29 instructors and 23 supporting staff, who were selected to take part in the questionnaire,197 sample respondents, out of which 4 and 3 of them didn't return and were discarded respectively. This reduces the sample size to 190(96.4%) of the respondents filled and returned the questionnaires properly. Because of their outliers and irresponsible responses, which

are uniformly 5(very high) for all questions asked, the remaining 7(3.5%) sample respondents' data were ignored and purposely eliminated by the researcher to reduce the chance of making an error during data processing and interpretation. As a result of the review of literature and data analysis, the study's major findings are organized and presented in four categories based on the studies four basic questions and possible solutions. As a consequence of the investigation, the following summaries were reached.

The military academy's teaching and learning facilities, such as the lack of instructional materials, adequate reading areas, and exercise areas, are among the most significant elements affecting cadets' academic performance. The aggregate weight of these elements suggests that the academy's teaching and learning facilities are extremely important in influencing cadets' academic achievement, yet the military institution is only somewhat capable of providing these facilities. The interview also revealed that counseling services were not pre-programmed and were provided by specific instructors. Respondents also believed that instructional facilities such as teaching staff offices, various lab centers, toilets, freely reading places, and the availability of reference books, as well as the habit of reading, were moderate and not as expected in a military academy.

Some major instructors' related factors that affect cadets' academic performance forwarded at a medium and moderate rate by respondents are: a lack of experienced and qualified instructors in solving cadets' academic challenges, low commitment of teachers to exerting their capacity to support cadets, clarity of instructor’s presentation in recognizing cadets' learning tempo, and instructing cadets.

Furthermore, cadets' academic performance was influenced by failures of commitment to aid them. While cadet respondents believed that the ability to make fair assessments and lead by plan or prepare lesson plans were forwarded at a high rate as factors affecting cadet academic performance. In an interview with various officials from various desks and departments, commandants emphasized that the lack of qualified role model instructors to support cadets in exerting skills in the teaching and learning process in the academy in all areas can create cadets' being encouraged, building self-confidence, potentially visionary and futuristic.

They concluded that cadets' poor academic performance was due to a lack of follow-up, coordinated counseling services, failure to adapt to military life, and low social regard from instructors.

Respondents expressed their high difficulty in fulfilling their tasks, such as doing assignments and engaging in class, at a low rate (64.3 percent). According to department and desk head interviewees, cadets from high schools and distance education backgrounds have instructional medium or language problems, and they do not receive practical support from various stakeholders such as class teachers, distance education coordinators, and the military academy extra-ordinary workloads such as night door guard were significant factors.

Cadet-related characteristics were one of the most important factors determining cadets' academic success at the military academy. According to the results of the survey, the major cadet-related factors that affect them are: less time spent studying, less attendance on group studies and other related activities, lack of adequate effort and carelessness, inability to become well planned and organized, abnormal relationships with their instructors, among each other, and lack of self-confidence.

The majority of cadets who responded endorsed their ability to study when under stress during training. Respondents to the survey disagreed with this notion, claiming that some cadets were unable to express themselves appropriately in front of instructors, and that even if cadets were unable to study under stress, they went to bed earlier if intense physical training was included as a co-curricular activity. Furthermore, they claimed that there was no provision of a particular psychology lesson to boost the cadets' self-esteem and motivate them to do better in school.

The majority of respondents believed that the fear of failing courses due to military training, the excessive size of the curriculum (workload), the abnormal relationship of examination times and military training, the level of feeling overburdened by all of the academy's demands, and the level of affecting military training academic calendar were all important influencing factors for cadets. The respondents also considered the equality of time provided to academic classes and military duties, as well as the suitability to complete work assignments and military training, were moderate.

The interview also revealed that, with the exception of a few field exercises, all service course training is conducted side by side in addition to academic classes, which can cause cadets to be

overburdened with information, and that the military academy's curricular was overloaded with too much content. The interviewed respondents believed that there were overburdened activities, particularly when mid- or final exam programs were announced; additionally, they stated that there are physical fitness activities that are intensively run every morning, as well as a high frequency of operational activities and meetings.

5.2. Conclusion

The main objective of this study was to assess the factors that affect cadets' academic performance in the military academy and to suggest strategies that may help to improve cadets' academic performances. Based on the findings, it has been found that comparing factors that affect cadets' academic performance was a multifaceted issue which was multidimensional. This had been indicated from the findings in terms of, percentage, mean and standard deviation of the independent variables among each other. Therefore the following conclusions were drawn based on the major findings related to the basic questions of the study.

According to findings of the data, the most significant factor affecting cadets' academic performance is a lack of instructional material, i.e. a paucity of instructional aides. They are hindered academically by a lack of suitable instructional material, such as reference books for core courses and military publications, as well as facilities, such as a digital library, pedagogy and language labs, teaching staff offices, restrooms, copy machines and printing devices, and so on.

Inadequate supportive services, such as the syndicate, tutoring services, counseling, and mentoring, were not adequately and formally provided at the military academy. This suggests that the academic atmospheres for cadets are not conducive. However, because the majority of cadets were recruited from the civilian community, counseling and guidance services for cadets were found to be inadequate. One of the greatest problems of academic achievement was this issue. Counseling and advice stands out as a critical component in raising and increasing cadets' educational awareness in order to improve their academic performance.

The majority of respondents claimed that there was a significant shortage of spots for core or service courses that required extensive use of cadet potential. It is well recognized that the military profession is an art of leadership that requires action by doing. This could signal that cadets can't devote as much time to practicing outside as they can to conducting their practical

exercises, projects, and overlays indoors, negatively impacting their academic performance and graduation profile. According to the study, other factors that influence academically poor performance include proper reading areas, time, and awards given in the academy for cadets who get high academic scores per term.

According to the findings of the study, cadet academic performance is affected by not standardized active teaching learning approaches. As a result of the increased demands on cadets' study time, the military academy may have to implement extra policies.

Instructors who are pedagogically or instructionally qualified and have a lot of expertise have a big part to play in helping cadets succeed academically. The attitude of academic achievement would be hampered if teachers did not have expertise in assisting them with commitment and strong talent.

According to the findings, instructors' experience in resolving cadets' academic issues, instructors' quality and commitment in using their potentials to support cadets, and instructors' emotional and social competence in offering particular assistance for cadets were all low in this study.

Role modeling is important in the military, and instructors who are role models have a significant psychological impact on cadets. However, there are a low number of role model teachers in the military academy. The findings suggest that there are a disproportionately small number of model instructors in the field. This may make cadets less eager to learn and perform effectively.

With regard to the military academy cadet’s self-motivation, relations with their instructors and their classmates, inability to become well planned and organized, lack of self-confidence, lack of adequate effort and carelessness are believed as the major factors affecting academic performance of the cadets.

To sum up about motivation and self-confidence my conclusion is that as stated by Brophy(1987) and Norman & Hyland (2003) respectively stated that Motivation to learn is a competence acquired through general experience that is predominantly stimulated through modeling, communication of expectations, and direct instruction or socialization by significant others, while Most of the current crisis in the educational system is due to low self-confidence that leaded a number of students having lack of enough participation and unsatisfactory progress after much time spends in the class.

Concerning the major factors that deter the cadets academic performance of the military academy, there were psychologically high level of fear of failing courses due to military training, excessive workload, overall demand of the institution is created feeling on the cadets and there were anomalous relationship b/n exam time and military training as well as slightly academic calendar of the academy is affecting military training

The conclusion is that there is a high demand for security services within the institution; there is a lack of attention paid to psychological effects; and there is a high workload during exam week, all of which have an impact on their academic performance. As a result, extra regulation may be required by the military academy to align with the expectations of the organization and the demands on cadets' time available for academic performance.

5.3. Recommendations

The following recommendations are made based on the study's findings and conclusions for implementing successful cadet academic performance in the Military Academy.

1. The Military Academy's teaching learning facilities were insufficient, negatively impacting cadet academic performance. As a result, the military academy is advised to supply instructional materials based on higher educational institution standards and to maintain teaching learning facilities in a purposefully planned and organized manner in order to improve the capacity of the existing teaching learning facilities.
2. To be effective on graduating competent cadets, the Military Academy must seriously conduct appropriate induction, create a sense of belongingness, ensure continuous supervision, implementation, and provide continuous technical support as its maximum performance of cadets in order to minimize the factors that affect cadets' academic performance, on the instructors and cadets related matters.
3. The findings of the research revealed that a lack of proper reading and exercising places hampered cadets' academic performance; therefore, to address these limitations, the Military Academy recommended collaborating with Ethiopian national defense force stakeholders and regional states to open enough field exercising places, which would maximize cadet performance.

4. The Military Academy's supportive systems for cadets, including as tutorial services, syndicates, group study, and various supportive mechanisms, including all officers' help, are insufficient. This indicates that the military academy's academic environment was not conducive to cadets' better academic performance. Because these are significant factors in cadets' poor academic performance, the military academy is advised to establish planned and organized schedules and provide progressive idea-focused tutorial programs on a recurring basis. Additionally, all academy officers should provide counseling and direction to cadets on how to advance their study through good time management and resource management.
5. As the result of the study revealed that, It has been pointed out that some major instructors' related factors that affect cadets' academic performance are related to lack of role model and experienced instructors personality in solving cadets' academic challenges, instructors' quality and low commitment to exerting their potentials to assist cadets, instructors' emotionality and lack of social skill in providing special support for cadets. Hence these are affecting cadet's academic performance, the military academy advised to work hard in tackling these factors by creating an attractive atmosphere which would motivate the instructors towards providing support for cadets, organizing skill development training with cooperating higher educational institutions.
6. There are a number of complex issues that obstruct a successful cadet's academic success at a military academy. The findings of the study revealed that cadets spend less time studying because of their aberrant relationships with their instructors and classmates, their background, a lack of proper effort, and carelessness. Lack of self-confidence and inability to plan and organize. Despite these limits, the military academy suggested that all commandants, officers, and other top officials pay close attention to cadet academic achievement, as well as, the Military Academy should establish a regular and uniformed counseling program for cadets.
7. The Military Academy should also assign experienced and competent psychology instructors to help cadets develop self-confidence and organize workshops or panel discussions on reading habits, tactics, and communication methods. This could be accomplished by mobilizing experts from higher education or organizing stakeholders such as Ethiopian national defense force and the Education and Training Main Department.

8. One of the key conclusions drawn from the literature study and data analysis is that workload, fear of failure as a result of military training, misalignment of academic calendars, and exam period overcrowding are all factors that affect cadets' academic performance. The key answers for effective academic performance are psychological motivation, resocialization adaptation, decreasing workload, planning and implementing equitable strategies to improve cadets' lives, and creating a suitable environment in the military academy. As a result, commandants of military academy are recommended to consider and implement these policy implications as feasible solutions for the military academy's efficient academic performance.

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APPENDIX

Appedex-1 1 Questionnaires filled by cadets and supporting staff of the Military Academy

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Dear respondents

The purpose of this questionnaire is to collect data for the study entitled Factors Affecting Academic Performance of Students' the case of Ethiopian Military Academy. It aims at assessing the major factors affecting students' academic performance and thereby recommending solutions for the problems identified. Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research. All information gathered shall be used purely for research purposes and shall be treated with confidentiality.

Please note that: You need not to write your name and any other personal identifier except the requested ones. To those questions with alternatives, please, mark your responses by putting "**X"** or "√" in the boxes provided. For any additional opinions, you are kindly requested to write your responses on the blank space provided. Make sure to pick **only** one answer. For more information please use the following personal contact.

Tel. +251941452140

E-mail *danadanadesta@gmail.com*

Face book *danadesta@yahoo.com*

Tweeter *@dana39239035*

I thank you in advance!

Please indicate your response by putting the symbol (x) where you think is appropriate in the boxes provided to each preference, and comment where necessary.

PART I- Background Information

Sex	Male	
	Female	
Age	20-25yrs	
	26-30yrs	
	31-35yrs	
	36-40yrs	
	More than 41yrs	
Level of Education	12^{th} Grade	
	Certificate	
	Diploma	
	B.A/Bsc Degree	
	Master‘s Degree	
	PHD Degree	
Service Year	< 5yrs	
	6-10yrs	
	11-15yrs	
	16-20yrs	
	21-25yrs	
	More than 26yrs	

Part II: Research Questionnaires

1. How much do you think that the following Military academy teaching and learning facilities factors affect the academic performances of cadets in the military academy? **(**Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X" or √")**

No	Military academy teaching and learning facilities related factors	Rating scale (use X or √)				
		5	4	3	2	1
1.	Lack of availability of instructional materials					
2	Lack of proper reading place where they can use freely					
3	Availability of counseling to students for creating better academic performance					
4	Availability of time and place for group & individual study					
5	Lack of proper exercising place for core courses					
6	level of awareness and sensitivity of staff towards supporting all students					
7	Rewards given in the academy for students good scorer					
8	Level of teaching learning process student centered					
9	Level of teaching learning process content centered					
10	Level of teaching learning process is both content and student centered.					

Do you think there are other factors? (If yes write them below)
……....
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.....
.....

2. How much do you think that the following Instructors' related factors affect the academic performances of cadets in the military academy? (Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1.Use 'X" or √"**)

No	Instructors related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Lack of qualified and experienced instructors at the military academy					
2	Existence of role model instructors in the military academy					
3	Clarity of instructors presentation in recognizing students learning tempo					
4	Instructors social skill in providing special support and tutorials for students					
5	Instructors quality and commitment to support students					
6	Instructors experience in solving students' academic challenges					
7	Instructors ability to make fair assessment					
8	Instructors ability to secure exam items and controlling cheating during exam					
9	Instructors ability to prepare a lesson plan for every class taken					
10	Instructors' ability to give home works and assignments to the students.					
11	Instructors' ability to conduct continuous assessment examinations to test students' progress through performance					

Do you think there are other factors? (If yes write them below)
……....
….....
.....
.....
.....

3. How much do you think that the following cadets' related factors affect the academic performances of cadets in the military academy? (Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1.Use 'X" or √")**

No	Cadets related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Cadets' self-motivation.					
2	Abnormal relation with their instructors.					
3	Abnormal relation with peers or other cadets.					
4	Less amount of time invested on studying.					
5	Less attendance on group studies and other related activities.					
6	Lack of adequate effort and carelessness					
7	Inability to become well planned and organized					
8	Ability to study under stress of training					
9	Lack of self confidence					

Do you think there are other factors? (If yes write them below)

…….....

.....

.....

4. How much do you think that the following military training related factors affect the academic performances of cadets in the military academy?(Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X"or √")**

No	Military training or stress related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Level of fear failing courses due to military training					
2	The size of the curriculum (workload) excessiveness					
3	Equality of the time allocated to academic classes and military work					
4	Suitability to do the work assignment and military training					
5	Abnormal relation of Examination times and military training					
6	Level of feeling overloaded by all the demands of the academy					
7	Level of affecting military training academic calendar					

Do you think there are other factors? (If yes write them below)

……....

.....

Appedex-1. 2 Questionnaire filled by Instructors of the Military Academy

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Dear instructors

The purpose of this questionnaire is to collect data for the study entitled Factors Affecting Academic Performance of Students' the case of Ethiopian Military Academy. It aims at assessing the major factors affecting students' academic performance and thereby recommending solutions for the problems identified. Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research. All information gathered shall be used purely for research purposes and shall be treated with confidentiality.

Please note that: You need not to write your name and any other personal identifier except the requested ones. To those questions with alternatives, please, mark your responses by putting "X" or "√" in the boxes provided. For any additional opinions, you are kindly requested to write your responses on the blank space provided. Make sure to pick **only** one answer. For more information please use the following personal contact.

Tel. +251941452140

E-mail: danadanadesta@gmail.com

Face book danadesta@yahoo.com

Tweeter *@dana39239035*

I thank you in advance!

General Instructions:

Please indicate your response by putting the symbol (x) where you think is appropriate in the boxes provided to each preference, and comment where necessary.

PART I- Background Information

Sex	Male	
	Female	
Age	20-25yrs	
	26-30yrs	
	31-35yrs	
	36-40yrs	
	More than 41yrs	
Level of Education	12^{th} Grade	
	Certificate	
	Diploma	
	B.A/Bsc Degree	
	Master‘s Degree	
	PHD Degree	
Service Year	< 5yrs	
	6-10yrs	
	11-15yrs	
	16-20yrs	
	21-25yrs	
	More than 26yrs	

1. How do you rate the efforts of cadets in doing assignments, questions, class/ home works?
   High ☐ Medium ☐ Low ☐

2. How do you rate cadets’ absenteeism in your class?

   High ☐ Medium ☐ Low ☐

3.How much do you think that the following Military academy teaching and learning facilities factors affect the academic performances of cadets in the military academy level? **(**Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X" or √")**

No	Military academy teaching and learning facilities related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Lack of availability of instructional materials					
2	Rewards given in the school for cadets good scorer					
3	Lack of proper reading habit and place where they can use freely					
4	Availability of counseling and guidance to cadets for creating better academic performance					
5	Low level of awareness and sensitivity of staff towards all students					
6	Non availability of support system for cadets that would help them to be academically competent					
7	Rewards given in the academy for cadets good scorer					
8	Level of teaching learning process cadet centered					
9	Level of teaching learning process content centered					
10	Level of teaching learning process is both content and cadet centered.					

Do you think there are other factors? (If yes write them below)

……...

.....

.....

7.How much do you think that the following Instructors' related factors affect the academic performances of cadets at the military academy? (Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1.Use 'X" or √"**)

No	Instructors related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Lack of qualified and experienced instructors at the military academy					
2	Existence of role model instructors in the military academy					
3	Clarity of instructors presentation in recognizing cadets learning tempo					
4	Instructors emotional and social skill in providing special support and tutorials for cadets					
5	Instructors commitment to support cadets					
6	Instructors experience in solving cadets' academic challenges					
7	Instructors ability to make fair assessment					
8	Instructors ability to secure exam items and controlling cheating during exam					
9	Instructors ability to prepare a lesson plan for every class taken					
10	Instructors' ability to give home works and assignments to the cadets.					
11	Instructors' ability to conduct continuous assessment examinations to test students' progress through performance					

Do you think there are other factors? (If yes write them below)

……...

.....

.....

8.How much do you think that the following cadets' related factors affect the academic performances of students in the military academy level education? (Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1.Use 'X" or √")**

No	Cadets related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Cadets' self-motivation.					
2	Abnormal relation with their civil and military instructors.					
3	Abnormal relation with peers or other cadets.					
4	Less amount of time invested on studying.					
5	Less attendance on group studies and other related activities.					
6	Lack of adequate effort and carelessness					
7	Inability to become well planned and organized					
8	Ability to study under stress of training					
9	Lack of self confidence					

Do you think there are other factors? (If yes write them below)

…….....

.....

.....

9.How much do you think that the following military training related factors affect the academic performances of cadets in the military academy? (Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X"or √")**

No	Military training or stress related factors	Rating scale (use X or √)				
		5	4	3	2	1
1	Level of fear failing courses due to military training					
2	The size of the curriculum (workload) excessiveness					
3	Equality of the time allocated to academic classes and military work					
4	Suitability to do the work assignment and military training					
5	Abnormal relation of Examination times and military training					
6	Level of feeling overloaded by all the demands of the academy					
7	Level of affecting military training academic calendar					

Do you think there are other factors? (If yes write them below)
……....
.....

Appedex-1 3 Interview Guides for Commandants, Department and Desk heads

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Management and Planning

The main objective of this interview is to collect data for the study on a factor that affects cadet's academic performance in the military academy. So, you are kindly requested to respond to the interview questions.
Name of the office _____

Responsibility _____

1. What factors do you think affect cadets' academic performance in the military academy?
   1.1 Military academy facilities related
   1.2 Instructor related
   1.3 Military training
   1.4 cadets related
   1.5 Others (Please specify)
2. Was there a time when cadets in your academy scored good/bad result? What do you think was the cause for this?
3. What factors do you think are associated more with cadets' failure to perform well in their education?
4. Of all the factors that affect cadets' academic performance, which factor do you think have the highest impact?
5. What do you think should be done to improve cadets' academic performance in your Military academy?

Appedex-1 4 FGD guide

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Management and Planning

Facilitators welcome, introduction and instructions to participants. Good morning/afternoon/evening and welcome to our session**.** Thank you for volunteering to take part in this focus group. You have been asked to participate as your point of view is important. I realize you are busy and I appreciate your time.

Introduction: This focus group discussion is designed to assess your current thoughts and feelings about the ***Factors Affecting Students' Academic Performance at the Military Academy of Holeta Genet Government School*** The focus group discussion will take no more than two hours. May I phone record the discussion to facilitate its recollection? (If yes, switch on the recorder of phone)

Anonymity: Despite being taped, I would like to assure you that the discussion will be anonymous. The records will be kept safely in a locked facility until they are transcribed word for word, then they will be destroyed. The transcribed notes of the focus group will contain no information that would allow individual subjects to be linked to specific statements. You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group.

If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.

Ground rules

1. The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
2. There is no right or wrong answers. You do not have to speak in any particular order.

3. The session will be audio recorded to help us gather more detailed information about your responses than the handwritten notes that will be taken by investigators, and it will allow us to double check our data for accuracy (if session is audio recorded, which is depending on consent from individual participants).
4. When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.
5. You do not have to agree with the views of other people in the group.
6. Stay with the group, please don't have side conversations, and speak clearly to increase recording quality
7. Turn off or silence cell phones.
8. Enjoy the discussions

Does anyone have any questions?

OK, let's begin. ***Turn on phone Recorder***

Warm up

First, I'd like everyone to introduce themselves. Can you tell us your name?

Introductory question

I am just going to give you a couple of minutes to think about Factors Affecting Students' Academic Performance in the Military Academy of Holeta Genet is there anyone happy to share his or her experience/feelings, thoughts?

Guiding questions

1. To what extent do you think institutions, instructors and military training involvement affect cadets' academic performance in the Military Academy?
2. To what extent do instructors' commitments enhance cadets' academic performance the Military Academy?
3. To what extent does instructors' activity affect students' academic performance in the Military Academy?
4. How does teaching techniques and style affect the cadets' academic performance at the Military Academy*?*
5. What are the factors of learning facilities on the academic performance of cadets' at the Military Academy*?*

6. Do you know any other factors that affect cadets' academic performance in this military academy? If yes, would you tell me?
7. Of all the factors that we have discussed so far, which factor do you think have more impact on students' academic performance in this military academy?

Concluding question

- Of all the things we've discussed today, what would you say are the most important issues you would like to express about this study?

Conclusion

Thank you for participating. This has been a very successful discussion. Your opinions will be a valuable asset to the study. I hope you have found the discussion interesting.

If there is anything you are unhappy with or wish to complain about, please contact the academy training department head or speak to me later. I would like to remind you that any comments featuring in this report will be anonymous. Before you leave, please hand in your completed personal details questionnaire. Please, write your report based on the results of the focus group. Please remember to maintain confidentiality of the participating individuals by not disclosing their names

Appedex-1 5 Formal Observation Checklist

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Management and Planning

Formal Observation Checklist

This checklist is intended to measure the extent of the availability of materials, facilities and services in the military academy.

Time of observation was: 8:00 Am- 10:30 Am and 2:00Pm-4:30 Pm

Date of observation was: 11/05/2021

No	Subject matters for observation	**Categories**				
		Very adequate	Adequate	Moderately Adequate	Inadequate	Very Inadequate
1.	**Lab (pedagogy, ICT, Language)**					
	• Size • Availability of lab kits					
2.	**Library**					
	• Size • Availability of relevant text and reference books • Professionals • Service time					
3.	**Laboratory**					
	• Size and Availability of lab kits, like chemicals and • Preference of lab manuals					

	• Preference of lab • assistance					
4.	**Simulator**					
	• Size • Detectors • Assistance					
5.	**Sand model:-**					
	• Size • Instrumental kits					
6.	**Guidance and counseling service.**					
	• Availability of professionals • Availability of service					
7	**Outdoor exercising places**					
	• For core courses • Co-curricular activities					
8.	**Teaching Learning approaches**					
	• Active • Passive • Use of instructional aid					