

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**PROVISION OF ACADEMIC SUPPORT TO LOW ACADEMIC**  
**ACHIEVING STUDENTS PRIMARY SCHOOLS IN DIRE**  
**ENCHINNI WOREDA**

**Gurmessa Chala Gemed**

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**Addis Ababa**

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**for the Degree of Master of Art in Special Needs Education**

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## ABBREVIATIONS

EMIS	Educational Management Information System
FGD	Focus Group Discussion
MOE	Ministry of Education
NGO	Non-governmental Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
Z PD	Zone of Proximal Development

## Abstract

This study aimed at surveying provision of academic support to grade five low academic achieving students in 14 primary schools found in Dire Enchinni woreda. To realize objective of the study, the data were collected from 110 teachers, 62 parents, 120 grade five low academic achieving students, 14 principals using interview schedule, and focus group discussion held with 11 parents committee. Percentage and thematic data analysis were used to analyze the data. The findings revealed that academic support provided to the low academic achieving students is very low. This was due to low level of parental involvement in the school, parents' low income, low educational level, rearing large number of children, students lack job opportunity after graduation, and parents' lack of awareness about the value of education were found to be the major reasons for low level of support provided to students. In addition teachers lack commitment; large class size and focusing only on few support mechanisms were the other reasons for low support for the students. The study suggested that partnership of the parents and the school for the purpose of improving achievement and provision of support for low academic achieving students was crucial.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

In our world, education reform efforts are not new. For two decades, beginning in the 1960s, education reform programs were implemented to assist subgroups of students, such as poor readers, migrant students, and students with emotional or cognitive problems. The success of these programs was limited; therefore, in the 1980s, policymakers began to shift their focus from fixing students to fixing schools, to make school more effective for all students (The Kansas State Board of Education, 2000).

States order reforms, including new teacher standards, higher pay for teachers, and school report cards. Because they wanted evidence of school improvement; states also established assessment and accountability systems. Even though they established assessment and accountability systems, still many children did not achieve at acceptable levels of academic progress (Snow, Burns, & Griffin, 1998).

It became apparent that, it is not enough to have improvement in teaching and teacher education, or providing more challenging academic standards. According to Birhanu (2005) the change only happens in the school environment when parents, teachers and other school community work together and provide appropriate intervention for each student according to students' individual needs.

In 1991, whole-school reform became a movement for two important reasons. First, the whole school reforms enable knowledge explosion. Second, an increasing number of students are coming to school with poor health, and limited literacy skills. This limited literacy skills and

healthy problems will be improved when reform takes place in the schools (The Kansas State Board of Education, 2000).

From this, it is possible to say if reform not happened in the schools, it is more difficult to educate the new generation with limited literacy skills coming to school, especially the low academic achieving students. This limited literacy skills, leads student to low academic achievement which in turn reason for their early school dropout, multiple retentions in the school, and poor grades.

Concerning this issue, Lamb and Rice (2008) showed that low achievers are students who are at-risk of early drop out from the school; therefore effective school intervention strategies can improve their engagement and retention in the school.

Furthermore, Jimerson and Kaufman (2003) noted that grade retention predict long term failure such as dropping out of the school. Besides to this, they also showed that truancy problem is often an early indicator of students being dissatisfied with the school system and which in turn result in students' drop out and low achievement.

Wentzel (1997) noted that many low academic achieving students have negative experiences in the educational setting. This negative experience in educational setting leads the students not feeling really motivated to learn and may lead to the development of a negative attitude toward school.

Moreover, Wandiyé (2007) argued academically at-risk students feel disconnected from the school environment and as a result most of them do not participate in extracurricular activities. He further indicated that participation in extracurricular activities can reduce the chances of academically at-risk students to score poor mark early.

For academically at-risk students, intervention is essential to enhance their motivation to learn, to increase their attendance and participation in school activities. As noted by Hock, Pulvers, Desher, and Schumaker (2006) intervention given often must take the form of initiating students learning because low academic achievers need a lot of reinforcement. For example after-school, tutoring has improved their achievement and also their engagement and retention in the school. This kind of intervention is useful when students seek it. Moreover, Birhanu (2005) also noted pre-school experience also improve pupils' achievement. He suggested children who never get pre-school experience show difficulties in school performance and repeats more than one year in early schools.

Although there are many unanswered questions on what have to be done to help all students to progress in their education, educators do agree that change can only happen when teachers, principals, and parents believe they are responsible to help each student to learn; and feel they have a part in helping students especially when students struggled academically (Birhanu, 2005). In the same way, the researcher also believes the change only happen when parents, teachers and principals engage in provision of support to low academic achieving students at school and home.

Research has shown that low academic achieving students received very little academic support at primary school (Berta, 2001). From the informal discussion the researcher carried out with some parents and teachers in Dire Enchinni woreda, low academic achieving students did not get adequate support that help them to succeed in their education. As a result, a number of students' get low scores, retained one and more years, and dropout from school. Hence, this study was intended to assess provision of academic support to low achieving students at elementary school level.

## **1.2. Statement of the Problem**

Review of related literature revealed that there are limited studies associated with academic support provided to low academic achieving students (Biannual, 2013). In Dire Enchinni woreda as the researcher carried out informal discussion with some parents, students, and teachers before conducting the study, problems facing low academic achieving students during the school years were identified.

Among the problems identified, multiple retentions in grade (the student has been retained one or more years), poor grades (the student consistently performs at barely average or below average levels), absenteeism (the student is absent five or more days per semester or term), lack of connections with the school (non- participation on extracurricular activities), low expectation from teachers and parents (parents and teachers do not expect the student to do more than attending the school), low motivation from students to learn and early school dropout.

On the other hand, McCoach and Siegles (2005) showed that low achievement can occur when students do not receive appropriate support and educational services they require to develop their potential. Importantly, support provided for students at home and schools plays a vital role for students' academic success; according to Temesgen (2006) family environment and the kind of support it gives will influence success or failure of a student. For instance, the extent to which the home provided materials (e.g. number of books in the home), information, and advice are directly relevant to school learning.

In general, in Dire Enchinni woreda, low academic achieving students did not get much attention and support as the researcher understood from informal discussion carried out with some parents, students, and teachers. Thus, the present study was intended to see provision of academic support to low academic achieving students.

In order to achieve aforementioned purpose of the study, the research was intended to seek answers to the following basic questions:

1. What is the prevalence of low academic achieving students at grade five in Dire Enchini woreda?
2. What kind of academic support if any, is provided to low academic achieving students in the sampled schools?
3. What is the relevance of support being provided for low academic achieving students?
4. To what extent is the support being provided for low academic achieving students adequate?
5. Is there a gender difference in the proportion of low academic achieving students in the sampled schools?

### **1.3. Objective of the Study**

#### **1.3.1. General objective of the study**

The overall objective of the study was to investigate provision of academic support to grade five low academic achieving students in Dire Enchini woreda. In line with this general objective, the followings were some of the specific objectives of the study:

- To find out the prevalence of low academic achieving students at grade five in Dire Enchini woreda
- To identify kind of academic support if any is available for low academic achieving students in the sampled schools

- To identify the relevance of support being provided to low academic achieving students at the sampled schools
- To identify extent of support being provided to low academic achieving students adequate
- To identify the proportion of low academic achieving students with respect to their gender

#### **1.4. Significance of the Study**

If low academic achievers are educated well, they are able to be productive members of the society. According to Bottoms (2002) there are low academic achievers who overcome risk of low academic achievement and improve their life and society as a whole.

The study conducted in Addis Ababa and adjacent woreda in Oromia region to assess situation of low achieving grade one student revealed that low academic achievers are not given appropriate intervention to overcome risk of low academic achievement (Berta, 2001). The drop-out rate, truancy, lack of motivation to learn, and low achievements in the Ethiopian school system could be an indicator that lot to be done in this area (Birhanu, 2005).

Though it is a serious problem, little attention has been given by local researchers to investigate provision of academic support to low academic achieving students in the country.

It was, therefore, of paramount importance to investigate the provision of academic support to low academic achieving students in Ethiopia, particularly in Dire Enchinni woreda.

Specifically, the importance of the study lies in the following reasons:

- 1) It provides information for concerned bodies; particularly for Dire Enchinni woreda educational bureau, parents, teachers and school principals to understand prevailing challenges and stepping stone for future plan to minimize number of low academic achievers and maximize their achievement.
- 2) The result from the study will improve parents and teachers practice to support low academic achieving students. Parents can be better educated ways they can help their children at their home and school.
- 3) The result of the study will suggest recommendations to solve at least the major problems which may hinder provision of academic support to low academic achieving students.
- 4) Finally, the study helps as a literature to those who aspire to make further investigation in the similar area of related dimensions.

### **1.5. Delimitation of the Study**

Here, the researcher believes a better picture would have been obtained if more grades and participants had been included in the study. But due to time and financial constraints, the study is delimited only to grade five. The main reason the researcher delimited to grade five was due to automatic promotion policy.

The study is delimited in Dire Enchinni woreda in Oromia Regional State on the basis of the researcher residence. The main reason the researcher selected the site since the resident of the researcher it was believed the respondents would give sufficient information for the researcher.

Finally, the study is delimited to academic support provided to low academic achieving students. In general, in carrying out the study, the researcher did not find his walks free from these limitations. Despite such constraints, the researcher emerged with this outcome.

## 1.6. Definition of Basic Terms

- **Academic achievement:** refers to student's first semester average score of all subjects as assessed by classroom teachers.
- **Academic support:** an attempt to help students in the area of their difficulties. It could be in the form of tutorial, peer tutor, cooperative learning, counselling/advice, time on task etc. The support could be provided by teachers, parents, and peers to facilitate academic performance of the students.
- **Low academic achieving students:** refers to students who are getting below 50% average of one semester scores all subjects combined first semester scores.
- The definitions of basic terms were my own definitions.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In this section, the researcher discusses the Vygotsky Socio-Cultural theory as a general framework of the study; within which provision of academic support for low academic achieving students is investigated.

#### 2.1. Vygotsky Socio-Cultural Theory

There is a development level reached by the child throughout time. For instance, when the children start formal schooling, they come with a certain level of development and will reach a higher level of development as they learn.

In order for a child to reach the level he/she is capable of reaching, the guidance and collaboration of a more skilled adult or peer is necessary (Vygotsky, 1978). A child pursues the adult as an example and slowly expands the capacity to do certain tasks without help or support.

The concept of support used refers to an active role played by significant people (teachers, peers, and parents) as mediators between the child and the environment to guide the child's cognitive capacity through clarifying, expanding and interpreting the world. Support involves a teaching-learning relationship that uses the expert who intervenes as required and gradually withdraws as assistance becomes less necessary Bukatko and Daehler (as cited in Dawit, 2007).

Vygotsky (1978) used the term scaffolding to describe teaching-learning relationship. He defined scaffolding as a way of thinking about the social relationship involved in learning from another person. Further he argued scaffolding is a temporary structure that gives the support necessary to accomplish a task. An effective caregiver, a more capable peer or a teacher provides

such a structure in problem-solving situations, perhaps by defining the activity to be accomplished, demonstrating supporting skills and techniques in which the learner is still deficient and motivating the beginner to complete the task (Muschamp, 1994).

Furthermore, Daniels (2001) defined scaffolding as “form of adult assistance that enables a child to solve problem, carry out a task or achieve a goal which would be beyond effort of an individual” (p. 107).

On the other hand, Mercer (1997) showed that a key feature of scaffold instruction is dialogue between teacher and student that provides the learners with just enough support and guidance to enable the student to achieve goal that would be impossible without assistance. According to constructivist view, this help or scaffold fades as students come to assist themselves. Through the help and support of teachers, pupils gradually take over the tasks (Muschamp, 1994).

In Vygotsky’s theory, mediation is the ‘engine’ that drives development. A key to understanding the process of mediation is Vygotsky’s concept of the zone of proximal development (ZPD). This relates to ‘where’ mediation takes place. The “zone of proximal development” is the critical space in a person’s present understanding (actual development) and a new level of understanding (potential development). A child's actual development level is level when the child can work unaided on a task or problem (Vygotsk, 1978).

In short explanation, the difference between two concepts of ZPD are, actual development is what the child can do without assistance and potential development is what the child can do with the help of other person. Therefore, potential development level is the level of competence a child can reach when he or she is guided and supported by another person. The ZPD implies those functions that have not yet matured but are in the process of maturation,

functions that will mature tomorrow but are currently in an embryonic state what is in the ZPD today will be the actual developmental level tomorrow (Marsh & John, 2005). That is, what the individual can do with assistance today, an individual will be able to do tomorrow (Vygotsky, 1978). Thus, parents, teacher, and peers have to assist less capable pupils until they reach the potential they perform the task by themselves.

Moreno (2009) also indicated that when children reach potential development they internalize eventually what they have learned. He also showed when the learning is lost or proves inadequate the children rely on further assistance from the other more capable one.

In short, the main idea behind ZPD and scaffolding is that, students seek support and help from others who can provide the needed help to them so that they will achieve what is set as a goal in their education.

Generally, the deep significance Vygotsky accorded to significant others support relationship with the students has got a central position in this study.

## **2.2. Prevalence of low academic achievers**

A study conducted by Franscua (as cited in Tirussew, 2005) on the prevalence of hearing impairment among grade one students in five primary regular schools in Awassa town revealed that, 7% of the student population has hearing loss in the range of 26-48 dB, which could be mild hearing impairment. It means that these children miss a lot of speech signals, which has adverse effects on the class discussion, peer interaction, and overall academic performance. The study also argued that neither the classroom teachers nor the parents detected that these children had hearing problems until the study was undertaken.

From this, one can be a witness those children with undetected mild problem as a group lack identification and provision of support that may contribute to the presence of large number

of low academic achievers and dropout rate from elementary schools in Ethiopia. This in other word, the prevalence of low academic achievers together with dropping out increases due to lack of early intervention in early school years. Prevalence of low achievers refers to the percentage of population or number of individuals score below average of 50% (Birhanu, 2005).

A report of MOE (2008) revealed that about 40% of pupils did not continue into the second cycle of primary school. Presumably, children with undetected mild problems and lack early interventions as a group may constitute a good number of early repeaters and drop-outs of the primary schools in Ethiopia (Tirussew, 2005).

Furthermore, Birhanu (2005) has shown the prevalence of low academic achieving students in primary school in both government and public schools in Adama town. From a total number of grade two students (3177), the number of students who scored below 50% was 260. From this, one can conclude that the average prevalence of low academic achieving student in the selected schools for the study was 8.2%. He also indicated that, the prevalence of low academic achievers was different from school to school. According to him, in the schools where there was high number low academic achievers, the number of students in the class was also high. Conversely, in the school where there was a few number of low academic achievers, the number of students in the class also few. He concluded class size contributed for low academic achievement

Research also support in the classroom where large number of students enrolled together, the teachers face difficulty to provide support for all students timely and as to individual needs (Getahun, 2002). However, in the class where a few number of students learn, teacher can assist each students in the class as student seek help (MOE, 2008).

### **2.3. Kinds of academic support provided for low academic achieving students**

There are several strategies employed by schools and parents to assist low academic achieving students to improve their academic achievement. Strategies in context are, a practice or intervention designed to help low academic achieving students (Wandiye, 2007).

In elaborating the purpose of strategies, Encyclopaedia of Education and Sociology (2002) describes that, it is designed to help low academic achieving students or academically at-risk students with appropriate academic assistance, so that they can get back to track and accomplish their goals. The educational literature began defining at-risk according to academic outcomes. For instance, Barely et al. (2002) define, at-risk “students who are at-risk of school failure” (P. 9).

Similarly, Wehlage (as cited in Wandiyé, 2007), defines academically at-risk as “students that have unsatisfactory academic achievement outcomes” (p.15). Furthermore, he argued that helping academically at-risk students can improve their academic performances and early school dropout; so schools advised to use workable strategy that possibly assists academically disadvantageous students.

Low academic achieving students need an intervention programs that helps them to overcome risk of low academic achievement. Thus, a number of scholarly research findings forward a variety of strategies that might help low academic achieving students in improving their academic performance. Among strategies schools used as intervention strategies to help the low academic achiever, the following are several interventions undertaken:

### **2.3.1. Counseling**

The literature is rich with reports on the effects of comprehensive counseling programs on the academic achievement of students (Sink, 2005a), as well as evidence that student counseling improves school attendance, school behavior, increases student achievement and students' levels of self-confidence and attitudes toward school (Beale, 2004). However, the absence of appropriate counseling might eventually result in poor academic performances, poor attendance, and problem in time management skills (Seyoum, 2011).

Besides to this, Sink (2005a) found that in early elementary aged students who attended the same school for three or more years where a comprehensive counseling program was in place performed better academically. Moreover, students who remained in the same school for multiple years with a fully implemented comprehensive school counseling program earned higher achievement test scores than students who attended schools where no such programs were in place (McGannon, Carey, & Dimmitt, 2005). Furthermore, Sink (2005a) found that counseling low academic achievers enable them to do certain tasks which can enhance their motivation and confidence.

On the other hand, Jackson and Lambert (2010) noted that many low academic achievers lack “soft skills” that support them succeed in their education. Soft skills are the skills that support learning, such as note taking, study skills, and organization. They further argued that students who lack these tools are able to learn, but the process of learning required by many classrooms confuses them. They may face difficulties to take notes in a way that facilitates review and study from their notes, difficulty how to ask for help when they struggle, and way monitor themselves in order to recognize that they are not making progress.

In such way, counseling process provided effective guidelines for memorizing, note taking and summarizing their study content which enhance their academic performance and individual attention from counselors (Ramapela, 2007).

### **2.3.2. Tutoring**

Tutoring as a method of teaching that most frequently used and serves the public for a long period of time can be defined in so many different ways by a number of scholars in the field of education (Wandiye, 2007).

Barley et al. (2002) defines tutoring as people who are in and outside professional teachers helping and supporting the learning of others in interactive, purposeful and systematic way. And tutors can be parents or other adult careers, brothers, and sisters other member of the family, other learners from the peer group, and various kinds of volunteers.

To this definition, the whole life cycle of tutoring revolves around three important pillars of the tutorial activities. Namely its inter-activeness, it's based on specific objectives and it's provided in an organized manner.

In International Encyclopaedia of Education, (as cited in Wandiyee, 2007), defines "tutoring is a method of teaching in which one student (or a small number of students) receives personalized and individualized instruction" (p.22).

To this definition, tutoring primarily designed to supplement traditional class room which is typically conducted in large groups for those students who require remedial help and those have difficulty for learning by conventional methods.

### **2.3.3. Peer- tutoring**

According to Mercer (1997) peer tutoring is an instructional arrangement in which the teacher pairs two pupils in a tutor –tutee relationship to promote learning of academic skills or subject content. The teacher determines the academic task and provides the instructional materials.

In peer tutoring low achievers are encouraged, gifted ones are challenged and that often overlooked group in the middle are paid the attention they richly deserve. Another positive experience for the tutees is that they feel liked and accepted by older classmate which enhances their self-confidence. Younger children also benefit by working with positive role models who can show them the ropes and the way to make it in a competitive grade school world (Snow, 2003).

Peer helpers also benefit from tutorial program. First, their own grasp of a subject improves. Older children who themselves have learning difficulties gain confidence in their own abilities. Older children benefit by feeling useful, influential and appreciated. They want and need to make an important contribution. Being peer helper is a way to experience themselves as people who have something valuable to give. Peer support can alleviate some of the heavy loads of teachers in addressing all pupils in the classroom Kalkowski (as cited in Wandiyé, 2007). Furthermore, Tirussew (2005) noted that peer mediated intervention found to have a vital role in promoting social interaction and academic achievement.

In a study by Dzul kifli (2011) found that when pupils had positive peer interactions within the context of the extra-curricular activities, he reported greater commitment and motivation toward these activities. These inversely reduced the low academic performance and

psychological distress faced the students. Furthermore, he indicated that pupils who did not demonstrate peers cooperation or who is apart from their peer groups showed low levels of commitment and motivation toward their education, poor academic performance and non-participation in extracurricular activities.

On the other hand, McCoach and Siegle(2005) showed that peer-tutoring is an effective strategy to assist low academic achievers in their schoolwork. They indicated that in a subject such as mathematics, most students rely on their teachers to assist them in their school work as they have little confidence in doing it alone. Even after the teacher has explained, students are still unsure of their own work. In such way peer tutoring has been extensively accepted as an enhancement tool for student achievement.

#### **2.3.4. Reducing class size**

A variety of research designs have been used over the past few years to investigate the effects of class size on academic achievement. Class size refers to “the number of students assigned to and enrolled in specific class under the direction of specific teachers” (Zarghami & Schnellert, 2004, P.90)

Many study related to effect of class size have been conducted; each involving assignments of students to smaller or larger classes. This literature has been reviewed by (Getahun, 2002; Zarghamin & Schnellert, 2004; Etsey, 2005; Cassen & Kingdon, 2007, & Girma, 2007). But there is some disagreement on the effects of class size on school achievement (Finn, 2002).

Many educators agreed that reducing class size is an effective means of improving student achievement and performance for academically at-risk students (Getahun, 2002).

Moreover, Etsey (2005) indicated that smaller class sizes are particularly beneficial for academically at-risk students and in schools that serve a student population with a high percentage of academically at-risk students; and also having fewer students in class reduces the distractions in the classroom and gives the teacher more time to devote to help each student when pupils required help from teacher.

On the other hand, Getahun (2002) showed that in small class size, the average time a teacher spend with each student is high, which is important in the learning processes. This means, the time each student would have with teachers increases and teachers could help each individual student frequently and, therefore, the expected outcome from the learners' could likely occur.

Zarghami and Schnellert (2004) found that reducing the class size, particularly in the early years, significantly increases academic achievement. They argued schools with smaller class sizes perform better academically than schools with larger class sizes. Furthermore, Etsey (2005) concluded that class sizes above 40 pupils' have negative effects on students' achievement. In Ethiopia, the standard set for the pupil/teacher ratio is 50 pupils per teacher at primary school (MOE, 2008). But it is not practical in our school and as many as 70 and more students are being overcrowded in a classroom.

Furthermore, Tirussew (2005) stated that in Ethiopia where school system welcomes large number of students (mostly exceeding 70 students in a class) it is difficult for teachers to support each pupil's due to high student- teacher ratio. This contributes wide prevalent of teacher-centered approaches which undermined the mobilization of human resources available in the class and encouraged passive learning which stifles analytical thinking and individual support.

On the other hand, Etsey (2005) indicated that since children have differences in motivation, interests and abilities they also differ in health, personal adjustment, and creativity; in such case good teaching is best done in classes with smaller numbers that allow for individual attention. Moreover, Zarghami and Schnellert (2004) noted that schools with larger class size and high teacher-students ratio recorded poor academic performance prevailed.

Converse to the above findings, Fabunmi, Brai-Abu, and Adeniji (2007) have shown that large class size have no effect on pupils academic achievement. Furthermore, they suggested that rather than reducing class size, schools should have to look more cost-effective ways of improving student achievement such as hiring qualified teachers, providing systematic training for teachers, using technology to meet the individual need of each student, using teacher aides, peer tutoring, and use of cooperative learning.

### **2.3.5. More time on task**

In rural areas, parents want their children to assist on the family farm or in the family business for some of the day (Getahun, 2002). Besides to this, he also noted that from their parents and teachers' in rural areas students do not get more time to waste their time on educational issues such as study time and participation on extracurricular activities which contribute escalation of pupils' low achievement. Time on task refers "to the number of minutes spent on learning activities" (Moreno, 2009, p. 410).

There is a growing body of research to indicate that, other things being equal, the more time-on-task, the more the pupils learn (Moreno, 2009). Much of this has to with structuring of the time within the period and outside the school periods (Getahun, 2002). For instance, as to Bruce written in Getahun the importance of giving homework frequently; students doing homework learn more than those doing no homework even if it is not marked. If the homework

is marked and gone through individually with each pupil, then each individual can see his/her shortcomings and way to improve it; then students learn much more.

Indeed, researchers who have examined programs that provide additional hours focusing on the needs of low academic achievers found that these programs had a positive impact on students' academic achievement (Cohen-Navot et al., 2007). Similarly, a study made by Nneji (as cited in Getahun, 2002) on study habit and academic achievement in Nigeria university students revealed that, the longer time the students stay studying a material, the better academic results they got, considering other variables equal.

Providing students with more instructional time is an effective means of increasing academic performance (Moreno, 2009). On the other hand, Student performance is to a large extent, a function of time on task. Consistent with this argument, Getahun (2002) showed that at-risk students often require more instructional time than other students to master the content of the lessons.

### **2.3.6. Cooperative learning**

There has been vigorous debate, on how students should be grouped in learning. Cooperative learning proponents Johnson and Johnson (2009) usually recommend heterogeneous ability grouping for small group work. They believe that under heterogeneous grouping, low academic achievers can get assistance, encouragement and stimulation from high academic achievers; while high academic achievers can improve their cognitive abilities and presentation skills through explaining and elaborating concepts to low academic achievers.

An early study conducted by Webb (1982) supported the effectiveness of heterogeneous grouping for both high and low academic achievers. She argued that when high academic achievers were grouped homogeneously, they would interact less effectively as they assumed

that everyone in the group should have understood the materials. She further argued that when low academic achievers were grouped homogeneously, they would have insufficient ability to help each other to learn.

However, not all studies support the assumed superiority of heterogeneous grouping. For example, Robinson (1990) found that while low academic achievers benefited from heterogeneous grouping, high academic achievers did not.

In like manner, Hooper and Hannafi (1991) indicated that the achievement of the low achievers in heterogeneous groupings increased by 50% when compared with low academic achievers in homogenous groupings.

Other researchers declare ability grouping advantageous for pupils' academic performance. Even though some researchers support ability grouping, many researchers criticize it. It has been declared that, this type of grouping stigmatizes lower ability students, offering them inferior instruction, decrease the self-esteem and aspirations of low ability children and therefore decelerate their academic progress (Allan, 1991).

Even though ability grouping criticized by different researchers, Mulkey, Catsambis, Steelman, and Crain (2005) carried out meta-analyses of studies at the elementary school level and they found benefits of within-class ability grouping. Both low ability students and more advanced ones placed in separate groups, benefited from instruction addressed to their level. They further argued that, homogenous grouping as a way of coping with mixed ability classes, assuming that grouping children homogeneously enables those in lower ability groups to profit with respect to self-evaluation by being isolated from advanced peers. Moreover, pupils model

their behavior after the behavior of similar ability children who are coping well with their school work.

In general, findings about the effects of homogenous and heterogeneous grouping were varied and inconsistent across studies.

#### **2.4. Parents and teachers practice supporting low academic achieving students**

The role of parents in the life of their children, particularly in their education is decisive. Weinberger (as cited in Birhanu, 2005) has pointed out when parents are supportive of the school goals and communicate this support to their children, those kids have a much better chance of succeeding in the school than kids whose parents are unsupported and uninvolved.

However, getting families involved is not an easy task. Battin- Pearson et al. (2000) point out some hindrances for parents involvement, saying that some family members want to be involved while others do not. They further indicated that some hindrances for parental involvement are easy to know and others are difficult. Poorly educated parents, low socioeconomic background, large family size are the easiest identified hindrances that contribute to less parental support while psychological barriers which is related to the parents' feelings and confidence regarding contact with school personnel is difficult barriers to identify.

Mercer (1997) suggests roles parents could take when they deal with their children. They could be like audience, home tutor, program supporter, co-learner, advocate, and decision maker. He further presented five major types of parental support, which could be facilitated by the school:

**1. Parenting** – in this kind of involvement the school staff provide parents with suggestions and counseling on parenting and child rearing and so they create and establish conducive home

situations for their children which support learning. This will help parents to have increase self-confidence and knowledge of child development. Moreover, Hill and Tyson (2009) showed that parenting between teacher and parents developed when parents get advice from teachers how they help their children's at their home.

**2. Communicating** – the school communicates with parents by providing information about school programs and student progress to parents.

**3. Volunteering** – recruiting parent help and support encourages parents to assist teachers, administrators, and pupils in the class room and as well as attend students' performances, sporting events and training workshops. This will help parents to have understanding the teachers' job and school programs. They will be comfortable to interact with school staff. Their children also receive increased individual attention from their parents.

**4. Learning at home**- teachers should provide ideas on how to assist their children at home on their education. If parents are made to know the daily topics for discussion or regular homework schedules and pupils are required discuss it at home, parents will encourage school and interact with a child as a student at home. The student will be able to complete homework and gain increased achievement in practiced skills. However, Birhanu (2005) pointed out due to parents' low educational level most low achievers do not get academic support such as help on homework, assignment at their home.

**5. Representing other parents**- different forms of groups can be formed in school which involve parents. Parents in these groups can be recruited and trained to participate in groups like parent-teacher association, assisting in the classroom with learning activities, communication with teachers, helping with extracurricular activities such as sporting events or fundraising, and

formal involvement on school councils. Berta (2001) showed a good number of pupils at risk of low academic achievement at school because parents do not demonstrate habit of volunteering at school.

According to Mercer (1997) parental involvement would be improved when they are provided with realistic orientation about the school program and expected out comes; when they clearly know their roles; when they are provided with activities to do at home; and getting training.

Furthermore, Gonzalez, Willem, and Doan (2005) noted that parents can convey the value of education and its connection to future financial and social well-being. They can then support these values by being aware of their children's strengths and weaknesses and identifying school and community resources to assist student learning.

The importance parental support overlooked by the school environment, their support plays a central role in teaching and learning within and outside the schools especially for academically at risk pupils. Unless favourable conditions are prevailing within the school environment, it may be difficult to anticipate bright future about success of low academic achievers in any school setting (Berta, 2001).

Moreover, Caplan (as cited in Birhanu, 2005) argued that educators sometimes are content to let parents and families to take initiative in becoming involved in their children education. However, for real partnership to occur parents must look at ways in which school can initiate the involvement. In such partnership, the school and home share responsibility for children learning. He further argued that when the schools develop and implement effective

strategies for promoting effective school family community partnership, the result is improved learning for all students' and strengthen schools and home partnership.

Hence, to meet the educational needs of students with learning difficulties, teachers must develop strategies and techniques that enable them to perform well in educational settings (Mercer, 1997).

Zbar, Marshall, and Power (2007) showed that effective teacher develops quality relationships with students and parents to promote optimal educational outcomes in the schools and outside of the school. Furthermore, they found out effective teachers have high expectations, to ensure that every student learns.

In addition Robert (2007) noted that school environment and school connectedness can be the determining factors in a young person's educational experience and success. He further argued that teachers and school community can create positive school environment that enhances motivation, increases attendance and reduce pupils' retention in the school.

According to Cassen and Kingdon (2007) schools that were more supportive, there were lower dropout rates and less class cutting and absenteeism. But in the schools high dropout rates and absenteeism observed, teachers express unwillingness to help students overcome challenge faces them in educational settings (Biniam, 2000). As indicated by Zbar et al. (2007) effective teachers have high expectations to ensure that every student learns and communicate with students' parent time to time.

## **2.5. Relevance of support provided for low academic achieving students**

The concept of relevance relates the dimensions of appropriateness and academic support responsiveness. Support can only be relevant if it achieves to students with the right success for their academic achievement and help students improving academic performance. On the other

hand, relevant support can serve as a protective factor against academic disengagement. Relevance of a given support has a significant role to play with regarding to the later academic performance of the students. Researchers suggested that students have a greater drive to learn if they find school work relevant to their future success (Crumpton & Gregory, 2011). According to Ramapela (2007) many educational institutions provide academic support to students. But they are not sure whether each student benefits from the support given for students and the support supplied meets students' academic needs and demands.

Low achievers are at-risk for school success and disengagement from academic tasks because they may seek school irrelevant (Crumpton & Gregory, 2011). Such a population deserves as much, if not more, attention on what maintains and enhances student engagement and achievement in the school.

According to Ramapela (2007) study conducted on the relevance of academic support provided for students at Tshwane university, indicated that academic support like study method, ways to prepared for exam, time management, ways to take proper notes which make study easier, participation in extracurricular activity and motivation are relevant help for low academic achieving students for their academic engagement and achievement.

In like manner, Jackson and Lambert (2010) also noted that low academic achieving students have difficulties of time management, methods to take notes, study methods and motivation. Therefore, parents, teachers and peers have to provide these relevant supports for pupils' for their future autonomous performance and academic success besides to advice, tutoring and grouping students.

Moreover, Lapan, Gysbers, and Sun (2001) have shown that counseling services provided for low academic achieving students at school is relevant for their academic achievement and future educational performance. Guidance and counseling services in the school would help in upgrading academic performance of the students. Furthermore, Gorton et al. (as cited in sink, 2005a) noted that counseling provide students opportunity to discover their interests, abilities and capacities in various studies, assisting them in way studies will contribute best to utilization their educational plan.

In line with this, Brown (1994) noted that guidance and counseling activities are assumed to be needed by all students. All students need to gain self-understandings of the world around them and learn to make decisions; this particularly relevant for the low achievers to develop their self- concept.

Moreover, Richardson (2001) showed the effectiveness and relevance of the counseling is to be felt only when the role of those different groups (i.e. parents, teachers and counselors) in the counseling services are integrated and well-coordinated i.e. the united harmonious contribution of each and every services in counselling program would add more to the understanding and achievement of each student in the school.

## **2.6. Adequacy of support provided for low academic achieving students**

As study conducted by Berta (2001) support provided for low academic achieving students at their home and school is not adequate. Furthermore, Berta argued that knowledge and skills are intended to provide adequate academic support to low academic achieving students. This knowledge and skills are acquired through training. Due to the lack of training support students get from their home and schools remain in adequate.

In like manner, Girma (2007) noted that adequate training helps teacher and parent to teach, to evaluate, and follow-up over all development of students effectively. Provision of support to students require well trained parent, peer or a teacher exhibiting helping skills in which the learner overcomes the challenge face him/ her in educational settings (Dawit, 2007).

Bottoms (2002) found that in the school where there is large number of low performing pupils exhibited, most teachers are limited in their knowledge, preparation and experiences. He also argued in such schools teachers are teaching out of their fields; the schools also hampered by contractual arrangements that provide limited time for staff development that could decrease teachers' knowledge and skills which hinder teachers' ability to provide support for each pupil.

Similarly, Wentzel (1997) found that perceived support from teachers, driven by pedagogical care, was important to students' achievement because this care was the most proximal and beneficial to their classroom learning; moreover, he noted support from teachers which is not driven by pedagogical knowledge could not bring adequate students' academic success.

Ambissa (as cited in Birhanu, 2005) conducted study on the adequacy of pre- service and in-service elementary school teachers professional training and he found out that teachers felt in adequately trained in teaching skills areas such as maintaining meaning fullness of learning activities, maintaining affective climate in the classroom, enhancing learner self-concept, and providing instruction for individual difference. Thus teachers' lack adequate pre-service and in service training reduces teacher's efficiency in promoting academic performance of pupils with diverse educational needs.

Moreover, time allocated for the academic support sessions is important for pupil academic achievement. According to Seyoum (2011) time allocated by schools to support academically struggling students is essential because extended helping time needed for these pupils to enhance their academic performance.

Wetzel (1997) has shown that families' of the low academic achieving students do not understand how to actively support their children's in their education and prepare them for college/ university. He also showed that parents are unaware of how to monitor students' score, the importance of consistent and on-time attendance, about tutoring, mentoring, or other student support resources at schools.

Etsey (2005) indicated that low academic achieving students could not receive much help at home; and they do not have adequate time at home to do their homework and school related activities.

Besides to this, Nunez et al., (2013) indicated that helping students with studies and homework is a supplement of schoolwork. They further argued students who receive additional help at home usually would do better in school than those who could not receive this help.

## **2.7. Gender and low academic achievement**

Among students, in context of school, the existence of gender difference with respect to low academic achievement is controversial (Parveen et al., 2013). Some researchers have shown that low academic achiever is more boys than girls (Machin & McNally, 2005). However, study conducted by Eurydice, (2010) in all European country on gender differences in educational outcomes showed that among low achievers, the proportion of females and males is approximately equal.

Machin and McNally (2005) have shown that there is a gender disparity in academic achievement between male and female. They noted that the per cent of male to female in between low academic achiever is 46% more males than females. Furthermore, they have shown ratio of low attainment to be 40:60 females to males. There are roughly three males' low achievers for every two females' low achievers. Furthermore, Biniam (2000) stated that academic performance differences may appear due to differing socialization experiences for males and females. Biniam showed as an example, parents and teachers socialization of achievement related cognition's such as expectancy for success, task difficulties and self-concept of ability.

The existence of gender differences in general cognition's suggests that there may be also gender differences in proportion low academic achievement between males and females, at least in academic subjects like mathematics, for which the socialization experience of males and females are tend to be different (Mata, Monteiro, & Peixoto, 2012). For example, it may be that females, who generally have relatively low expectancy for success, teacher and parent attitudes and beliefs towards mathematics perceived as a male domain and high degree of anxiety regarding mathematics (Tadesse, 2006). The finding showed differences mathematics achievement between males and females create gender differences in proportion low academic achievement.

When we turn to the Ethiopian case, proportion of females' to males' low academic achieving pupils showed that there was a gender disparity in low academic achievement (Berta, 2001). Berta noted that the per cent of males to females in between low academic achievers, females (53%) exceeded males (43%) achieving low score in grade one. His finding revealed that females were more low academic achievers than males. The reason he forwarded for gender

difference was difference in academic socialization. Girls are more likely to perform at lower levels because teachers' and parents' expectancies for female students' success and females students own expectancies tend to be lower for females than males. Hence, one can speculate that as a result of negative expectations, females may be more low achievers than males. Such reactions might lead to females not achieving as high as males.

## **CHAPTER THREE**

### **METHOD**

#### **3.1. Research Design**

The purpose of this study was to assess the current practices of provision of academic support to low academic achieving students in Dire Enchinni woreda primary school. For this reason, descriptive survey research design was employed to undertake the study.

Descriptive survey design is most useful to describe, assess, write on and depicting what exists. Thus, the researcher employed it to uncover provision of academic support to low academic achieving students in Dire Enchinni woreda.

#### **3.2. Participants of the Study**

##### **3.2.1. Population**

The target population of this study was grade five students because of automatic promotion policy. The population of low academic achieving students (182), grade five teachers (114), parents (182), schools principals (14), and heads of parent's committee (14) were population of the study.

##### **3.2.2. Sampling**

From a total of population, 182 low academic achieving grade five students in 14 primary schools in Dire Enchinni woreda, 120 students (i.e., 60 males & 60 females) were selected using stratified sampling technique for this study. Because stratified random sampling is useful to sample when the researcher came up with subgroup population who had similar characteristics. Stratification based on pupils' gender.

They grouped into males and females low academic achievers. Using a table of random numbers, the researcher selected the participants of the study from both gender proportionally. The reason proportional to their gender was to keep a fair balance between males and females; the other reason was consideration of both male and female students would likely give different response based on difficulties they may face in their learning process. The age of 69.2% student participants ranged from 10 to 13. Besides, 56% of the student participants lived with their parents.

A total of 114 teachers teaching grade five students in the sampled school (74 males & 40 females) were selected. Almost more than three quarters reported they were in the range of 21 to 30 years of age; just over half of the teachers have service year between six to ten years. The highest educational level achieved by majority of (78.2%) the teacher participants was diploma.

A simple random sampling technique was used in order to select 70 parents from a total of 182 parents. The selection of 70 parents was done using a table of random numbers. Concerning parents' education, 53.2% of the parents had no education and farming was the main occupation for 74.2% parents. Regarding monthly income of the parent participants, 50% of them have monthly income in between 300-450 birr and 51.6% parent participants had six to ten children in their home.

Since principals can provide relevant information, they were included as a source for this study. Thus, all 14 school principals were selected for this study. From a total of 14 schools, the researcher was judgmentally selected 11 heads of parents' committee from 14 sampled schools. They were judgmentally selected based on their cluster. The total clusters were three. Except one cluster that contains 4 schools, the two clusters contain five schools. From each cluster the

researcher judge the remaining of one head of parents committee not affect information gathered for the study

The rationale “behind the selection of grade five students was”, Ethiopia education policy adopted up to grade 4. Automatic promotion policy according to UNESCO (1998) is defined as “all students are promoted to the next grade every year, regardless of achievement” (p.27).

On the same issue, in Ethiopia MOE (2002) adds to this definition accordingly, automatic promotion is promoting children in primary grades up to grade four regardless of achievement; to reduce repetition and dropout.

Automatic promotion is applied in grades one to four. The reasons for the application of automatic promotion from grade one to four according to MOE (2002) report if students fail in grades 1-4 it affects the kids pedagogically as well as psychologically; furthermore, to promote them to the next grade in Ethiopia students have to score a minimum of 50% average in all subjects. So for kids it is assumed difficult to score 50% average and to be judged by the profile. It is also believed students are much more likely to complete primary school education if they manage to complete the first few years.

In the following table the overall description of the schools selected for this study is presented. The description would be number of schools included in the study, the number of grade five teachers who were currently teaching in the woreda, number of grade five students in the woreda, number of sections, and a total number of grade five low academic achieving students in the woreda were presented.

**Table 1**

*Number of the Schools, Teachers, Grade Five Student, Section, and Percentage of Low Achievers Identified from each school*

No	Name of the school	Number of grade five teachers	Number of grade five students			Number of sections	Number of students who got below 50%		% of low achievers from each school
			Male	Female	Total		Male	Female	
1	Arfinjo Daga	8	79	68	147	3	4	4	5.4
2	Bola	10	76	63	139	2	10	6	11.5
3	Daballe	7	82	70	152	3	4	5	5.9
4	Garmama	10	117	106	223	3	10	12	9.9
5	Homi Hane	7	103	91	194	3	6	5	5.7
6	Incinni	9	97	87	184	3	8	5	7
7	Kuluci	8	73	62	135	2	7	8	11
8	Nano Jidu	8	70	58	128	2	5	6	8.6
9	Qochore	7	67	55	122	2	5	9	11.5
10	Rogge	8	34	23	57	1	7	5	21
11	Toke Abuye	8	39	27	66	3	9	6	22.7
12	Toke Jawaro	8	105	93	198	3	6	5	18
13	Waldo Hindhe	7	36	24	60	1	6	9	25
14	Yakke	9	101	81	182	3	5	5	5.5

### **3.3. Instruments**

In order to gather the data, questionnaires were prepared for teachers, parents and students. For school principals semi-structured interview was conducted. Focus group discussion held with parents' committee. Furthermore, document analysis was used to see students' achievement record.

#### **Document analysis**

The first data source was the school record (i.e., roster) of 2013/2014 academic year. Grade five students' first semester achievement record was analyzed and low academic achieving students were identified.

#### **Questionnaires**

The second data collection instrument employed was questionnaire for teachers, students, and parents. The questionnaire booklet for teachers included background information (sex, age, educational level, and years of service) in part one. The second part consists of 18 closed and 3 open ended items. The second part intended to gather information concerning provision of support to students (e.g. "do you provide academic support for low academic achieving students at your school?") and adequacy of the support (e.g. "do you think academic support provided for low academic achieving students at your school is adequate?")

Questionnaires related to parents, peers, and teachers practice to support low achievers and kind of academic support provided to low academic achievers were an adaptation from Birhanu (2005). A newly created instrument by the researcher, information regarding the adequacy and relevance of academic support was unavailable. Consequently, its content validity was investigated (See Appendix A)

All questionnaires were initially prepared in English language. Then the researcher submitted the instrument to the advisor; after comment given by the advisor, the researcher gave the instrument (questionnaire) to three language experts. Those experts translated the instrument from English to Afaan Oromo language. The translation was not smooth and straight forward at the first time. On the items confusion occurred, the researcher asked the translators to reach on consensus. After they reach on consensus, they were asked to translate backward Afaan Oromo to English for the language equivalence.

The questionnaire booklet for students included background information (sex, age, and living condition) in part one. The second part consists of 17 closed items requiring participants to describe their reaction to the statement listed (See Appendix B). The second part intended to gather information concerning provision of support to students by their parents (e.g. “does your parent help you in your education?”) and ways their parents help them (e.g. “What support do your parents provide in your education?”)

The questionnaire booklet for parents included background information (sex, age, relation with the child, parents’ occupation, parents’ educational level, parents’ level of income, and number of children they have) in part one. The second part consists of 21 closed and 2 open ended items. The second part intended to gather information concerning parents experience provision of support to their children (e.g. “do you provide support for your child at your home?”) and kind of academic support they provide for their children (e.g. “what kind of academic support do you provide for your child to improve his/ her educational performance?”). For this, (See Appendix C).

The third data collection instrument was interview schedule for principals. The semi-structured interview was carried out with 14 principals. The interview schedule had seven items that were required to raise and discuss about provision of support to low academic achieving students, school experience support low achievers, and involvement of parents in the school to help their children in order to promote performance of all students and low achievers (See Appendix D).

The interview questions were initially prepared in English language and carefully translated into Afaan Oromo language. The translation was done by three language experts. Interviews with principals were recorded using audio tape recorder based on the participants' consent. All of them gave their consent for the researcher and their responses were recorded and transcribed via repeated listening and note taking.

The fourth data collection instrument employed to collect data was focus group discussion (FGD) with parents committee. Six leading questions that require discussion about the role of parents committee in the provision of academic support to students, reason and ways to optimize academic achievement of low academic achieving students were raised to participants (See Appendix E). The FGDs with parents' committee was held in one place (i.e., in Tikur Enchinni Secondary and Preparatory High School)

### **Pilot study**

After the final version of the questionnaire was developed, it was necessary to have a pilot test. Therefore, a questionnaire was pilot tested to examine clarity of the items before they were carried out for the actual study; in the meantime, the questionnaires items were distributed to the advisor and colleague who have experiences in research activities for comments.

Three university lecturers were evaluating the pilot test. The reliability of the instrument (questionnaire) previously computed was found to be ( $r= 0.931$ ). To test reliability of items of the 56 items instrument (questionnaires), it was administered to 31 participants from Garmama School. From the pilot study the researcher has noticed the items needed corrections mainly on language clarity, simplification, style of writing, sequencing, numbering, and length of the questionnaires etc. Some items which were found to be repeated were discarded. A total of 9 items were eliminated from the 70 items. By using SPSS version 20, reliability of the items was calculated. From the analysis of the test try out the reliability of the test was found to be  $r= 0.721$ .

After the important correction was made, the final items were prepared and the instrument translated to English and then back to Afaan Oromo to see the language equivalence.

### **3.4. Procedures of Data Collection**

Primarily, the researcher collected letter from Addis Ababa University; after that contact was made with Oromiya Education Bureau for permission of conducting research in Oromia. After getting permission from Oromia Education Bureau, contact was made to get permission from the West Shoa Zone Education Bureau and then from Dire Enchini Woreda Education Bureau respectively. After getting permission from woreda education bureau, the researcher contacted the school principals and then purpose and objective of the study briefed to them. After that each school principal was consulted on how to get the students, parents, parents committee and finally the researcher undertakes the study.

After the researcher obtained permission from school principals, the next task done by the researcher was looking at grade five students' academic achievement records/rosters. By

assessing and analyzing 14 schools that have grade five students, 2013/ 2014 academic year first semester achievement record of all students who scored below 50% in all subjects was identified. From the student's record, the researcher took their list and number of the students both males and females who achieve score below 50%. Assessing the students score was done at the time the researcher start to collect data; before distributing questionnaires and conducting interview. All the above mentioned tasks took place in the school.

Questionnaires were distributed to 114 teachers teaching grade five students. From 114 questionnaires distributed, 110 questionnaires were filled and four questionnaires were not submitted. One hundred twenty questionnaires were distributed to 120 low academic achieving students and all questionnaires were returned.

Out of 70 questionnaires sent to parents through their children, 62 questionnaires were returned. Since majority of them cannot read and write students reported read the questionnaires for their parents and if there is no one in their home who can read and write students asked to bring their parents to school. Out of 33 who cannot read and write, 12 of them came to school and the researcher filled the questionnaires through reading and writing the items.

Semi-structured interview was organized for 14 principals and probing their response made by the researcher. All the principals' were volunteer and they were recorded; at the time of the interview, the researcher wrote the main point of their responses. This took place at the school.

FGD was organized with leading questions for parents' committee. One group of focus group discussion was held which consists of 11 members. In the discussion, the researcher came up with his assistant. The researcher moderate the discussion simultaneously notes taking took

place by the researcher. But recording the discussion points was carried out by the assistant. Discussion took place in Tikur Enchinni Secondary and Preparatory High school. Money was paid for the FGD participants for the sake of transport and lunch.

### **3.5. Method of Data Analysis**

The data obtained through questionnaire were systematically organized in items and tabulated for analysis purpose. The response of principals and parents was analyzed summarized and cross checked with teachers, parents and students. Based on the figures, tables and additional information obtained from responses for the open ended questions, analysis and interpretation were made. Thematic analysis was also used to analyze qualitative data.

In analyzing and reporting the data, the descriptive method was used. Statistical tools like average, percentage, and series of tables were used to summarize and clarify the research data.

### **3.6. Ethical Consideration**

Prior to administration of the research instruments, the selected participants were briefed about the purpose of the study, about the anonymity of the instruments and confidentiality of their opinions. Participants' consent was obtained and their voluntary participation in the study was also appreciated. Assuming that parents' participant may not know how to read and write, students were reminded to tell the objective of the study and for those whose children cannot read and write they consulted to their parents to the school

## CHAPTER FOUR

### RESULTS

In presenting and analysing the data, in the first section the background information of the respondents is presented. In the second section, in line with the basic questions of the research data are analysed and discussed.

#### 4.1. Background of the respondents

The respondents for this study were teachers, parents, and grade five students in Dire Enchinni Woreda in the second cycle primary school. And their background is presented below.

##### 4.1.1. Background of teacher respondents

**Table 2**

*Characteristics of Teacher Respondents in Terms of Their Age and Sex*

Sex	Number of teachers		Age					
			21- 30		31-40		41-56	
	<u>N<sub>0</sub></u>	%	<u>N<sub>0</sub></u>	%	<u>N<sub>0</sub></u>	%	<u>N<sub>0</sub></u>	%
Male	72	65.5	50	61	17	74	5	100
Female	38	34.5	32	39	6	26	-	-
<b>Total</b>	<b>110</b>	<b>100</b>	<b>82</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>5</b>	<b>100</b>

As shown in Table 2, the total number of male teacher respondents was 72 (65.5%) while the total number of female respondents was 38 (34.5%). Regarding, the age of teachers' respondents, 82 (74.5%) of them were ranged from 21 to 30.

**Table 3**

*Background of Teachers in Terms of Their Years of Teaching Experiences and Qualification*

No	Items	Respondent		
		Teachers		
			No	%
1	Teachers' service years	1-5 years	39	35.5
		6-10 years	56	50.9
		11-36 years	15	13.6
		<b>Total</b>	<b>110</b>	<b>100</b>
2	Educational level of the teachers'	TTI	16	14.5
		Diploma	86	78.2
		1 <sup>st</sup> degree	5	4.5
		Other	3	2.7
		<b>Total</b>	<b>110</b>	<b>100</b>

As shown in Table 3, 56 (50.9%) respondents have a service year between six to ten years and predominantly qualification of teachers 86 (78.2%) was on diploma level. The 'other' column shown under teachers qualification shows that teachers who taught grade five with 12<sup>th</sup> and 10<sup>th</sup> grades complete

#### 4.1.2. Background of student respondents

Background of student respondents is presented as follows

**Table 4**

*Characteristics of Students in Terms of Their Sex, Age, Family Status, and Preschool Experiences*

<b>No</b>	<b>Items</b>	<b>Respondent</b>	
		Students	
1	Sex	<b>No</b>	<b>%</b>
		Male	60 50
		Female	60 50
		<b>Total</b>	<b>120 100</b>
2	Age	10-13	83 69.2
		14-17	28 23.3
		18-21	9 7.5
		<b>Total</b>	<b>120 100</b>
3	Students family status	Mother and father	67 55.8
		Single father	16 13.3
		Single mother	23 19.2
		Relatives	14 11.7
		<b>Total</b>	<b>120 100</b>
4	Students preschool experiences	Yes	8 6.67
		No	112 93.33
		<b>Total</b>	<b>120 100</b>
5	Type of preschool experiences	KG	5 4.2
		Priest	2 1.6
		Kuranic	1 .8

As shown in Table 4, 50 (50%) student respondents were males and the remaining 50 (50%) was females. Moreover, majority of 83 (69.2%) the respondent students were in between the ages bracket ranged 10 to 13 and the least in between the age bracket ranged 18 to 21; furthermore, number of students who are living with both parents was 55.83% which is greater than those students living with single parent or with their relatives.

Besides, the students were also asked if they have experience of pre-school before joining primary school. From the Table 4 it is possible to say predominantly 112 (93.33%) of low academic achieving pupils did not experienced kindergarten education. And few of them responded they experienced preschool education before they enter primary school. From those who have experienced preschool, before joining primary school 5 (4.2%) of the students attended kindergarten education, 2 (1.6%) of them attended priest school, and 1 (.8%) kuranic school. From those who responded they experienced preschool, some of them followed religious education rather than formal education.

Regarding class size the researcher has analyzed document of each school. Accordingly, the minimum class size obtained from the document analysis was 49 students in one classroom and maximum 74 students in one classroom. Except one school that contain 49 students in one classroom, the remaining schools were overcrowded.

#### 4.1.3. Background of parent respondents

Parents were the third participants of the present study. Background characteristics of the parent respondents' in terms of their sex, age in years, parents/caregivers relationship with low academic achieving students, and parents present occupation is presented in the following table

**Table 5***Characteristics of Parents in Terms of Their Sex, Age, Relationship, and Occupation*

No	Item	Respondent		
		Parents		
			No	%
1	Sex	Male	42	67.7
		Female	20	32.3
		Total	62	100
		<hr/>		
2	Age	20-30	14	22.5
		31-41	35	56.5
		42-52	13	21
		Total	62	100
<hr/>				
3	Relationship with the child	Parents	29	62.9
		Relatives	10	16.1
		Other	13	21
		Total	62	100
<hr/>				
4	Occupation	Farming	46	74.2
		Merchant	6	9.7
		Unemployed	5	8.1
		Employed in governmental sector	4	6.5
		Employed in private sector	1	1.6
		Total	62	100
		<hr/>		

As it is shown in Table 5, 42 (67.7%) of the parent respondents were males. Regarding their age, 35 (56.5%) was in the range of 31 to 41 years of age; their relationships with students were found to be parents/mother or father 29 (62.9%). The “other” column under relationship shows students who were hired by other people to keep cattle and sheep’s 13 (21%). Concerning parents occupation 46 (74.2%) of them lead their life via farming.

**Table 6**

*Background of the Parents In terms of Their Educational Level, Income and Number of Children They Have*

No	Item	Respondent	
		No	%
		Parents	
1	Educational level		
		Un educated	33 53.2
		Grade 1-8	18 29
		Grade 9-12	5 8.1
		TVET	6 9.7
		<b>Total</b>	<b>62 100</b>
2	Income per month in birr		
		300-450	31 50
		451- 650	24 38.7
		Above 650	7 11.3
		<b>Total</b>	<b>62 100</b>
3	Number of children		
		1-5	28 45.2
		6-10	32 51.6
		11- 14	2 3.2
		<b>Total</b>	<b>62 100</b>

From Table 6, 33 (53.2%) of the parents found to be uneducated and 31 (50%) had monthly income ranged from 300-450; moreover, 32 (51.6%) of the parent respondents had six to ten children in their home.

#### **4.2. Prevalence of low academic achieving students in sampled schools**

From document analysis, the researcher has identified prevalence of low academic achieving students at grade five in Dire Enchinni woreda. Accordingly, the two schools with highest percentage of grade five low academic achieving students were Waldo Hindhe and Toke Abuye schools with 25% and 22.7% respectively. Conversely, Arfinjo Daga and Yakke schools were schools those have lowest percentage of low academic achieving pupils with 5.4% and 5.5% respectively.

From questionnaire items parent respondents were asked to indicate the existence of support they provide to their children's at their home. The responses given to the item were, 39 (62.9%) of them said 'yes' and the remaining 23 (37.1%) responded 'no'. Similarly, teachers were asked whether they provide academic support to low academic achieving students at their school. The response gained were, 107 (97.3%) of the teachers indicated 'yes' and the remaining 3 (2.7%) indicated 'no'. As reported by interviewed principals on provision of academic support to students, except one principal, the remaining confirmed there was support provided for low academic achieving pupils.

In like manner, students were asked to determine if their parents support them. From responses of the pupils it was found out that 90 (75%) pupils responded 'yes' and 30 (25%) responded 'no'. In a similar way, they were asked whether their teachers support them or not. From responses of the pupils it was found out that 61 (50.8%) responded 'yes' and 59 (49.2%) responded 'no'.

Furthermore, those parents who give support asked to describe kind of academic support they provided for their children. Responses secured were, 26 (41.9%) advise, 5 (8.1%) tutoring, 5 (8.1%) helping pupils to study with their friends, 2 (3.2%) allocating more time to practice academic tasks, and 1 (1.6%) responded 'other'. This indicates discussion parent made with child's teachers.

Students were also asked the kind of academic support they got from their parents. Their responses were found out to be 59 (49.2%) educational materials like text book, pen etc 12(10%) supervising homework completions, 11 (9.2%) encouragement to take time academic area, and 8 (6.7%) encouragement to participate in extra-curricular activities.

Parents were asked whether they provide necessary educational materials for their children; 18 (29%) of the parents provide necessary educational materials for their children and 44 (71%) of them do not provide necessary educational materials for their children. For those parents who responded they do not provide necessary educational materials for their children, they were asked the reason they do not provide necessary educational materials. They responded that 22 (35.5%) of them responded financial problem, 21 (33.9%) of them responded lack of knowledge which materials is important to their children, and 1 (1.6%) of the parent raised 'other' reason. The response given to 'other' was family conflict.

#### **4.3. Kinds of academic support provided to students**

In the following table kinds of academic support provided to low academic achieving students in grade five at primary schools in Dire Enchinni woreda were presented as follows

**Table 7***Academic Support Teachers Provided to Low Academic Achieving Students at School*

Item	Respondent	
	No	%
What kind of academic support do you provide for low achieving students in your school		
Tutoring	45	40.9
Counselling	29	26.3
Peer tutoring	25	22.7
Pairing students in group work	8	7.3
Allocating more time for students to practice academic tasks	2	1.8
Other	1	.9

As shown in Table 7, 45 (40.9%) teachers responded tutorial is widely used support mechanism to help low academic achieving pupils and the least 2 (1.8%) allocating more time for students to practice academic tasks. Response given to ‘other’ in Table 8 indicates advice given to pupils to use their time.

In the following table teachers were asked what is the most frequently used practice of supporting low academic achieving students at their schools. Their responses presented as follows

**Table 8***Frequently Used Kind of Academic Support Provided to Students*

Item	Respondent	
	No	%
What is the most frequently used practice of supporting low academic achieving students in your school		
Tutorial service	55	50
Encouraging student to ask question which is not clear for him/her	16	14.5
Advising student to study hard	16	14.5
Discussing with parents on how they may help pupil at home	9	8.2
Sending the student to counsellors	7	6.4
Adding bonus mark	6	5.5
Discussing with parents committee on how to help pupil at school	1	.9
<b>Total</b>	<b>110</b>	<b>100</b>

As shown in Table 8, tutorial service is rated high by 55 (50%) teachers and discussion with parents committee on how to support pupils at school is rated last only by 1 (.9%) of them. Furthermore, as reported by thirteen out of fourteen interviewed principals' the most frequently used kind of academic support provided for pupils at their school was tutorial. Moreover, they indicated that tutorial service provided for the students one's a time within a week.

Most of the time, students engaged in different tasks after they return to their home. The following table intended to indicate task students engaged most often after school.

**Table 9***Activities Students Engaged Most After the School*

Item	Respondents			
	Parents		Students	
	<u>No</u>	<u>%</u>	<u>No</u>	<u>%</u>
What students do most often after school				
Helping parents in home activities	43	69.4	70	58.3
Playing	10	16.1	13	10.8
Studying	9	14.5	37	30.5
<b>Total</b>	<b>62</b>	<b>100</b>	<b>120</b>	<b>100</b>

As shown in Table 9, 43 (69.4%) of the parents and 70 (58.3%) of the pupils responded that task pupils engaged most often after school was helping parents in home activities.

The students were asked if they have habit of studying with their friends. Accordingly, 54 (45%) pupils said they do while 66 (55%) of them said they do not. Similar question was presented to parents whether their children have habit of study with their friends at home. Response obtained revealed that 25 (40.3%) parents said that their children study with friends; while 37 (59.7%) of them responded their children do not study with their friends.

For students who responded ‘they do not study with their friends’, they were asked to reason out why they do not study with their friends. Responses secured were 43 (35.8%) lack of time, 15 (12.5%) fear of tease of classmates, and 8 (6.7%) parents not allowed for their children to study with their friends. Similarly, parents were asked the same question ‘why their children

do not study with their friends'. The responses obtained were, 23 (37.1%) of the parents responded lack of time, 9 (14.5%) of the parents fear other pupils may tease to their children, 5 (8.1%) of the parents responded they have no interest to allow their children study with their peers. For the item, "does your parent guide you on tasks such as assignment, homework? The response disclosed 56 (46.7%) of the pupil respondents reported 'yes' and 64 (53.3%) pupils responded 'no'.

Students were asked what their parents' reaction is, when they got poor mark. The respondents reported that 37 (30.8%) of them reported they punish them, 35 (29.2%) of them reported they encourage them to study hard, 24 (20%) respondents reported they support them on some difficulties such as homework, and 24 (20%) of them reported they do nothing.

Teachers were inquired to describe whether cooperative learning among students improve students' academic performance. It was found out that 97 (88.2%) respondents responded 'yes' and the rest 13 (11.8%) responded 'no'. Following this, teachers who responded yes were asked how often they help students to work together and their responses were, 52 (47.3 %) 'always', 43 (39.1%) 'some times, and 2 (1.8 %) 'rarely'. Besides, fourteen school principals reported that there were practice of grouping students in a class (five students in one group) to make students help each other. Furthermore, they reported that in some schools due to a few number of high achievers in a classroom there was a situation where low academic achieving students cooperate with each other.

For the item "does your parent follow up your academic achievement?" The student respondents reported that 57 (47.5%) reported 'yes' and 63 (52.5%) reported 'no'. Parents were also asked similar question whether they follow their children academic achievement or not. The

obtained responses were, 29 (46.8%) of the parents responded that they follow their children academic score while 33 (53.2%) of them responded they do not follow up their children academic score. For those parents who responded 'they follow up their children academic achievement' they were asked what methods they use to follow up their children academic achievement. The result obtained from respondents disclosed that 11 (17.7%) parents by following test results and the rest 10 (16.1%) through discussion with their children's teachers, 7 (11.3%) by looking homework, and the remaining 1 (1.6%) by looking exercise book.

On the other hand, parents were asked who help their children when they study at home. The responses given for the options were, 15 (24.2%) parents, 16 (25.8%) siblings, 3 (4.8%) tutor and the rest 28 (61.2%) responded no one support them at home. In like manner, students were also asked who is helping them when they study at home. Their responses revealed that 22 (18.3%) parents, 6 (5%) tutor, 40 (33.3%) siblings, and 52 (43.4%) responded that no one help them at home.

Another question was posed for students to indicate whether their parents come to school or not. The secured responses were, 82 (68.3%) students responded 'yes' and 38 (31.7%) of them responded they do not come to school. For those who responded their parents come to school, they were asked 'when they come to school?' responses given to the options were 65 (54.5%) when they called by teachers, 10 (8.3%) when they got poor mark, and 8 (6.7%) of them responded when they need to pay a fee. All the principals interviewed reported that parents predominantly do not visit school even when they called on by teachers and they also ensured that parents who have some understanding about the importance of involvement of parents in their children education visit school. This group was few.

Teachers were asked how often they meet with parents. Responses secured were, 22 (20%) ‘frequently’, 78 (70.9%) ‘sometimes’, and 10 (9.1%) ‘rarely’. Parents were asked to rate consultation they make with their children’s teachers. Their responses were, 3 (4.8%) ‘significant’, 42 (67.7%) ‘less significant’, and 17 (27.4%) ‘non- existent’.

#### 4.4. Parent and teachers practice of supporting students in their education

Parental involvement in their children’s education is decisive. Furthermore, as parents teachers also have their role to play to make students to motivate to learn. So parents- teachers’ communication plays a pivotal role for students’ academic progress because parents provided with some information about their children as they interact with teachers. In the following table role played by parents and teachers to discuss together concerning students academic progress is presented.

**Table 10**

*Parent-Teacher Discussion on Students Academic Performance*

Item	Respondents			
	Parents		Teachers	
Do you discuss together concerning pupils academic performance	No	%	No	%
Yes	27	43.5	35	31.8
No	35	56.6	75	68.2
<b>Total</b>	<b>62</b>	<b>100</b>	<b>110</b>	<b>100</b>

As shown in Table 10, 35 (56.6%) of the parents and 75 (68.2%) of the teachers responded they do not discuss with each other about pupils academic performance.

Question was posed to respondent teachers who responded 'they do not discuss with student's parent'. The question was "why do you not discuss with parents?" The secured responses were, 35 (31.8%) lack of cooperation from parents, 20 (18.2%) lack of time, 19 (17.3%) in adequacy of teacher training, and 1 (.9%) lack of cooperation among the school staffs.

Further question was raised for parents' respondents who responded 'yes' question on Table 11. The question was "when you meet with teachers?" Accordingly, 13 (21%) of the parents responded 'when the students are told to call parents', 6 (9.7%) of them 'at the end of first semester', 5 (8%) of them 'when they doubt their children's academic achievement is low', 2 (3.2%) of them 'when problem arise', and the rest 1 (1.6%) responded 'at the end of academic year'.

Parents were asked a question "Have you ever get advice from your child's teachers on how to help your child at home?" The responses given to the options were, 23 (37.1%) of the parents responded they got advice from teachers and the remaining 39 (62.9%) responded they do not get advice from their children's teachers on how they help their children at home. For those parents who responded 'they got advice from their children's teachers', they asked what the teachers advise them. The result obtained from the respondents disclosed that 12 (19.4%) responded how they help their children to study with their peers, 4 (6.5%) responded how they encourage their children to participate in extra-curricular activities, 3 (4.8%) responded how they encourage their children to ask question which is not clear for them at home, 3 (4.8%) responded how they encourage their children when they got poor mark, and the rest 1 (1.6%) responded how to manage student's time.

#### **4.5. Parents and teachers views the relevance of academic support provided to students**

Students were asked whether support provided for them at home is relevant for their academic performance or not. The responses obtained were, 48 (40%) students' responded 'yes' and 72 (60 %) students' responded 'no'. For those students' who responded 'supports provided for them by their parents are not relevant' they were asked to mention relevant support. Accordingly, 24 (20%) of them responded getting encouragement to participate in extra-curricular activities, 12 (10%) getting assistance on study skills, 11 (9.2%) getting motivation from others, 11 (9.2%) getting help on how to take short notes, 10 (8.3%) getting assistance on time management skills, and the remaining 4 (3.3%) responded getting advice.

Teachers were asked whether counselling service is relevant for students' academic success or not. The responses given to the options were, 82 (74.5%) of the teachers responded 'yes' and the rest 28 (25.5%) of them responded 'no'. For teachers who responded counselling is relevant for students' academic progress, they were asked how it is relevant. They responded that counselling service was relevant because it strengthens students understanding about education, create interest and motivation in the students to learn, create awareness in the students the way they used their time, teach pupils study methods, and it also helps students to create vision and goal for their future life.

Parents were asked question, "Do you think support provided for your child at school by their teachers is relevant?" Parents who said 'yes' were 41 (66.1%) and the rest 21 (33.9%) said 'no'. Furthermore, teachers were asked similar question and they responded that 85 (77.3%) teachers responded 'yes' and the rest 25 (22.7%) teachers responded 'no'. Eight out of fourteen interviewed principals also confirmed that support provided to low academic achieving pupils is relevant while six of them responded it is not relevant.

For those parents and teachers who responded academic support provided for low academic achieving pupil is not relevant, they were asked to describe academic support which they think relevant to sustain students' interest to learn. The table below show responses given by parents and teachers.

**Table 11**

*Relevant Support for Low Achievers Academic Improvement*

Item	Respondents			
	Parents		Teachers	
Which academic support do you think is relevant for low achievers' academic improvement	<u>No</u>	<u>%</u>	<u>No</u>	<u>%</u>
Getting encouragement to participate in extra-curricular activities	8	12.9	2	1.8
Getting motivation from other's	4	6.5	2	1.8
Getting assistance on time management skills	3	4.8	8	7.3
Getting assistant on study skill	2	3.2	3	2.7
Getting helper on how to take short notes	2	3.2	6	5.5
Getting counseling service	2	3.2	4	3.6

As shown in Table 11, 8 (12.9%) of the parents and 8 (7.3%) of the teachers indicated that participation in extra-curricular activities and time management skills are the most relevant support for students' academic improvement and sustain students interest to learn.

#### **4.6. Parents, teachers and students view adequacy of academic support provided to low academic achieving students**

Regarding the adequacy of the academic support provided for low academic achieving students at home, parents were asked whether the support provided for students is adequate or not. Parents who said 'yes' were, 10 (16.1%) and those who said 'no' were 52 (83.9%). Students also asked similar question and 50 (41.6%) of them said 'yes' and the remaining 70 (58.4) 'no' and 14 (13.7%) of the teachers said 'yes' and the remaining 96 (87.3) responded 'no'

Teachers were asked the reason why academic support provided for low academic achieving students at school is not adequate. The responses secured were, 48 (38.2%) of the teachers responded lack of training, 18 (16.4%) of them responded absence of school counsellor, 17 (15.4%) of them responded large class size, and 13 (11.8%) of them responded lack of time. Regarding additional reasons suggested by the teachers' respondents, shortage of educational materials for learning, shortage of teachers, and students lack interest to follow-up additional educational support.

Similarly, students who responded 'no' were asked the reason academic support provided for them at school is not adequate. Responses given to the options were, 33 (27.5%) students responded shortage of time, 19 (15.8%) students responded teachers lack commitment to support low academic achieving students, and 18 (15%) students responded teachers lack teaching experience. This question was also presented to parents why academic support provided for students at their home is not adequate. The secured responses given to the options were, 25

(40.3%) responded parents lack knowledge how to support their children, 18 (29%) responded limited access of adequate academic information, and 9 (14.5%) parents responded lack time to support their children.

In addition principals forwarded parents low income, weak parent school relation, students' lack of time to practice academic tasks like home work, and lack of parental follow-up reported as a reason why academic support provided to the students at home is not adequate.

**Table 12**

*Adequacy of Academic Support Provided to Students*

Item	Respondents					
	Parents		Teachers		Students	
How do you feel about academic support provided for low achieving students at school	<u>N<sub>0</sub></u>	%	<u>N<sub>0</sub></u>	%	<u>N<sub>0</sub></u>	%
Adequate	6	9.7	2	1.8	45	37.5
In adequate	49	79	81	73.7	67	55.8
Non –existent	7	11.3	27	24.5	8	6.7
<b>Total</b>	<b>62</b>	<b>100</b>	<b>110</b>	<b>100</b>	<b>120</b>	<b>100</b>

As shown in Table 12, 49 (79%) of the parents, 81 (73.7%) of the teachers, and 67 (55.8%) of the students have indicated that support provided for students at school is not adequate. Furthermore, 7 (11.3%) of the parents, 27 (24.5%) of the teachers and 8 (6.7%) of the students responded support provided to students at their school is not exist. On the other hand, surprising result was obtained from fourteen interviewed schools principals about the adequacy

of support provided to pupils at their schools and all of them confirmed that support students got at their school was not adequate.

For schools to achieve their goals collaboration of different stake holders is crucial. The following table shows the collaboration of different stakeholders

**Table 13**

*Teachers Description of Assistance They Get from Different Stake Holders*

Item	Respondent		
		No	%
How do you describe assistance you get in your effort to render additional support to pupils?		Teachers	
From principals	Adequate	48	43.6
	In adequate	55	50
	Non existent	7	6.4
From parents committee	Adequate	18	16.4
	In adequate	64	58.2
	Non existent	28	25.5
From parents	Adequate	16	14.5
	In adequate	75	68.2
	Non-existent	19	17.3
From school counsellor or special needs education expert	Adequate	13	11.8
	In adequate	33	30
	Non existent	64	58.2

As shown in Table 13, the level of assistance from principals is rated as 55 (50%), from parents committee 64 (58.2%), and from parents 75 (68.2%) is rated as in adequate. From other school counsellor or from special needs education expert assistance is rated as 64 (58.2%) non-existent.

Furthermore, teachers and students were asked to determine if there are counselors in their school who help them at time of difficulties. Their responses given in the following table

**Table 14**

*Assignment of Counsellors/Special Needs Education Experts*

Item	Respondents			
	Teachers		Students	
Is there school counsellor or special needs education expert that help students and teachers in your school	<u>N<sub>0</sub></u>	%	<u>N<sub>0</sub></u>	%
Yes	14	12.7	26	21.7
No	96	87.3	94	78.3
<b>Total</b>	<b>110</b>	<b>100</b>	<b>120</b>	<b>100</b>

As shown in Table 14, 96 (87.3%) of the teachers and 94 (78.3%) of the students responded that there were no counsellors and special needs education expert in their school that help pupils and teachers. In addition teachers were asked a question whether they get training how to support academically at risk students. Responses given to the options were 48 (43.6%) of them reported 'yes' and the rest 62 (56.4%) reported 'no'.

At the end questionnaires provided to parents and teachers the reason they thought for most pupils' low academic achievement. Their responses provided in the following table from major reason to the minor ones.

**Table 15**

*Reason to the Low Achievement of Students*

Item	Respondents			
	Parents		Teachers	
In your opinion what are the major reasons for the low academic achievement	No	%	No	%
Lack of parental follow up and support	15	24.2	55	50
Lack of opportunity to attend kindergarten	13	21	32	29.1
Teachers inability to follow-up and support	10	16.1	5	4.5
Repeated absence from the school	8	12.9	13	11.8
Health problems	8	12.9	4	3.6
Other	8	12.9	1	.9

As shown in Table 15, 15 (24.2%) parents and 55 (50%) teachers' respondents had approved that the main reason for students' low academic achievement was lack of parental follow up. The second major reason responded by 13 (21%) parents and 32 (29.1%) teachers was lack of kindergarten education. In addition to reasons indicated in the table, other reasons were also suggested by teachers and parents; large class size, family problem, parents low income, sending under age student to school, uneducated parents, and lack of in service training for teachers'.

#### **4.7. Document analysis concerning gender difference among low academic achievers**

From document analysis, gender difference in the proportion of low academic achieving students in the sampled schools was identified. According to the document inspection, the total number of low academic achieving students' was 182 students. These 182 students from 14 schools in Dire Enchinni woreda who were enrolled in grade five. Their distribution low academic achievers vary from school to school. Regarding to gender difference there were schools that have equal number of males and females low academic achievers. But most of them have different number of males and females low achievers within this grade. However, collectively there was approximately no gender difference in proportion of low academic achievement among the selected schools. From a total of 182 low academic achieving grades five students, 92 of them were males and 90 were females.

Lastly teachers, parents and principals were inquired what may be the possible reasons for pupils' low academic achievement. Among a total of 110 teachers respondents 90%, 62 parents 79%, and all principals react with the question and their responses paraphrased and summarized as follows:-

- College and university graduate pupils lack job opportunity
- Lack of motivation from the teachers and students
- Parents lack awareness about the values of education
- Lack of parental follow-up their children academic performance
- Automatic promotion i.e. free promotion of pupil from grade to grade
- Low salary and lack of training for teachers
- Most parents do not provide necessary educational materials for their children like textbook and uniform which affect students psychologically in school performance

- Sending under age students to school
- Lack of educational materials at school
- Educational leaders lack understanding policy in the schools and commitment for change
- Government focus on expansion of schools rather than quality
- Students lack time management skills
- Weak government emphasis in rural areas
- Emphasis of the government only on expansion of schools rather supporting them
- Pressure from parents (i.e. parents enforce their children not to attend school for their own benefits such as funerals, keeping cattle, etc.)
- Shortage of teachers
- Students lack of time for the study
- Parents believe (most parents believe the only person who have ability to change the student is only the teacher)
- Parents and pupils are busy with home chores
- Technology like mobile divert students attention in learning process
- Teachers lack pedagogical knowledge how to deal with pupils with diverse educational needs
- Absence counsellors and special needs education experts in the schools.

At the end, teachers, parents and principals were asked what possible solution to reduce students' low academic achievement. Their responses were paraphrased and summarized as follows:

- Government and NGOs should have to give emphasis for college and university graduate in rural areas
- Awareness should be given for the society about the values and importance of education by the school
- Advice should be given for parents to make them involve in their children education by the teachers
- Tutorial service should be provided for students on time and on appropriate place in the school
- Peer tutoring should be available for the students in order to make pupils to help each other
- Discussion should be held by bringing parents, teachers, and students together is vital
- Training should be given for teachers time to time to enhance their professional competence by educational experts
- Students have to be taught how to manage their time at school and home
- Parents have to get insight the effect of students repeated absence from the school
- Economic support to poor families and students are crucial
- Parents should not enroll their children at primary school before appropriate age i.e. before age seven
- Enrolment to kindergarten before entering grade one is vital
- Reducing large class size to the standard required ( i.e. 50 students in one class)
- Staffs that trained with special needs education/ counsellor should be assigned to the schools.
- Relationship between parents and school should be enhanced

- Motivating teachers through creating conducive school environment is pivotal
- Photograph of high achieving students should be posted to motivate the low academic achieving students at the school
- Parents should have to reduce pupils work load and encourage them to study hard
- Government should have to focus on quality besides to expansion of the school
- Automatic promotion policy is not necessary
- School environments should be safe place and free from disturbing and attention diverting conditions
- Teachers should be hired

## **Analysis of Parents Committee Focus Group Discussion Results**

**FGD held with one group of parents committee analysed as follows.**

As discussion made with FGD participants, concerning experience they have about evaluation of students' academic performance, eight members of the FGD said that they have no experience evaluating students' academic performance in their schools. Reason they forwarded was lack of commitment from themselves and weakness from principals. But three of them reported that they have experience evaluating students' academic performance in their schools. But duration they meet to evaluate students' academic progress vary from school to school. Two of them said one time within six months and the remaining one said one time within three months.

Regarding existence of academic support provided to low academic achieving students surprisingly all participants of the FGD justified there was a support provided for all students at their school. Their justification was existence of tutorial service in each school for all students. Tutorial service given to students by classifying them into four groups namely high achievers, medium achievers, low academic achievers and female students.

The FGD participants agreed that, the most common practice of supporting students in their school was provision of tutorial services. One participant of the FGD also agreed that there was also advice given to students in their school. But the interviewed participants assured that advice was given when students express some behavioural problem rather than low academic achievement.

Concerning adequacy of academic support provided to low academic achieving students the discussion group strongly share common suggestion that support provided to low academic achieving students in their school was not adequate. The reason they suggested was

some teachers lack commitment to support students, shortage of class room, and human resource (shortage of teachers).

They further asked to explain adequacy of support students get from their parents through probing. Most of them explained it is inadequate. Almost all of the discussants reported that parents were not willing to visit school for discussion concerning their children academic performance. From participants one reported that:

*If you hang a bell on parents ear and rung it no one hear you because they are not much interested to visit school; and he said that I said this words to indicate how they were not interested with school activities.*

Furthermore other discussants shared his school experience about parental involvement in their children educational affairs in his school and he said that:

*One day a student ordered to call his family by the teacher and the student refused to bring his family to the school; without the knowledge of the parent the student was absent for more than ten days from the school. But from the home he took his educational materials for the trick his family. But he stayed at other place and return as the school time arrived. After that the school principal by himself visited the student home and informed for the parent their child had not attended the school for ten days. Surprisingly, the parent did not know about their child's repeated absence from the school for ten days. The principal gave insight for parent to visit school to show their child's academic achievement; but they did not visit the school.*

This shows partnership between the parent and school on children's educational affairs is very weak which require great attention to improve students' academic performance. It also

reflected in the FGD reason for inadequacy of support parents provided for their children. The reasons were parents' low income, lack of education, work condition, parents' attitude about the importance of education, and parents seek their children labour were the listed reasons.

The participants of FGD more discussed on due to parents' low income, many of them did not buy uniform and necessary educational materials like textbook and exercise book for their children. One discussant reported that 'in our school teachers reported there were students who learn different subjects on one exercise book'. Moreover, the other participant reported problem related with students uniform not only contribute psychological problem; it also contributes students drop out from the school.

Regarding the relevance of support provided to low academic achieving students most of them said it was relevant.

Concerning reasons for students' low academic achievement the members of FGD suggested that shortage of teachers, teachers lack competence, lack of kindergarten school, students lack of interest to learn, family problems, pupils not doing homework, repeated absences from the school, free promotion, teachers and school communities lack of awareness about free promotion were reasons suggested by the group. Supporting the mentioned reasons one participant of the FGD said that:

*To get name and acceptance many school leaders gave false report about students' educational progress. Leave alone grade five students there were students who were enrolled in grade seven and eight who cannot read and write. But most school leaders report as all students succeed in their education at the time discussion held with parents. He also indicated that such report cause parents not give attention for their students.*

Furthermore, the other participants of the FGD indicated that automatic promotion policy and school communities' unwillingness on to react with the policy was the major reason for students' low achievement. One participant of the FGD reported that:

*When we ask teachers why they promoted student who cannot read and write to the next grade, teachers responded that there was no policy which state retain students in a given class; he continued and said there were students who enrol a given class one semester and promoted to the next class without attending the second semester. Since an individual was registered for the schooling simply he/she should have to pass to the next grade. And also he reported that content of the book accomplished within nine months was accomplished within four months (i.e. within one semester) with sorrow facial expression and aggressive speaking.*

At the end, participants of the FGD asked to present possible opportunities to reduce students' low academic achievement. They forwarded

- Automatic promotion policy is not necessary
- Advice for parents and students is mandatory
- Discussion with parents is vital
- Creating school community that have commitment for change is crucial

## CHAPTER FIVE

### DISCUSSION

This study was carried out in 14 primary schools in Dire Enchinni woreda in West Shoa Zone. The purpose of this study was, to investigate provision of academic support to low academic achieving students in some selected primary schools found in Dire Enchinni woreda.

The basic questions of this study were:

1. What is the prevalence of low academic achieving students at grade five in Dire Enchinni woreda?
2. What kind of academic support is provided to low academic achieving students in the sampled schools?
3. What is the relevance of support being provided for low academic achieving students?
4. To what extent is support being provided for low academic achieving students adequate?
5. Is there a gender difference in the proportion of low academic achieving students in the sampled schools?

In this study most of the teachers are serving more than six to ten years and qualified with diploma (see Table 3). Even though most teachers are qualified and serve more years, still there are a number of students who are achieving poor mark in the sampled schools. This might be due to teachers' lack of in service training on how to deal with diversity in the classroom and in turn contributes to the existence of large group of low academic achievers together with other variables like large class size.

Pre-school education plays a significant role for later school academic performance. The present finding revealed that predominantly students have no pre-school experience which may attribute to low academic achievement (see Table 4). This is the reason why students achieve poor score in different subjects. Previous finding also supported, those children who never get pre-school experience show difficulties in school performance (Birhanu, 2005).

Parents are indeed, the immediate responsible and care giver to their children. Most low achieving students live with their parents that are vital for backing up and care giving for the students. Even though most students live with their parents, majority of them have no education (see Table 6) and therefore it is difficult for them to help their children in explaining new concepts and solving problems students encountered in learning process.

Furthermore, most parents' monthly income is low which might have negative contribution to students' backing up and provision of necessary educational materials for their children; in addition the parents work conditions might also hamper parents to back up their children; because farming is a work which requires force and time. Moreover, large family size together with low income might curb parents to provide necessary educational materials for their children and support according to their children's individual needs which may attribute to students' low achievement.

The findings of the present study suggested that, low achievement seem to attributed to parents' occupation, lack of education, low monthly income and large family size because these are possible conditions that prevent parents to provide necessary materials and guidance for their children. This finding also supported by other study (Battin- Pearson et al., 2000) that poorly educated parents, parents with low income, and large family size are the easiest identified

hindrances that contribute less parental support. Majority of rural people their living condition depend on farming therefore most them seek their children to help them on their farm (Getahun, 2002). Furthermore farming requires force and time. This may make students not waste time on their education and tired and sleep at night rather than studying which probably have contribution to students' low achievement.

### **5.1. Prevalence of low academic achieving students**

The prevalence of grade five low academic achieving students in Dire Enchinni woreda is 182 students (92 males & 90 females). Therefore, average prevalence of grade five low academic achieving students in the woreda is 9.2%. From this it is possible to say a number of students scored below 50%.

Furthermore, their prevalence varies from school to school. For instance, in Waldo Hindhe there are highest percentages of low academic achieving students identified while in Arfinjo Daga lowest percentage of low academic achieving students are recorded. The reason prevalence variation attributed to class size. Similar result has been found, when examining the prevalence of low academic achieving students in Adama Town; from (3177) grade two students (260) students were scored below 50%; and in like manner their prevalence was varied from school to school (Birhanu, 2005). The study confirmed that the distribution low academic achieving students are varying from school to school which is consistent with the present finding.

A study conducted by Birhanu (2005) suggested the more identified reason for distribution difference was class size. In the schools with highest percentage of low academic achieving students prevail, the class size is large whereas schools with lowest percentage of low

achieving pupils identified the class size is small relatively. The finding of the present study confirmed this (see Table 1).

Indeed, a couple of previous studies have provided evidence that large class size contributes to students' poor academic achievement (Getahun, 2002; Zarghami & Schnellert, 2004; Etsey, 2005; Tirussew, 2005). In the school, large number of students enrolled in one class, it is difficult for teachers to support each student's due to high student-teacher ratio which encouraged teacher-centred and passive learning approach that stifles analytical thinking and individual support (Tirussew, 2005).

In this study, no evidence was found to support; Fabunmi, Brai-Abu, and Adeniji, (2007) finding which state large class size has no effect on students' academic achievement.

## **5.2. Kinds of academic support provided to low academic achieving students**

To make low academic achieving students succeed in their education, multiple supporting strategies (counseling, reducing class size, time on tasks, and heterogeneous grouping) should be employed. One such strategy is counseling (Beale, 2004; McGannon, Carey, & Dimmitt, 2005; Sink, 2005a; Ramapela, 2007; Jackson & Lambert, 2010; Seyoum, 2011).

Studies conducted by McGannon, et al., (2005) and Seyoum (2011) suggested that in the school where there is no comprehensive school counseling not earned, poor score in test, poor attendance, and problem in time management skills are prevailed. The present data also suggest there are no counselors and counselling service in the schools. This shows that, those students achieve poor mark have no chance of getting the required help from the school. On the other hand, in the school where there is no counselor, parents have no chance of getting counseling service in way they help their children at their home and so that they cannot create conducive

home situations for their children which support learning. So, the finding of the present study does not seem new.

Tutorial improves low academic achieving students academic performance. The present data also revealed that there is a practice of provision of tutorial service for students. However, tutoring is based on with in class ability grouping. Teachers give tutorial for students by classifying them based on their ability (high, medium, and low achievers). Barley et al. (2002) explained that in tutoring people who are in and outside professional teachers help the learning of others in interactive, purposeful and systematic way. But in this study, time tutorial provided for students (immediately after the regular class), ways teachers' organize students (same ability grouping), and students' inter-activeness during tutorial service is not in a fruit way which might hinder the success of tutorial service given in the schools.

In line with the way teachers organize students, Hooper and Hannafi (1991) showed that the achievement of the low achievers in heterogeneous groupings increased by 50% when compared with low academic achievers in homogeneous groupings. This may indicated that the way tutorial organized for students was not in the way improve students achievement.

Furthermore, as noted by Hock, Pulvers, Desher, and Schumaker (2006) intervention given for students often must take in the form of initiating students learning; this may also indicate that tutorial given for the low academic achievers in Dire Enchinni woreda is not in the way it initiates students learning because the nature of tutorial service immediate before and after the regular class period. After the regular class period, students may be hungry which reduce their initiation to learn and stifles effectiveness of tutorial service.

Peer support is essential for students' academic achievement especially for the low academic achievers. The present finding revealed that most low academic achieving students have no habit of studying with their peers. This may be the reason why students achieve poor scores. This statement has been confirmed by many researchers (e.g. Dzulkifli, 2011) that suggested students who did not cooperate with their peers or apart from their peer groups showed poor academic performance, low levels of commitment and motivation toward their education, and low participation in extracurricular activities. Moreover, Tirussew (2005) noted peer mediated intervention found to have a vital role in promoting academic achievement. Therefore, lack of peer mediated intervention probably attributed to students' low achievement.

The reason students do not study with their peers is lack of time. As it is already cited in the literature section, in rural area students do not get more time to waste their time on educational issues such as study time and participation on extracurricular activities (Getahun, 2002). The reason is parents need their children on their farm/ on their own business rather than allowing them to study with their peers. This situation probably exaggerates students' low academic achievement.

The present finding revealed that pupils do not get necessary educational materials like text books and uniform. In the finding majority of the students responded they got educational materials from their parents, the researcher does not approve this justification, because predominantly parents reported that they do not provide necessary educational materials for their children due to their low income. Furthermore, the FGD participants also confirmed that most students do not get necessary educational materials from their parents. It is reported due to the shortage of exercise book, there are students who follow different subjects on one single text book.

Moreover, half of the parents have low monthly income which hinders the support and provision of necessary educational materials. In line with this finding, Battin-Pearson et al. (2000) point out low income of the parents contributes less parental support.

From the finding predominantly task students most often engaged after the school was house chores or helping their parents (see Table 10). This situation discourages the students not to study their lessons due to lack of time and it attributed for their low academic achievement. According to Moreno (2009) explanation, the more time on learning task, the more students learn. Furthermore, Getahun (2002) suggested that lack of more time on task reduces students' academic performance. Beside to this, Cohen-Navot et al. (2007) suggested that low achieving students need more time to master content of the lessons; due to the lack of time on tasks most students may achieve poor mark.

Cooperative learning is important to improve pupils' academic performance. The present finding also indicate its importance since most teachers cooperate students to learn together. But some reasons hinder success of the cooperative learning. The first reason is teachers lack in service training how to deal with diversity in the classroom and the second one is there is a situation where students same ability group cooperate together. Besides to this, majority of the tasks done by the high achieving students when students are cooperating heterogeneously (i.e. task and responsibility sharing is not much practiced during cooperative learning). This probably hinders the success of cooperative learning. Based on previously discussed research, there is a mixed idea how students grouped in learning. Some support heterogeneous ability grouping (Johnson & Johnson, 2009); while others support same ability grouping (Mulkey, Catsambis, Steelman, & Crain, 2005).

In line with the present finding, Johnson and Johnson (2009) suggested that in heterogeneous ability grouping low academic achievers can get assistance, encouragement and stimulation from high academic achievers; while high academic achievers can improve their cognitive abilities and presentation skills through explaining and elaborating concepts to low academic achievers. Moreover, Webb (1982) stated that heterogeneous grouping help pupil interact effectively and help each other to learn.

Research finding of Mulkey, et al. and Crain (2005) which state within-class ability grouping benefit low academic achieving pupils is inconsistent with current research finding.

### **5. 3. Parents and teachers practice on supporting low academic achieving students**

Regarding practice of provision of academic support to low academic achieving students, it was found out that there is a practice of provision of support to low academic achieving students. But it is not as the participants responded (i.e. it is not adequate). As it has been discussed in the literature review section, in Vygotsky socio-cultural theory, in order for a child to reach the level he/she is capable of reaching, parents, peers, and teachers guidance is essential for pupils' academic success (Vygotsky, 1978).

In like manner, Muschamp (1994) stated that an effective caregiver, a more capable peer or a teacher provides support for pupils in problem-solving situations, by defining the activity to be accomplished, demonstrating supporting skills and techniques in which the learner is still deficient and motivating the pupils to complete the task.

Parents are the immediate near responsive to children. Especially in rural areas where children spend most time with their parents. Students spend 20 hours with their parents and four hours in the school. So students seek parental guidance and assistance when they faced

difficulties with homework and assignments. Even though parental support on homework and assignment is crucial, in this finding most of the pupils do not get support from their parents; the reason probably due to most parents' lack of education which jeopardize them to read and write. In line with this finding, Birhanu (2005) showed that students come from uneducated parents do not get opportunity assistance on homework, assignment and other project work due to their parents difficulty to read academic task for their children at home. This also may be why most students reported no one help them at home. Concerning to this idea, literature support that in the home where parents' educational level is low, students do not get appropriate support they seek at their home (Birhanu, 2005).

Furthermore, most of the parents do not follow up their children's academic achievement. This problem happened due to weak communication between the parents and the schools. This is the reason why consultation between parents and teachers is found to be insignificant. In line with this idea, in the review of related literature section, it was stated that in the school where there is strong communication between the school and parents, the parents provided information about their children academic progress (Mercer, 1997).

The strong communication between the school and parents, promotes the parents awareness about their children's education and how they help their children's at their homes. Moreover, most parents visit school when they are called by the teachers. This shows parental involvement in their children's education is only when problems happened to their children. Furthermore, there are parents who do not visit school when they are called by the teachers. In line with this finding, Berta (2001) noted that many students are at risk of low academic achievement at school because their parents do not demonstrate habit of volunteering at school.

Moreover, Caplan (as cited in Birhanu, 2005) in the school where there is weak parent- school partnership result is students' low academic achievement.

This on the other hand, contributes most parents lack opportunity to get advice from teachers how they help their children at their home. Besides to this, as parents frequency of coming to schools is low, their awareness about education is also very low as well as their awareness about what is going on with their children at school and how they can help their children at home is low. There is also no opportunity that they could get some advice on how to help their children academically. Weinberger (as cited in Birhanu, 2005) noted that students whose their parents are unsupportive and uninvolved in their children's education have less chance to succeed in the school than those students their parents are supportive and involved.

Furthermore, Mercer (1997) noted that parental involvement in the school would be improved when they are provided with realistic orientation about the school program and expected out comes; when they clearly know their roles; when they are provided with activities to do at home; and getting training. This indicates that parents do not get realistic orientation and training which may reduce their participation in the school activities.

In this finding the major reason students for low achievement, is lack of parental follow up and support in their children's education (see Table 15). This is not surprise result. Because as it was mentioned in the literature section, many parents do not involve in school activities due to different reasons (e.g. lack of awareness about value of education). But the new finding indicated that the main reason for students' low academic achievement is college and university graduates lack of job opportunity. This is one of the surprising results on students' academic achievement.

Due to the parents weak involvement in the school activities most of them react negatively when their children have got poor mark. Most of them punish their children. This may be due to lack of awareness what they have to do when their children achieve poor mark. This negative reaction affects students learning and positive personality development. Thus, shows that there is a need the school should provide necessary information on child rearing and ways they help their children when students achieve poor mark (Mercer, 1997).

#### **5.4. Relevance of academic support provided to low academic achieving students**

A relevant academic support influence students drive to learn. According to Crumpton and Gregory (2011) students have a greater drive to learn if they find school work relevant to their future success. The current study revealed, support provided for students is relevant.

Even though most respondents responded support is relevant, there is an indicator that the support is not successful as respondents responded. From those indicators students lack interest to learn, lack of counselors in the schools, students seek support on time management skills and involvement in extra-curricular activities which are vital for students success are some of the indicators (See Table 10). In line with this idea, Wandiyee (2007) indicated that participation in extracurricular activities can reduce the chances of academically at-risk students to score poor mark early; in the same way, Ramapela (2007) showed that participation in extra-curricular activities and time management skills are relevant for academic improvement of low achieving students.

Even though counseling is found to be relevant for students' academic success, due to the absence of school counselors', students do not get this relevant support. Similar results have been found when examining research conducted by (Lapan, Gysbers, & Sun, 2000; Jackson & Lambert,

2010). Because counselling service strengthens students and parents understanding about value of education; create motivation in the students, aware students way they used their time, teach students study methods, and it also helps students to create vision for their future life. Jackson and Lambert (2010) noted that counseling teach students soft skills such note taking, study skills and the way they ask for help when they struggle academically. Furthermore, Sink (2005a) noted that counseling enhances pupils' self-confidence and motivation to do certain tasks.

### **5.5. Adequacy of academic support provided to low academic achieving students**

Adequate academic support help students score good mark. The present finding revealed that support provided to low academic achieving students is not adequate (see Table 12). Teacher's lack of training, shortage of time, and parents' lack of knowledge how to support their children were reasons mentioned for in adequacy of the support provided to pupils. In line with these finding, Wetzel (1997) argued that teachers' support which is not driven pedagogical knowledge could not bring students' academic success. In addition to this, Ambissa (as cited in Birhanu, 2005) indicated that teachers felt in adequately trained decrease teachers' competence to enhance academic performance of students with diverse educational needs.

Furthermore the results from some studies (e.g. Getahun, 2002) suggested that academically at-risk students often require more instructional time than other students to master the content of the lessons. In the same way, Wentzel (1997) found out that parents' awareness is vital for the adequacy of support provided to pupils. He suggests that most parents' do not aware how they monitor their children achievement which contributes in adequacy of academic support provided to pupils.

Teachers require the support of parents and school community in general in order to plan and implement the supportive learning environment. Teachers highly motivated to help students if they get moral support to incentives from stake holders. The results of this study disclosed that the overall support teachers get in their effort to help low academic achieving student from different stake holders is in adequate and non-existent. This could hinder the effort of the teachers in providing the required support to their students. In line with these findings, Birhanu (2005) argued change on students' achievement only happen when teachers, administrators, and parents believe they are responsible to help each student to learn and feel they have a part in helping students especially when students struggled academically.

On the other hand, most of teachers do not get in service training. Training enhances teachers' competence to deal with diversity in the classroom and pedagogical knowledge how they help students when they struggle academically. As study conducted by Ambissa (as cited in Birhanu, 2005) found out that pre-service and in service training teacher got is essential for teaching profession. Those teachers' lack pre-service and in-service training challenged teachers to maintain affective classroom, promote learners self-concept and providing instruction for individual differences. This also confirmed the present finding.

#### **5.6. Gender difference in the proportion of low academic achieving students**

The present finding revealed there is no gender difference in respect to low academic achievement between males and females. This finding confirmed by Eurydice (2010) which state there is no gender differences in proportion of low achievement among low academic achieving students.

Previous studies (Biniam, 2000; Berta, 2001; Machin & McNally, 2005; Mata, Monteiro, & Peixoto, 2012) suggested that there is a gender disparity in proportion of low academic achievement between males and females do not confirm this finding.

Concerning reason students' low academic achievement as perceived by teachers, parents, principals and parents committee:-

- College and university graduate students lack job opportunity
- Lack motivation from the teachers and students
- Lack of parental follow-up
- Automatic promotion policy
- Economic problem
- Technology like mobile phone
- Teachers lack training
- Lack of counselors in the schools

Lastly, teachers, parents, principals and parents committee forwarded ways to reduce students' low academic achievement. Their responses were paraphrased, summarized, and presented as follows

- Job opportunity should have to be available for college and university graduates in rural areas
- Awareness creation is vital for parents on value of education
- Students should be oriented when and how to use cell phone.
- Automatic promotion policy is not necessary

- Staffs that trained with counseling or special needs education should be assigned to schools to assist students and teachers
- Government and NGOs should have to provide economic support for parents and students

### **5.7. Limitations of the Study**

The researcher does not believe that the study is totally free of any sorts of limitations. Accordingly, a number of factors, which limitations of the present study could be attributed to. Few of them were shortage of finance, time, and unavailability of local reference materials on certain issues raised in this study. As a result the researcher faced difficulty to support some literature in the context of Ethiopia.

Furthermore, the population of this study were only from grade five low academic achieving students. This restricts the generalizability of the findings to other grades. Therefore, the researcher recommends that future studies should expand the current research on provision of academic support for low academic achieving students in different grades.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1. Conclusion

Out of 1987 grade five students enrolling in Dire Enchinni woreda, 9.2% of them score below 50% or below average.

Concerning provision of academic support to the low academic achieving students in the sampled schools, it is very low.

There are no strong support mechanisms for the low academic achieving students in the sampled schools. Tutorial class is not arranged in way it motivate students to learn. Cooperative learning is not done intentionally. The way student cooperate with each other is not done deliberately. Regarding other support mechanisms, much is not done by the schools. There is no much attempt made to counsel pupils individually and reducing class size as well.

The practice of parents and teachers to help low academic achieving student is not conducive. The main and key reason is weak communication between the school and parents. The reason for this:

First, parents are not concerned about their children academic progress once they send their children to school. Moreover, the habit parents coming to school to discuss with teachers is not common. Most of them do not come to school unless they are called for some reason.

Second, the schools do not give much attention to involve parents. Most of the time parents are called for the purpose of solving problem created between the students and the

school. In some cases parents are called on at end of the semester to receive the report card of their children; sometimes parents meet school to pay some fees.

Most of the time teachers do not discuss with the parents on the strong side of the student as they do with the bad side. Therefore, whenever teachers called parents, parents are hesitating they are called for reasons; hence they hesitate to come to school. Due to this reason the relationship between parents and school is weak and their practice supporting low academic achieving students as well.

Most teachers lack required in service training to develop their teaching profession. As a result support they give for low academic achieving students not adequate. Besides to this, there are no counselors or special needs education experts are assigned in the sampled schools.

The average class size is not conducive for the purpose of helping each student. The class size with average 62 students is not suitable to help each student individually. Academic support provided to low academic achieving student is not adequate. Due to teachers' lack of in service training, shortage of time for support, parents low income and lack knowledge how to support their children.

There is no gender difference in proportion of low achievement between males and females low academic achieving students in the context of low academic achievement.

## **6.2. Recommendations**

1. Preparing in service training program is an important and urgent for improving provision of academic support to low academic achievers. The Woreda education bureau must give training for teachers time to time on how teachers deal with individual difference in the classroom and assess students with diversified needs. Teachers should be able to identify

the pace of individual students, the interest, the motivation and difficulties of the individual students. Without knowledge of individual difference, teachers could not provide adequate support to students.

2. The schools should employ different intervention strategies to support the low academic achieving students. Tutorial support should be arranged in a way which does not create boredom on the students. Teachers also should be motivated through some rewards, recognition and if possible through incentives payments as they are giving tutorial classes voluntarily. Cooperative learning should be practiced in a formal way. The pairing of students should be carried out carefully by looking their academic achievement. Other support mechanisms such as reducing large class size, counseling service, and peer tutoring should also be introduced to schools along with the existing mechanisms.
3. There should be strong partnership between the schools and the parents to utilize parents' effort to support their children academically. The schools should prepare a conference to raise awareness of parents' the value of the parental involvement in their children's education and to change attitude of the parents to visit school.
4. In creating supportive school environment, class size should be reduced to the normal standard i.e. 50 students in one class. This could be done by adding additional classrooms and teachers. Schools should have to work with the community to build additional classes and with woreda education bureau to hire teachers.
5. Cooperation between teachers and school community is decisive for fulfillment of objective of the school. Without cooperation the school visions do not reach its goal.

Therefore, principals, parents, and parents committee should pay attention to the effort of teachers in supporting their students academically.

6. Woreda education bureau should have to hire counselors or special needs education experts and assign them to schools to help students and teachers
7. Charity club should be established in the schools to help students who have economic problems
8. Immediate and further study should be carried out on:
  - ❖ The effect of jobless college and university graduates on students' academic achievement
  - ❖ The effect of automatic promotion policy on quality education and
  - ❖ The effect of parental involvement on students' academic achievement

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Appendix A

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**Instrument code T001**

QUESTIONNAIRE FOR TEACHERS

Dear respondents:

The purpose of this questionnaire was to assess provision of academic support to low academic achieving students in Dure Enchinni Woreda .

Yet, the purpose of this study was entirely depends on your cooperation and genuine responses you give to the questions raised, the researcher humbly requested that you fill- out this questionnaire honestly and contribute to its success.

This study is purely academic and by no means would affect you as an individual or you as a member of school communities and information you provide in this questionnaire will be kept confidential.

The result of the study will help to improve teaching learning process takes place in the schools and academic achievement of the students by making parents and teachers aware how to support academically at risk students. This questionnaire would return to the researcher within two days.

Thank you in advance for lending me your precious time in filling the questionnaire.

**General Direction**

Please write the requested information about yourself on part I. Questions on part II shall be answered by making (√) mark on the space provided. If you have answer more than one you can make (√) on answers you want. Please do not write your name.

## Part I: Back ground information

Name of the school \_\_\_\_\_

1. Age: \_\_\_\_\_

2. Sex: 1) Male  2) Female

3. Educational level: 1) Certificate/TTI  2) Diploma  3) 1<sup>st</sup> Degree

4) Other \_\_\_\_\_

4. Teaching experience in year: \_\_\_\_\_

## Part II: General information

1. Do you provide academic support for low academic achievers?

1) Yes  2) No

2. If your answer for question No 1 is yes, what kind of academic support do you provide?

1) Counselling

2) Tutoring

3) Peer tutoring

4) Allocating more time for students to practice academic tasks

5) Pairing students in group work

6) Other (please specify) \_\_\_\_\_

3. Do you have practice discussing with child's parents about their child's educational performance?

1) Yes  2) No

4. If your answer for question No 3 is No, what is the reason?

1) Shortage of time

2) Lack of cooperation from parents

3) Lack of cooperation among school staffs

4) In adequacy of teacher training

5) Other, (please specify) \_\_\_\_\_

5. What is the most frequently used practice of supporting low academic achieving students in your school?

1) Tutorial service

2) Adding bonus mark

3) Encouraging student to ask question which is not clear for him/her

4) Advising student to study hard

5) Referring the student to counselor

6) Discussing with parents on how they may help pupil at home

- 7) Discussing with parents committee on how to help pupil at school
- 8) Other (please, specify)\_\_\_\_\_
6. How do you evaluate the cooperation you get from the following bodies in your effort of providing academic support for low academic achieving students?
- 1) from school principal
- 1) Adequate  2) Inadequate  3) Non existent
- 2) from parents committee
- 1) Adequate  2) Inadequate  3) None existent
- 3) from child's parents
- 1) Adequate  2) Inadequate  3) Non existent
- 4) from school counsellor/ special education expert
- 1) Adequate  2) Inadequate  3) Non existent
7. Do you think cooperative learning among students helps to improve the academic performance of low academic achieving students?
- 1) Yes  2) No
8. If your answer for Question No 7 is 'yes', how often you encourage students to work together?
- 1) Always
- 2) Sometimes
- 3) Rarely
9. Do you consult with parents about academic achievement of their children?
- 1) Yes  2) No
10. If your answer for Question No.9 is 'yes', how often do you meet?
- 1) frequently
- 2) Sometimes
- 3) Rarely
11. Have you got any training or orientation about how to support low academic achieving students?
- 1) Yes  2) No
12. In your opinion, what is the reason for low academic achievement?
- 1) Lack of opportunity to attend KG education
- 2) Lack of parental follow up and support
- 3) Low attendance/ absenteeism
- 4) Health problems
- 5) Teachers inability to follow-up and support
- 6) Other (Please, specify) \_\_\_\_\_
13. Do you think Support provided for low achievers in your school is relevant for students' academic improvement?
- 1) Yes  2) No

14. If your answer for question No 13 is No, which academic support do you think is relevant for academic progress of the students?

- 1) Showing to pupil study method
- 2) Getting encouragement to participate in extra-curricular activities
- 3) Teaching pupil time management skill
- 4) Teaching student ways of taking proper notes which make study easier
- 5) Motivating pupil to ask for help when he/ she struggles
- 6) Counselling pupil to improve their performance
- 7) Other (please, specify)\_\_\_\_\_

15. Do you think counselling service is relevant for improvement of low achievers academic performance?

- 1) Yes
- 2) No

16. If your answer for question No 15 is yes, how?

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17. What do you think about academic support provided for low academic achieving student at school?

- 1) Adequate
- 2) In adequate
- 3) No-existent

18. If your answer for question No 17 is inadequate, what is the reason?

- 1) Lack of time
- 2) Absence of school counsellor
- 3) Large class size
- 4) Lack of training
- 5) Other(please specify)\_\_\_\_\_

19. In your school are there professionals (school counsellors or special needs education experts) that are responsible for supporting teachers and students?

- 1) Yes
- 2) No

20. What do you think the possible reason for pupils' low academic achievement in your school?

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21. What do you suggest to reduce students low academic achievement?

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Appendix B  
ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF SPECIAL NEEDS EDUCATION

**Instrument code S002**

QUESTIONNAIRES TO STUDENTS

Dear respondents:

The purpose of this questionnaire was to assess provision of academic support to low academic achieving students in Dire Enchinni woreda.

Yet, the purpose of this study was entirely depends on your cooperation and genuine responses you give to the questions raised, the researcher humbly requested that you fill- out this questionnaire honestly and contribute to its success.

This study was purely academic and by no means will affect you as an individual or you as a member of school communities and information you provide in this questionnaire would be kept confidential.

The result of the study will help to improve teaching learning process takes place in the schools and academic achievement of the students by making parents and teachers aware how to support academically at risk students. The questionnaire would return to the researcher within one day.

Thank you in advance for lending me your precious time in filling the questionnaire!

**General Direction:**

Please write the requested information about yourself on part I. Questions on part II shall be answered by making (√) mark on the space provided. If you have answer more than one you can make (√) on answers you want. Please do not write your name.

## Part I: Back-ground information

Name of your school \_\_\_\_\_

1. Age: \_\_\_\_\_
2. Sex: 1) Male  2) Female
3. With whom are you living?
  - 1) Mother and father
  - 2) Father
  - 3) Mother
  - 4) Relative
  - 5) Other( please, specify) \_\_\_\_\_
4. Do you experience school before you joined primary school? \_\_\_\_\_
5. If yes, what type of school you experienced? \_\_\_\_\_

## Part II: General information

1. Does your parent help you in your education?
  - 1) Yes  2) No
2. If your answer for question No 1 is yes, what support you get from your parents?
  - A. Educational materials (e.g., text book, book...)
  - B. Supervising homework completion
  - C. Encourage me to waste my time academic area
  - D. Encouragement to participate in school activities
  - E. Other (please, specify) \_\_\_\_\_
3. Does your parent guide you on tasks such as doing homework?
  - 1) Yes  2) No
4. What do you most often after school time?
  - A. Studying
  - B. Helping my parent
  - C. Playing
  - D. Other (please specify) \_\_\_\_\_
5. Who is helping you when you study at home?
  - 1) Parent
  - 2) Someone who is hired as a tutor
  - 3) Siblings
  - 4) No one
6. Do you study with your friends?
  - 1) Yes  2) No

7. If your answer for Question No 6 is 'No', why?
- 1) My parents not allow me to study with my friends
  - 2) My friends teased to me when I study with them
  - 3) I have no time to study with my friends
  - 4) Other, (please specify) \_\_\_\_\_
8. Do your parents come to school?
- 1) Yes  2) No
9. If your answer for Question No 8 is 'yes', when do they come?
- 1) When problem arise
  - 2) When I got low score
  - 3) When teachers called them
  - 4) When they need to pay a fee
  - 5) Other, (please specify) \_\_\_\_\_
10. Do your parents follow –up your academic performance/ progress?
- 1) Yes  2) No
11. When you got low mark in exam, what will your parents do?
- 1) They encourage me to study hard
  - 2) They punish me
  - 3) They support me on my difficulties such as homework, assignment etc
  - 4) They do nothing
  - 5) Other (please, specify) \_\_\_\_\_
12. Do your teacher encourage you to work with other students on class work, assignments etc.?
- 1) Yes  2) No
13. Do you think support you get from your parent is relevant for your academic achievement?
- 1) Yes  2) No
14. If your answer for question No 13 is No, on which academic support you need from your parent?
- 1) Getting assistant on Study skills
  - 2) Getting assistance on time management skills
  - 3) Getting encouragement to participate in extra-curricular activities
  - 4) Getting helper on how to take note
  - 5) Getting advise
  - 6) Getting motivation from other's
  - 7) Other (please specify) \_\_\_\_\_
15. How do you feel about academic support you get from your school?
- 1) Adequate
  - 2) In adequate
  - 3) No-existent

16. If your answer for question No15 is in adequate, what is the reason?

1) Teachers lack interest to support low academic achieving students

2) Teachers lack teaching experience

3) Shortage of time

4) If other (please, specify)\_\_\_\_\_

17. In your school are there school counsellors (special needs education expert) that help you?

1.) Yes       2) No

Appendix C  
ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF SPECIAL NEEDS EDUCATION

**Instrument code P003**

Questionnaire for parents

I am 2<sup>nd</sup> year post graduate student at Addis Ababa University, college of education and behavioural studies in the department of Special Needs Education. The researcher engaged in conducting research under the title “provision of academic support to low academic achieving students primary schools in Dire Enchinni Woreda”.

The purpose of this questionnaire was to assess academic support provided for low academic achieving students.

Yet, the purpose of this study was entirely depends on your cooperation and genuine responses you give to the questions raised, the researcher humbly requested that you fill- out this questionnaire honestly and contribute to its success.

This study was purely academic and by no means would affect you as an individual or you as a member of school communities and information you provide in this questionnaire would be kept confidential.

The result of the study will help to improve teaching learning process takes place in the schools and academic achievement of the students by making parents and teachers aware how to support academically at risk students. This questionnaire would return to the researcher within two days.

Thank you in advance for lending me your precious time in filling the questionnaire.

**General Direction:-**

Please write the requested information about yourself on part I. Questions on part II shall be answered by making (√) mark on the space provided. If you have answer more than one you can make (√) on answers you want. Please do not write your name.

**Part I: Back ground information**

1. Age: \_\_\_\_\_
2. Sex: 1) M  2) F
3. What is your relation with the child \_\_\_\_\_
4. What is your present occupation?
  - 1) Unemployed
  - 2) Employed in the government sector
  - 3) Employed in the private sector
  4. Farming
  5. merchant
  6. Other \_\_\_\_\_
5. What is your level of education?
  - 1) uneducated
  - 2) Grade 1-8
  - 3) Grade 9-12
  - 4) TVET
  - 5) Other \_\_\_\_\_
6. Your monthly income in birr \_\_\_\_\_
7. How many children do you have? \_\_\_\_\_

**Part II: General information**

1. Do you know that your child achieve low academic score?
  - 1) Yes
  - 2) No
2. If your answer for Question No 2 is 'yes', how you know it?
  - 1) Follow up his/her homework
  - 2) Follow up class works from exercise books
  - 3) Follow up test and exams
  - 4) Discuss with the teacher
  - 5) Other specify \_\_\_\_\_
3. What do you think the reason your child achieve low scores?
  - 1) Not attending KG education
  - 2) Lack of parental follow up and support
  - 3) Repeated absence from the school
  - 4) Health problem

- 5) Teachers inability to follow-up and support
- 6) Other,(please specify)\_\_\_\_\_
4. Do you provide support for your child at your home?
- 1) Yes  2) No
5. If your answer for question No 4 is yes, what kind of academic support you provide for your child to improve his/her educational performance?
- 1) Advise
- 2) Tutoring
- 3) I help to study with his/ her friends
- 4) Allocating more time for my child to practice academic tasks
- 5) Other ( please, specify)\_\_\_\_\_
6. In what activities is/are your child involved most often after school?
- 1) Studying
- 2) Helping us at home activities
- 3) Playing
7. Who is helping your child when he/she is studying at home?
- 1) Spouse
- 2) Siblings
- 3) Tutor
- 4) No one
8. Does your child study with friends?
- 1) Yes  2) No
9. If your answer for question No. 8 is No, what is the reason?
- 1) I do not want to send my child to other's home
- 2) I fear that my child communicate his/her difficulty to others and others may tease on him/her
- 3) Shortage of time
- 4) Other (please specify) \_\_\_\_\_
10. Do you have experience on discussing with your child's teacher about your child educational affairs?
- 1) Yes  2) No

11. If your answer for question No. 10 is yes, when do you meet?

- 1) When problem arise
- 2) When I doubt my child's academic achievement is low
- 3) When the pupil is told to call parents
- 4) At the end of first semester
- 5) At the end of academic year

12. How do you rate your consultation with your child's teacher in promoting pupils achievement?

- 1) significant
- 2) less significant
- 3) None existent

13. Have you ever get advice from teacher on how to help your child at home?

- 1) Yes
- 2) No

14. If your answer for question No. 13 is yes, what they advise you?

- 1) They advise me how I manage my child's time for his/her study
- 2) They advise me how I help the child to study with his/her peers
- 3) They advise me how I have to encourage the child to participate in extra-curricular activities
- 4) They advise me how I encourage my child to ask question which is not clear for him/her at home
- 5) They advise me how I encourage my child when he/she got poor mark
- 6) Other (please specify)\_\_\_\_\_

15. Do you provide the necessary educational materials for your child?

- 1) Yes
- 2) No

16. If your answer for question No.15 is 'No', what is the problem?

- A. Financial problem
- B. I do not know which materials are important to my child
- C. Other, (please specify)\_\_\_\_\_

17. Do you think support provided for your child at school is relevant?

- 1) Yes
- 2) No

18. If your answer for question No 17 is No, which academic support do you think is relevant for academic progress of the students?

- 1) Showing to pupil study method
- 2) Helping students to participate in extra-curricular activities
- 3) Teaching pupil time management skill
- 4) Teaching student ways of taking proper notes which make study easier
- 5) Motivating pupil to learn
- 6) Counselling pupil to improve their performance
- 7) Other (please specify) \_\_\_\_\_

19. What is your opinion about support your child get at school to enhance your child's academic achievement?

- 1) Adequate
- 2) In adequate
- 3) Non-existent

20. Do you think academic support you give for your child at home is adequate?

- 1) Yes
- 2) No

21. If your answer for question No 20 is No, why?

- 1) Shortage of time
- 2) Economic problem
- 3) I do not know how I help my child
- 4) I do not have adequate academic information about my child
- 5) Other(please specify)\_\_\_\_\_

22. What do you think the reason for your child low academic achievement?

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23. What do you suggest solution for low academic achievement?

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## Appendix D

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

##### Interview Guide for Principals

The purpose of this interview was to assess academic support provided for low academic achieving students.

Yet, the purpose of this study was entirely depends on your cooperation and genuine responses you give to the interview, the researcher humbly requested that you give response for the interview honestly and contribute to its success.

This study was purely academic and by no means would affect you as an individual or you as a member of school communities and information you provide in this interview would be kept confidential. The researcher would use tape-recording during the interview for those who are volunteer for tape recording and note taking would be used for those who are not volunteer for tape recording.

The result of the study would help to improve teaching learning process takes place in the schools and academic achievement of the students by making parents and teachers aware how to support academically at risk students.

Thank you in advance for lending me your precious time for the interview!

1. In your school, are there any practices among all school staffs in supporting students' who are at risk for low academic achievement?
2. What kind of academic support your school provide for low academic achievers?
3. Do you think support provided by teachers for low academic achieving students is relevant? What about parents?
4. How do you evaluate parents' support low academic achieving student at home? What about teachers at school?
5. What may be the reasons for pupils' low academic achievement in your school?
6. What possibilities and opportunities do you suggest to optimize academic achievement of low academic achieving students?

## Appendix E

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

### PARENTS' COMMITTEE FOCUS GROUP DISCUSSION GUIDE

Name of moderator\_\_\_\_\_ Name of recorder\_\_\_\_\_ time\_\_\_\_\_ and date\_\_\_\_\_

My name is Gurmessa Chala. I did not work at any schools found in Dire Enchinni woreda but I was here from Addis Ababa University to talk with you about a very important issue about low academic achieving students. This was important to a lot of people because before long you will be in charge of things. Thank you for agreeing to talk with me. You were one of several groups of parents committee who had been selected to participate in a guided discussion about the conditions necessary for students to reach their full potential.

By your participation, you were helping in a research project to find out how parents, teachers, and parents committee could help more students achieve academically.

The researcher would be taping the session, but no one at your school would receive a copy of the tape or notes from the tape. They oriented their name or the name of their school would never be mentioned in any report or discussion. The researcher will talk with parents committee from several different schools, so it would not be possible for someone to identify the participant by comments. The researcher would listen very closely and take notes to make sure the researcher captures important ideas.

Before discussion, the researcher introduced some group norms that the group needs to follow:

1. First, they oriented not to identify other people (students, teachers or administrators) by name when you talk. They oriented to say for example, “my school student,” “my school teacher,” or “my school principal” instead of mentioning name of the teachers, students and school principals.

2. Secondly, the participants oriented to respect everyone's point of view. And no write and wrong answers to question and comment raised. They oriented each school parent's committee thoughts are valuable for the study.

3. Because participants' comments were recorded, the researcher asked them one person to speak at a time and therefore they were oriented not to raise their hand until the person who was speaking stops before other participants begun. They also oriented audio tape recording was deleted after usage/analysis.

4. Finally, they requested not repeat or discuss comments made during this session with others. They requested not repeat or discuss with other person or staff what members of the group said. They oriented if they are asked by other person outside the discussants, to say we discuss ways to improve student learning, but they are requested to keep specific remarks confidential. This session would last one hour and 30 minutes. Before we begin, do you have any questions?

1. In your school, does parents committee have meeting time to evaluate students' academic progress? If yes, how often? If no, why?
2. In your school is there support provided for low academic achieving students?
3. In your opinion, do you think support provided for low academic achieving students in your school is adequate? If yes, how? If no, why?
4. Do you think in your school, support provided for low academic achiever is relevant for students' academic success? If yes, how? If no, why?
5. What do you think the reasons for students' low academic achievement?
6. What you suggest to reduce low academic achievement?

Thank you in advance for lending me your precious time for the interview!

**Dabalee A**  
**YUUNIVARSIITII FINFINNEE**  
**KOOLLEEJJII BARNOOTAA FI QO'ANNOO AMALAA**  
**MUUMMEE BARNOOTA FEDHII ADDAA**

Bar gaaffii Barsiistoota Sadarkaa Tokkoffaa Barsiisaniif Qophaa'e

**kabajamaa Barsiisaa!**

Kaayyoon bargaaffii kanaa, gargaarsa barattoota mana barnootaa sadarkaa tokkoffaa osoo barataniif qaphxii gad-aanaa fidaniif godhamu qorachuu dha.

Kaayyoon qorannoo kanaa galma ga'uu kan danda'u deebiin isin bargaaffii kana irratti kennitan sirrii yoo ta'e qofa. Kanaaf, amanamummaa fi haala sirriin akka guuttan kabajaaniin isin gaafadha.

Qorannoon kun guutumman guutuutti qorannoo barnootaati. Kanaaf dhiibban qorannoon kun isinirratti akka dhuunfafi hawaasa mana barumsaa tokkootti isinirraan geessisu hin jiru. Dabalataaniis, icciitiin hirmaataa kamiyyuu eegama dha.

Firiin qorannoo kanaa foyya'insa haala baruu fi barsiisuu manneen barnootaa keessatti adeemsifamu fi firii barattootaa ni foyyessa jedhamet eegama. Kunis kan ta'u barsiisootaa fi maatii barattootaa hirmaachisuun akkataa isaan itti barattoota qaphxii gad aanaa fidan gargaraan barsiisuun ta'a. Deebiin bargaaffii kanaa guyyaa lamatti qoraataaf deebi'a.

**Yeroo keessan bargaaffii kana guutuuf aarsaa gootaniif guddaa galatooma!**

**Qajeelfama:**

Kutaa tokkoffaa bargaaffii kanaa keessatti odeeffannoon dhuunfaa dhihaatera. Kanaaf odeeffannoo dhuunfaa dhihaate haalan akka guuttan kabajaan isiin gaafadha. Bargaaffii kutaa 2ffaa keessatti dhihaatef saanduuqa deebiif dhihaate irratti mallattoo (√) galchuun agarsiisaa. Gaaffii tokko irratti deebii tokkoo ol yoo qabaattan mallattoo (√) galchuun agarsiisuu dandeessu. Maqaa keessan barreessuu hin barbaachisu.

### KUTAA 1FFAA: Odeeffannoo Dhuunfaa

1. Maqaa mana barumsaa: \_\_\_\_\_
2. Umurii: \_\_\_\_\_
- 3) Saala: 1) Dhiira  2) Dhalaa
4. Sadarkaa barnootaa: 1) Sartifikkeeta/TTI  2) Dippiloomaa   
3) Digrii jalqabaa  4) kanbiroo (barreessi) \_\_\_\_\_
5. Baay'ina muxaannoo barsiisummaa kee waggaan: \_\_\_\_\_

### KUTAA 2FFAA: Odeeffannoo Walii Galaa

1. Mana barumsaa keessanitti barattoota qaphxii gad aanaa fidaniif gargaarsini taasifamaafi?
  - 1) Eyyee  2) Lakki
2. Yoo deebiin kee gaaffii lakkoofsa 2ffaaf **eyyee** ta'e, gargaarsa maal fa'aatu taasifamaafi?
  - 1) Gorsa
  - 2) Qo'achiisuu (tutor)
  - 3) Akka hiriya isaani waliin qo'atan gochuu
  - 4) Sa'a ga'aa ramaduun barattoonni dalagaa kennameef akka haalan shakalaniin gochuu
  - 5) Barattoota garee xiqqoon gurmeessuu
  - 6) Kan biro (barreessi) \_\_\_\_\_
3. Dhimma barumsaa ilaalchisee muxaannoo maatii barattootaa waliin hasaa'uu qabdaa?
  - 1) Eyyee  2) Hin qabu
4. Yoo deebiin kee gaaffii lakkoofsa 3ffaaf **lakkii** jette, sababni isaa maalii?
  - 1) Yeroon dhabamuu
  - 2) Maatii waliin gamtaan hojjachuu dhabuu
  - 3) Barsisoota biroo waliin gamtaan hojjachuu dhabuu
  - 4) Leenjiin barsiisummaairratti kennamu gahaa ta'uu dhabuu
  - 5) Kan biroo (barreessi) \_\_\_\_\_

5. Barattoota barnoota isaaniitin qaphxii gadi aanaa fidan gargaaruuf malli yeroo hedduu mana barumsaa kee keessatti hojiirra oolu kami?
- 1) Gargaarsa dabalataa dareen alaa kennuufi (Tutorial)
  - 2) Qabxii itti eebbisuufi (bonus)
  - 3) Barattoota waan isaaniif hin galle akka gaafatan jajjabeessuu
  - 4) Yeroo barataan qaphxii gad aanaa fide akka inni qo'atu jajjaabessuu
  - 5) Barataa qaphxii gad aanaa fide gara koree gargaarsa kennuutti erguu
  - 6) Maatii waliin mari'achuun maatiin manatti akkaata itti mucaasaanii gargaaran gorsuu
  - 7) Barattoota mana barumsaatti mala itti gargaaruun danda'amu irratti koree maatii waliin mari'achuu
  - 8) Ka biroo (barreessi) \_\_\_\_\_
6. Tattaaffii ati barattoota qaphxii gad aanaa fidan gargaaruuf jecha gootu keessatti gargaarsi ati qamoolee armaan gadiirraa argattu haala kamiin madaaltaa?
- A. Hogganaa mana barumsaa irraa:
- 1) Gahaa dha  2) Gahaa miti  3) Gargaarsi homaatuu hin jiru
- B. Koree mana barumsaa irraa:
- 1) Gahaadha  2) Gahaa miti  3) Gargaarsi homaatuu hin jiru
- C. Maatii ijoollee irraa:
- 1) Gahaadha  2) Gahaa miti  3) Gargaarsi homaatuu hin jiru
- D. Hojjattoota biroo irraa (fkn school counsellor):
- 1) Gahaadha  2) Gahaa miti  3) Gargaarsi homaatuu hin jiru
7. Barattoota garee gareen qooduun barsiisuun barattoota qaphxii gad aanaa fidan qaphxii isaanii ni fooyyessa jettee yaaddaa?
- 1) Eyyee  2) Lakkii
8. Yoo deebiin kee gaaffii lakkoofsa 7 ffaaf **eyyee** ta'e, barattoonni gareen akka wal gargaaraniif si'a hagam gargaarta?
- 1) Yeroo mara  2) Yeroo tokko tokko  3) Yeroo baay'ee muraasa
9. Dhimma barumsaa ijoollee isaanii ilaalchisee matii barattootaa waliin ni marihattaa?
- 1) Eyyee  2) Lakkii
10. Yoodeebiin kee gaaffii lakkoofsa 9ffaaf **eyyee** ta'e, ammam maatii waliin wal argitu?
- 1) Irra deddeebiin  2) Darbee darbee  3) Yeroo baay'ee muraasa

11. Mala barattoota qaphxii gad aanaa fidan gargaaruu ilaalchisee barnoota/leenjiin fudhattee jiraa?

- 1) Eeyyee jira  2) Hin jiru

12. Akka yaada keetti sabaabni barattoonni qaphxii gad aanaa fidaniif maali jettaa?

- 1) Olmaa daa'immanii osoo hin baratiin mana barnoota idilee seenu

- 2) Carraa deeggarsaa fi hordoffii maatii irraa dhabuu

- 3) Irra deddeebiin mana barnootaarraa hafuu

- 4) Rakkoo fayyaa

- 5) Barsiisaan barattoota hordofuufi gargaaruu dhiisuu

- 6) Kan biroo( barreessi)\_\_\_\_\_

13. Gargaarsi barattootaqaphxii gad aanaa fidaniif mana barumsaa keessanitti godhamu barattoota qaphxii gad aanaa argatan irratti jijjiirama fideeraa?

- 1) Eyyee  2) Lakkii

14. Yoo deebiin kee gaaffii lakkofsa 13ffaaf **lakkii** ta'e, barattoota qaphxii gad aanaa fidaniif, deeggarsi jijjiirama sirrii irratti fida jettee yaaddu kami?

- 1) Mala qo'annaa barsiisuu

- 2) Akkaataa qormaataaf qopha'an barsiisuu

- 3) Akkaataa itti yeroo isaanii fayyadaman barsiisuu

- 4) Akkaataa yaadannoo gabaabaa itti qabatan barsiisuu

- 5) Barattoota yeroo qabiyyeen barnootaa isaaniif hin galle akka gaafatan jajjabeessuu

- 6) Barattoonni qaphxii isaanii akka fooyyessaniif gorsuu

- 7) Kan biroo (barreessi)\_\_\_\_\_

15. Gargaarsi mana barnootaatti barattoota qaphxii gad aanaa fidaniif kennamu barattoonni walitti fufinsaan barnoota isaaniin akka milkaa'an godheeraa?

- 1) Eyyee  2) Lakki

16. Gorsii barattoota barnoota isaanitiin qaphxii gad aanaa fidaniif godhamu qaphxii isaanii ni fooyyessa jettaa?

- 1) Eyyee  2) Lakki

17. Yoo deebiin kee gaaffii lakkoofsa 16ffaa **eyyee** ta'e, akkamitti?

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18. Mana barumsaa keetti gargaarsi barattoota qaphxii gad aanaa fidaniif godhamu gahaa dha jettee yaaddaa?

1) Eyyee  2) Lakkii

19. Yoo deebiin kee gaaffii lakkoofsa 18 ffaaf **lakkii** ta'e, sababni isaa maal jettee yaaddaa?

1) Yeroon dhabamuu

2) Mana barnootatti ogesi xiinsammuu dhabamuu ( school counsellor)

3) Odeffannoo barnootaa gahaa dhabuu

4) Maatiin akkaataa itti ijoollee isaanii gargaaran hubannoo dhabuu

5) Kan biroo(barreessi)\_\_\_\_\_

20. Gargaarsi barattoota qaphxii gad aanaa fidaniif manatti maatii mucaatiin kennamu maal sitti fakkaataa?

1) Gahaa  2) Gahaa miti  3) Gargaarsi homaatuu hin jiru

21. Ogeeyyiin barattoota fedhii addaa qaban gargaaruuf (f.k.n counsellors and Special Needs Education experts) kan leenji'an mana barumsaa keessan jiruu?

1) Eyyee jiru  2) Lakki hin jiran

22. Sababni barataan qaphxii gad aanaa fiduuf maal jettee yaaddaa?

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23. Rakkoo barattoota qaphxii gad aanaa fidani xiqqeessuuf furmaata maalii kennituu?

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## **Dabalee B**

### **YUUNIVARSIITII FINFINNEE**

#### **KOOLLEEJII BARNOOTAA FI QO'ANNOO AMALAA**

#### **MUUMMEE BARNOOTA FEDHII ADDAA**

Bargaaffii Barattootaf Dhiyaate

#### **Kabajamaa Barataa!**

Kaayyoon bargaaffii kanaa, gargaarsa barattoota mana barnootaa sadarkaa tokkoffaa osoo baratani qaphxii gad-aanaa fidaniif godhamu qorachuu dha.

Kaayyoon bargaaffii kanaa galma ga'uu kan danda'u deebiin isin bargaaffii kana irratti kennitan sirrii yoo ta'e qofa. Kanaaf, amanamummaa fi haala sirriin akka guuttan kabajaaniin isin gaafa dha.

Qorannoon kun guutumman guutuutti qorannoo barnootaati. Kanaaf dhiibban qorannoon kun isinirratti akka dhuunfa fi hawaasa mana barnootaa tokkootti isinirra geessisu hin jiru. Dabalataaniis, icciitiin hirmaataa kamiyyuu eegama dha.

Firiin qorannoo kanaa foyya'insa haala baruu fi barsiisuu manneen barnootaa keessatti adeemsifamu fi firii barattootaa ni foyyessa jedhamet eegama. Kunis kan ta'u barsiisootaa fi maatii barattootaa hirmaachisuun akkataa isaan itti barattoota barnootan qaphxii gad aanaa fidan gargaraan barsiisuun ta'a. Deebiin bargaaffii kanaa guyyaa tokkotti qoraataaf deebi'a.

**Yeroo keessan bargaaffii kana guutuuf aarsaa gootaniif guddaa galatooma!**

#### **Qajeelfama:**

Kutaa tokkoffaa bargaaffii kanaa keessatti odeeffannoon dhuunfaa dhihaatera. Kanaaf odeeffannoo dhuunfaa dhihaate haalan akka guuttan kabajaan isiin gaafadha. Bargaaffii kutaa 2ffaa keessatti dhihaatef saanduuqa deebiif dhihaate irratti mallattoo (√) galchuun agarsiisaa. Gaaffii tokko irratti deebii tokkoo ol yoo qabaattan mallattoo (√) galchuun agarsiisuu dandeessu. Maqaa keessan barreessuu hin barbaachisu.

### **KUTAA 1FFAA: Odeeffannoo Dhuunfaa**

1. Maqaa mana barumsaa \_\_\_\_\_
2. Umurii \_\_\_\_\_
3. Saala: 1) Dhiira  2) Dhalaa
4. Yeroo ammaa eenyu wajjiin jiraataa jirtaa?
  - 1) Abbaaf hadha koo wajjin
  - 2) Abbaa koo wajjin
  - 3) Fira wajjiin
  - 4) Namoota biroo(barreessi) \_\_\_\_\_
  - 5) Kutaa 1ffaa osoo hin galiin dura barnoonni hordofte jiraa? \_\_\_\_\_
  - 6) Yoo eye jette mana barnoota hordofte maalii? \_\_\_\_\_

### **KUTAA 2FFAA: Odeeffannoo Walii Galaa**

1. Maatiin kee barnoota kee irratti gargaarsa sii godhuu?
  - 1) Eyyee  2) Lakki
2. Yoo deebiin kee gaaffii lakkoofsa 1ffaaf **eyyee** ta'e, gargaarsi argattu maali?
  - 1) Meeshalee barnootaa (fkn, kitaaba, barullee...)
  - 2) Gorsaa fi to'annoo yeroo (fkn sa'a qo'annaa ramaduu)
  - 3) Hoj- manee hojjachuu koo to'annaa godhu
  - 4) Barnoota dareen alaa irratti akkan hirmaadhuuf na jajjabeessu( f.k.n club)
  - 5) Kan biroo (barreessi) \_\_\_\_\_
3. Maatiin kee yeroo hoj-maneen sitti ulfaatee karaa sitti agarsiisuu?
  - 1) Eyyee  2) Lakki
4. Mana barumsaa erga galtee sa'a kee baay'eesaa essatti dabarsitaa?
  - 1) Qo'annaa irratti
  - 2) Maatii gargaaruu irratti
  - 3) Tapha irratti
5. Yeroo manatti qayyabattu eenyuutu si qo'achiisaa?
  - 1) Maatii(Abbaafi hadha)
  - 2) Qacaramee nama qayyabachiisu
  - 3) Obbolaa koo

- 4) Namootabiroo (barreessi) \_\_\_\_\_
- 5) Namni na qo'achiisu hin jiru
6. Hiriyoota kee faana qo'attaa?
- 1) Eyyee  2) Lakki hin qo'adhu
7. Yoo deebiin kee gaaffiii lakkoofsa 6ffaaf **lakkii** hin qo'adhuu jettee, maaliif?
- 1) Hiriyoota koo waliin akkan qo'adhuuf maatiin koo waan naaf hin eeyyamneefi
- 2) Hiriyoota koo faana yeroon qo'adhu natti waan qoosaniifi
- 3) Hiriyoota koo waliin qo'achuuf yeroo hinqabu
- 4) Kan biroo (barreessi) \_\_\_\_\_
8. Maatiin/guddiftoonni keegara mana barnootaa ni dhufuu?
- 1) Eyyee  2) Lakki
9. Yoo deebiin kee gaaffii lakkoofsa 8ffaaf **eyyee yoo** ta'e, yeroo kam dhufuu?
- 1) Yeroo rakkoon uumame
- 2) Yeroon qaphxii gad aanaa fide
- 3) Yeroo barsiisaan isaan waame
- 4) Yeroo qarshii kaffaluuf dhufan
- 5) Kan biroo (barreessi) \_\_\_\_\_
10. Maatiin kee yeroo baay'ee waa'ee milkaa'ina barnoota keetii haalan hordofuu?
- 1) Eyyee  2) Lakki
11. Yeroo ati qaphxii gad aanaa fiddu, maatiin kee maal si godhuu?
- 1) Akkan jabaadhee qo'adhuuf na jajjabeessu
- 2) Na adabu
- 3) Bakka natti ulfaatu kan akka hoj-manee na gargaaru
- 4) Homayyuu na hin godhan
- 5) Kan biroo (barreessi) \_\_\_\_\_
12. Maatiin/guddiftuun kee barsiisaa kee waliin dhimma barnoota keef waliin mariyatuu?
- 1) Eyyee  2) Lakki hin mariyaatan
13. Hojii daree barattoota biroo waliin akka ati hojjettuuf barsiisonni kee si jajjabeessuu?
- 1) Eyyee  2) Lakki

14. Gargaarsi maatiin kee barnoota kee irratti siif godhan barnoota kee irratti jijjirama fideeraa?

1) Eyyee  2) Lakki hin fidne

15. Yoo deebiin kee gaaffii lakkoofsa 14ffaaf **lakki jijjirama hin fidne** jette, gargaarsi milkaa'ina fida jette yaaddu kamii?

1) Mala qayyabannaa irratti deeggarsa fudhachuu

2) Itti fayyadama yeroo irratti deeggarsa argachuu

3) Hojiiwwan barumsaan alaa irratti akkan hirmaadhuuf deeggarsa argachuu

4) Gargaarsa akkaata itti yaadannoo qabatan irratti argachuu

5) Tajaajila gorsaa(counselling) argachuu

6) Dammaqina amilee namoota biroorraa argachuu

7) Kan biroo (barreessi)\_\_\_\_\_

16. Gargaarsi barsiisaa keetiin qaphxii kee akka foyyeessituuf sii godhamu maal sitti fakkaataa?

1) Gahaa dha

2) Gahaa miti

3) Gargaarsi homaatuu hin jiru

17. Yoo deebiin kee gaaffii lakkoofsa 16ffaaf **gahaa mitii** jette maaliif?

1) Barattoota qaphxii gad aanaa fidan gargaaruuf barsiisonni fedhii waan hin qabneefi

2) Muxannoo dhabuu

3) Yeroon dhabamuu

4) Kan biraa\_\_\_\_\_

18. Mana barboota keetti barsiisaa keen ala (f.k.n ogeessa xiinsammuu, expertii barnoota fedhii addaa) si gargaaru jiraa?

1) Eyyee  2) lakki

## **Dabalee C**

### **YUUNIVEERSIITHI FINFINNEE KOOLLEEJII BARNOOTAA FI QO'ANNOO AMALAA MUUMMEE BARNOOTA FEDHII ADDAA**

#### **Bar-gaaffii maatiif dhiyaate**

#### **Kabajamoo Maatii!**

Kaayyoon bargaaffii kanaa, gargaarsa barattoota mana barnootaa sadarkaa tokkoffaa osoo baratani qaphxii gad-aanaa fidaniif godhamu qorachuu dha.

Kaayyoon bargaaffii kanaa galma ga'uu kan danda'u deebiin isin bargaaffii kana irratti kennitan sirrii yoo ta'e qofa. Kanaaf, amanamummaa fi haala sirriin akka guuttan kabajaaniin isin gaafa dha.

Qorannoon kun guutumman guutuutti qorannoo barnootaati. Kanaaf dhiibban qorannoon kun isinirratti akka dhuunfa fi hawaasa mana barnootaa tokkootti isinirra geessisu hin jiru. Dabalataaniis, icciitiin hirmaataa kamiyyuu eegama dha.

Firiin qorannoo kanaa foyya'insa haala baruu fi barsiisuu manneen barnootaa keessatti adeemsifamu fi firii barattootaa ni foyyessa jedhamet eegama. Kunis kan ta'u barsiisootaa fi maatii barattootaa hirmaachisuun akkataa isaan itti barattoota barnootan qaphxii gad aanaa fidan gargaraan barsiisuun ta'a. Deebiin bargaaffii kanaa guyyaa lamatti qoraataaf deebi'a.

**Yeroo keessan bargaaffii kana guutuuf aarsaa gootaniif guddaa galatooma!**

#### **Qajeelfama:**

Kutaa tokkoffaa bargaaffii kanaa keessatti odeeffannoon dhuunfaa dhihaatera. Kanaaf odeeffannoo dhuunfaa dhihaate haalan akka guuttan kabajaan isiin gaafadha. Bargaaffii kutaa 2ffaa keessatti dhihaatef saanduuqa deebiif dhihaate irratti mallattoo (√) galchuun agarsiisaa. Gaaffii tokko irratti deebii tokkoo ol yoo qabaattan mallattoo (√) galchuun agarsiisuu dandeessu. Maqaa keessan barreessuu hin barbaachisu.

## KUTAA 1FFAA: Odeffannoo Dhuunfaa

1. Umurii: \_\_\_\_\_
2. Saala: Dhiira  Dhalaa
3. Barataa kanaaf firummaan keessan maali? \_\_\_\_\_
4. Hojiin keessan maali?
  - 1) Hoj- dhabeessa
  - 2) Hojjataa wajjira mootummaati
  - 3) Hojjataa wajjira dhuunfati
  - 4) Qonnaan bulaadha
  - 5) Daldaalaadha
  - 6) Kan biroo (barreessi)\_\_\_\_\_
5. Sadarkaan barnoota keessanii maali?
  - 1) Barnoota idilee hin ordofne
  - 2) Kutaa 1-8
  - 3) Kutaa 9-12
  - 4) Teknikaa fi ogummaa (TVET)
  - 5) Kan biroo (barreessi)\_\_\_\_\_
6. Galiin kessan ji'a birriin meeqa ta'aa? \_\_\_\_\_
7. Ijoollee meeqa qabduu? \_\_\_\_\_

## KUTAA 2FFAA: Odeffannoo Walii Galaa

1. Mucaan keessan qaphxii gad aanaa fiduusaa ni beektuu?
  - 1) Eyyee
  - 2) Lakki hin beeku
2. Yoo deebiin keessaan gaaffii lakkoofsa Iffaaf **eyyee** yoo ta'e, akkamitti beektan?
  - 1) Hoj-manee isaa/ishee hordofuun
  - 2) Waan dareetti hojjate/ttee barulleesaa irra/isheerra ilaalun
  - 3) Qormaata isaa ilaalun
  - 4) Barsiisaa isaa/ishee gaafachuun
3. Sababni mucaan keessan qaphxii gad aanaa fideef maal jettu?
  - 1) Manatti namni isa/ishee gargaaru waan hin jirreefi
  - 2) Waan olma da'immanii hin hordofneefi

- 3) Barsiistonni isaa/ishee waan isa hinjajjabeessiniif
  - 4) Irra deddeebin mana barnootaa irraa waan hafuufi/ haftuufi
  - 5) Sa'a qo'annaa waan hin qabneefi
  - 6) Meeshaaleen barumsaa waan mana hinjirreef
  - 7) Rakkoo fayyaati
  - 8) Hawaasni mana barumsaa barattoota qaphxii gad aanaa fidan gargaaruuf kaka'umsa waan hin qabneef
4. Mana keessanitti mucaan keessan barnoota isaan akka cimuuf deeggarsani gootuu?
- 2) Eyyee  2) Lakki
5. Gaaffii lakkoofsa 4 ffaaf **eyyee** yoo ta'e, gargarsi isin gootaniif maali?
- 1) Gorsa (advise)
  - 2) Qo'achiisuu (tutor)
  - 3) Hiriyoota isaa/ishee faana akka qo'attuu gargaaru(peer tutoring)
  - 4) Akka inni/isheen shaakala barnoota adda addaa hojjetuu/ttu yeroo bal'aa kennuufiin
  - 5) Kan biroo (barreessi)\_\_\_\_\_
6. Mucaan keessan yeroo bay'ee mana barumsaa erga galee booda maal hojjataa?
- 1) Ni qo'ata
  - 2) Hojii nu gargaara
  - 3) Ni taphata
  - 4) Kan biroo (barreessi)\_\_\_\_\_
7. Manattii enyuutu mucaa keessan qo'achiisaa?
- 1) Abbaa dha
  - 2) Haadha
  - 3) Abbaa fi hadha
  - 4) Obbolaa
  - 5) Nama qacaramee qo'aachiisuu
  - 6) Kan biroo (barreessi)\_\_\_\_\_
8. Mucaan keessan hiriyoota isaa faana qo'ataa?
- 1) Eyyee  2) Lakki

9. Yoo deebiin keessan gaaffii lakkoofsa 8ffaaf **lakki** yoo ta'e, sababni isaa maalii?
- 1) Mucaa koo mana nama biraatti erguu waanin hin feeneefi
  - 2) Mucaan koo rakkoo isaa barattoota birootti hime isaan itti qoosu jedhe waanan sodadhuufi
  - 3) Sa'a gahaa waan hin qabneefi
  - 4) Kan biroo (barreessi) \_\_\_\_\_
10. Waa'ee dhimma barumsaa mucaa keessanii ilaalchisee barsiisoota faana ni mari'attuu?
- 1) Eyyee
  - 2) Lakki
11. Deebiin keessan gaaffii lakkoofsa 10 ffaaf **eyyee** yoo ta'e, yoom mari'attuu?
- 1) Yeroo rakkoon wayi uumame
  - 2) Yeroo qaphxiin mucaa koo gad bu'ee
  - 3) Yeroo mucaan koo barsiisonni isin barbaadu jedhee natti hime
  - 4) Dhuma simeesteera 1ffaatti
  - 5) Dhuma waggaatti
12. Mariin ati barsiisaa mucaa kee waliin waa'ee cimina fi milkaa'inaa mucaa keef gootu akkamitti madaaltaa?
- 1) Gahaa
  - 2) Gahaa miti
  - 3) Gonkumaa hinjiru
13. Gorsii isin barsiisoota/ hojjattoota biroorraa akkataa mucaa keessan itti gargaartan argattan jiraa?
- 1) Eyyee jira
  - 2) hin jiru
14. Yoo deebiin keessan gaaffii lakkoofsa 13ffaaf **eyyee** ta'e, maal sin gorsuu?
- 1) Sa'a qo'annaa mucaa koof akkan mijeessu
  - 2) Mucaan koohiriyoota isaa faana akka qo'achuu qabu
  - 3) Hirmaanna barnoota dareen alaatti mucaan koo akka hirmaatu
  - 4) Akkaataan mucaan koo waan isaaf hin galle manatti akka gaafatu itti jajjabeessu
  - 5) Akkaataan mucaa koo cimee akka itti hojjatujajjabeessu
  - 6) Kan biroo( barreessi) \_\_\_\_\_
15. Mucaa keetiif meeshaalee barnootaaf barbaachisan hundaa ni dhiyeessitaafii?
- 1) Eyyee
  - 2) Lakki

16. Yoo deebiin kee gaaffii lakkoofsa 15ffaa **lakkiita**'e, sababni maalii?

- 1) Rakkoo dinagdeeti
- 2) Meeshan kamtu mucaa koof barbaachisaa akka ta'e waaniin hin beeknefi
- 3) Kan biroo (barreessi)\_\_\_\_\_

17. Gargaarsi mucaa keef mana barnootaatti godhamu walitti fufinsaan barnoota isaan akka milkaa'u godheeraa jettaa?

- 1) Eyyee
- 2) Lakki

18. Yoo deebiin kee gaaffii lakkoofsa 17 ffaaf **lakki** ta'e, sababni maali?

- 1) Barsiisonni yeroo barsiisaan akkaataa barattoonni itti qo'atan waan hin barsiisneefi
- 2) Barsiisonni yeroo barsiisaan akkaataa barattoonni yeroo isaaniitti fayyadamuu qaban waan hin barsiisneefi
- 3) Barsiisoonni barattoonni qaphxii gad aanaa fidan hirmanna barnoota dareen alaattigodhan carra dhorkachuu
- 4) Barsiisonni akkaataa barattoonni yaadannoo itti qabatan barsiisuu dhabuu
- 5) Barsiisonni yeroo barattoonni qaphxii gad aanaa fidan barattoota jajjabeessuu dhiisu
- 6) Barsiisonni barataan cimee akka hoojjatu kaka'umsa kennuufi dhiisu
- 7) kan biroo yoo jiraate\_\_\_\_\_

19. Gargaarsi mucaan kee mana barumsaa irraa argachaa jiru maal sitti fakkataa?

- 1) Gahaadha
- 2) Gahaa miti
- 3) Gonkumaa hin jiru

20. Gargaarsi ati mucaa keef manatti gootu gahaadhaa?

- 1) Eyyee
- 2) lakki

21. Yoo deebiin kee gaaffii lakkoofsa 20ffaaf **lakki** ta'e, maaliif?

- 1) Yeroo dhabuu
- 2) Akkaataan mucaa koo itti gargaaru waanin hin beekneefi
- 3) Waa'ee barnoota mucaa koo odeeffannoon gahaa waanin hin qabneefi
- 4) kan biroo (barreessi)\_\_\_\_\_

22. Akka yaada keessaniitti barattoonni maaliif qaphxii gad aanaa fiduu jettanii yaadduu?

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23. Barattoota qaphxii gad aanaa fidan dandeettii barnoota isaanii akka fooyyessaniif tarkaanfiin fudhatamuu qaba jettan akkaataa ilaalcha keessaniin ibsa.

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**Dabalee D**

**YUUNIVARSIITII FINFINNEE**  
**KOOLLEEJII BARNOOTAA FI QO'ANNOO AMALAA**  
**MUMMEE BARNOOTA FEDHII ADDAA**

**Af-Gaaffii Hoggantoota Mana Barnootaaf Qophaa'e**

Kaayyoon af-gaaffii kanaa gargaarsa barattoota mana barnootaa sadarkaa tokkoffaa kutaa 5ffaa osoo baratani qaphxii gad-aanaa fidaniif godhamu qorachuu dha.

Kaayyoon af-gaaffii kanaa galma ga'uu kan danda'u deebiin isin af-gaaffii kana irratti kennitan sirrii yoo ta'e qofa. Kanaaf amanamummaa fi haala sirriin akka deebistan kabajaaniin isin gaafa dha.

Qorannoon kun guutumman guutuutti qorannoo barnootaati. Kanaaf dhiibban qorannoon kun isinirratti akka dhuunfa fi hawaasa mana barnootaa tokkootti isinirra geessisu hin jiru. Dabalataaniis, icciitiin hirmaataa kamiyyuu eegama dha. Sagalee warabduu qorannoo kana irratti nan fayyadama. Sagaleen waraabame erga xiinxalli isaa xumuramee ni haqama.

Firiin qorannoo kanaa foyya'insa haala baruu fi barsiisuu manneen barnootaa keessatti adeemsifamu fi firii barattootaa ni foyyessa jedhamet eegama. Kunis kan ta'u barsiisootaa fi maatii barattootaa hirmaachisuun akkataa isaan itti barattoota barnootan qaphxii gad aanaa fidan gargaraan barsiisuun ta'a.

**Yeroo keessan af-gaaffii kanaaf aarsaa gootaniif guddaa galatooma!**

Maqaa mana barumsaa\_\_\_\_\_

1. Mana barumsaa keessanitti, taataffiin barattoota barnoota isaanitiin qaphxii gad aanaa fidan gargaru godhamu jiraa?
2. Gosa gargaarsaa manni barnootaa keessan barattoota qaphxii gad aanaa fidaan gargaaruuf godhamu maal fa'i?
3. Mana barnoota keessanitti qaamni barsiisota akkaata isaan barattoota barnoota isaaniin qaphxii gad aanaa fidan itti gargaaran gargaarsa godhu jiraa?
4. Gargaarsi barattoota qaphxii gad aanaa fidaniif mana barumsaa keessanitti godhamu barattoota qaphxii gad aanaa argatan irratti jijjiirama fideeraa? Yoo eyyee jette akkamitti? Yoo miti jette maaliif?
5. Tattaaffiin maatiin barattoota qaphxii gad aanaa fidan gargaaruuf godhan akkamitti madaaltuu?
6. Sababnii barataan qaphxii gad aanaa fida jette yaaddu maalii?
7. Carraan barattoota qaphxii gad aanaa fidaniif, qaphxii isaani ni fooyyessa jette yaaddu yoo jiraate maali?

**Dabalee E**  
**YUUNIVARSIITII FINFINNEE**  
**KOOLLEEJJII BARNOOTAA FI QO'ANNOO AMALAA**  
**MUMMEE BARNOOTA FEDHII ADDAA**

**Marii Garee Koree Maatii Mana Barnootaaf Qophaa'e**

Maqaa qorataa\_\_\_\_\_ Maqaa nama rikaardi godhu\_\_\_\_\_ Yeroo \_\_\_\_\_ Guyyaa\_\_\_\_\_

Maqaan koo Gurmeessaa Caalaan jedhama. Mana barnoota Dirree Incinnii jiran kam keessayyuu hin hojjadhu. An kanaan dhufe Yuuniveersiitii finfinnerraa si waliin wa'ee barattoota qaphxii gad aanaa fidaan mari'aachuufin. Akkan yaadutti yaadni kun duranuu sammuu hunda keessanii keessa waan jirufi mata duree barbachisaa yeroo ta'e waan natti mul'ateef. Isiniis mata duree kanarratti na wajjiin mari'achuuf argamuu keessaniif galatooma. Isin koree maatii heedduu keessa warra filatamtani dha.

Har'a hirmannaa taasisuun keessan, qorannoo kanaaf gama keessaniin gargaarsa akkataa maatiin, barsiisoonni fi koreen mana barnootaa barattoota qaphxii gad aanaa fidaniif qaphxii barattoota kanaa foyyeessuuf gahee keessan bahuuf argamuu keessaniif ammas galatoomaan jedha.

Beektonni, hawaasni fi warri imaammata barnoota baasan akkataa barattoota qaphxii gad aanaa fidan itti gargartaan baruu barbaadu. Sababinsaa isin koree maatiiti; kanaaf yaadni isin dhiyeessitanif gumachitan jijjiirama qaphxii barattoota irratti gatii guddaa qaba. Kanaaf qorataan isinirraa kan eegu iftoomina. Kan isin hubachuu qabdaan kan marii kana irratti argaman koree mana barnootaa qofadha. Kanaaf bilisa taatanii dhimma mana barnoota keessanii dubbachuu dandeessu.

Marii kanarratti rikaardarii nan fayyadama. Garuu namni tokkollee warabbii sagalee godhame argachuu hin danda’u. Maqaan keessanii fi mana barnootaa keessanii gonkumaa marii keessatti hin heeramu. Mariin kun bakka bu’oota koree maatii mana barnoota hedduu irratti waan hirmaataniif namni kamiyyuu yaada isin kennitaniin adda baasuu hin danda’u.

Osoo marii keenya hin eegaliin naamuusa ordofuu qabnu kanneen armaan gadiiti.

1. Maqaa namaa dhuunfaa dhahuun hin eyyamamu. Maqaa dhahuurra fkn bakka bu’aan mana barumsaa koo, barattoonni mana barumsaa koo, barsiisonni mana barumsaa koo jechuu dandeessu maqaa dhahuurra.
  2. Yaadni nama kamiyyuu kabajamaa dha. Kan isinirraa eegu yaada namni tokko qofa dhiyeessa irratti walii galto jedhe hin yaadu. Yaadni nama kamiyyuu fudhatamaa dha, gaaffii dhiyaateef. Dogoggoraa fi sirrii dha jechuun hin danada’amu.
  3. Yaadni isin kennitan waan warabuuf yeroo tokko namni tokko akka dubbatutu eyyamama. Amma namni dubbatu xumurutti harka hin baasiina; hanga namni dubbatu xumurutti obsa.
  4. Dhumarratti yaada namni biraa jedhe yoo irra deebi’uu baattan ni filatama. Yaada asitti dubbatamu iccitii isaa eega. Yoo namni biro alaa isin gaafate akkaataa qaphxii barattoota itti foyyessinu mari’annee jedha. Mariin kun gara sa’a tokkoof walakkaa fudhate. Osoo hin eegaliin gaaffii hirmattonni qaban fudhatameera.
1. Mana barumsaa keessanitti, koreen maatii yeroo itti walga’ee qaphxii barattootaa itti madaalu ni jiraa? Yoo jiraate yeroo meeqaan walga’ii geggeessitu? Yoo hin jiru ta’e sababin maali?
  2. Karaalee manni barumsaa keessan barattoota qaphxii gad aanaa fidan ittiin gargaaru maal fa’ii?
  3. Gargaarsi barattoota qaphxii gad aanaa fidaniif mana barumsaa keessanitti godhamu barattoota qaphxii gad aanaa argatan irratti jijjiirama fideeraa?
  4. Mana barumsaa kessanitti, gargaarsi barattoota barnoota isaaniin qaphxii gad aanaa fidan gargaaruf godhamu akkamitti madaaltuu?
  5. Sababni barattoonni qaphxii gad aanaa fidaniif maali jettanii yaaddu?
  6. Furmanni isinqaphxiibarattoota ni fooyyessa jettanii yaaddan maali?

**Hirmannaa keessaniif isin galateeffadha!**



