



PROBLEMS INFLUENCING ACADEMIC PERFORMANCE OF STUDENTS
IN GOVERNMENT SECONDARY SCHOOLS OF OROMIA SPECIAL ZONE
SURROUNDING FINFINE

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ABSTRACT

The purpose of this study was, to investigate major problems influencing academic performance of students in government selected secondary schools of Oromia special Zone Surrounding Finfine. The study used three basic research questions. Descriptive survey method was employed to conduct the study. The sample consists of 350 students, 118 teachers and 7 principals. Students and teachers were selected using simple random sampling; School principals were selected using purposive sampling. The data gathering tools employed was questionnaire and document analysis. The questionnaires were administered to 350 students, 118 teachers and 7 principals, in which 340 students, 110 teachers and 7 principals filled and returned it. Descriptive statistics was employed in this study by using SPSS–version 20, to analyze close ended quantitative data that were collected through questionnaires. From the descriptive statistics, frequency counts and percentages were used as needed to analyze the data. The interpretations of the data were followed by the tables, percentage and frequency counts. The research has identified three categories of major problems influencing academic performance of students, such as: 1. Student related problems (students' motivation, attitude, & school attendance), 2.home environment related problems (parental encouragement, Socio economic status and parental education), 3.School environment related problems (teacher characteristics, leadership behavior of the principal, school plant and resources.), etc. Based on these findings conclusions and recommendations were suggested. The study shows that: students learning motivation, their attitude towards learning, parental encouragement, socioeconomic status and school conditions affect their academic performance. The study recommends that the responsibility of the stoke holders to guide students and facilitate conditions for their learning.

ACRONYMS

AAU- Addis Ababa University

EGSECE- Ethiopian General Secondary Certificate Examination

MoE- Ministry of Education

NGO- Non Governmental Organization

SEB-Socio Economic Back Ground

SES - Socioeconomic Status

SPSS-Statistical Package for Social Sciences

WEAC-Wisconsin Education Association Council

CHAPTER ONE: INTRODUCTION

1.1. Back Ground of the Study

Academic performance of students is the center around which the whole education system revolves. The success and failure of any educational institution is measured in terms of academic performance of students. Not only the schools, but parents also have very high expectations from students with respect to their academic performance, as they believe that better academic results may lead to better career options and future security. Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. In educational context, academic performance is the educational goal to be achieved by a student, teacher or institution over a certain period and is measured either by examinations or continuous assessments and the goal may differ from one individual or institution to another. Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic anxiety and academic achievement were inversely and significantly related to each other (Murthy and Kulshreshta, 1999). Academic performance of an individual is influenced by various major problems such as: 1.Student related problems (students' motivation, attitude & school attendance), 2.home environment related problems (parental encouragement & Socio economic status), 3.School environment related problems (teacher characteristics, leadership behavior of the principal, school plant and resources.), etc.

Motivation can be conceptualized as students' energy and drive to learn and work effectively to achieve to their potential at school and the behavior that follow from this energy and drive (Andrew, 2003). The ultimate goal of schools is to transform its students by providing knowledge and skills and by building characters and instilling value. This is a process that requires motivation to initiate guide and maintain goal oriented behavior. There are two types of motivation; intrinsic and extrinsic (Kirk, 2011). Extrinsic type can be in the form of a reward or praise for doing well in a task. Intrinsic motivation arises from a desire to lean a topic due to its inherent interests for self-fulfillment enjoyment to achieve a mastery of the subject. According to (Skinner, 1985), students' motivation to undertake a

task depends on expected reward. Efficient learning will take place when there is strong motivation of learner to learn by the teacher. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behavior towards attainment of the desired goals.

Parental encouragement implies treatment provided by parents to their children, which can nurture the hidden potentialities with them. It can be in the form of guidance, concern, care, an approval by them and can act as a driving force for the children to take a particular decision in life. Parents' guidance, care and support especially in the area of education can make or mar the career of the children. Parent's timely support and guidance can work wonders. In fact parental encouragement can help the child in overcoming various difficulties in life, especially in the area of academics. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

In view of Agarwal (1999) parental encouragement is perceived by the child. Parental encouragement is one such aspect pertaining to home which helps the child to develop good ideas, habits, modes of thinking and behavior which makes the task of the school easy and ensure good study habits in children. Parental encouragement can be conceptualized as a treatment that originates from parents for the child so as to increase the likelihood of future occurrence of good behavior. Parental encouragement can be in different forms such as attending school functions, responding to the school obligations, and involvements in children school work, arranging for appropriate study, time and space, molding desired behavior and guiding them as per the instructions of teachers. Parent's encouragement, in almost any form, produces measurable gain in student's achievement. Several researches agree that parental interest and family environment has a positive influence on the academic achievement of students (Howell and Frese, 1982; Gutman and McLoyd, 2000; Andera, 2001; Singh, 2003; Bajwa, 2006; Chara and Kumari, 2011). Undeniably, parental

encouragement is very much needed at every stage of life for coping with the life in a satisfactory manner.

After the home, the school shares an important space in child's life and there exists distinctive combination between the two. School environment refers to the psycho-social climate of the school as perceived by the students (Macchr and Midgley, 1991). School environment is defined as the quantity and quality of emotional, social and cognitive support available to the students throughout their school life in terms of interaction between student and teacher (Misra, 2000). School environment encompasses both the socio-psychological and physical dimensions, and both exercise a reciprocal effect on each other (Ames, 1992). It refers to the extent to which student safety and student health are supported by school settings and may include aspects as the physical plant, the scholastic environment, availability of supports and services for promoting well-being of students and provision of fair and adequate disciplinary rules and regulations. (Zairs, 2011). The school environment can play an active role in promoting the round development of children. Healthy environment in the school helps the child in making social adjustment. Satisfaction of child with the behavior of class fellows, teachers, head of the institution, methods of teaching, time table, co-curricular activities influence his performance in academics, adjustment in life and society. The child spends most of his time in school, and this environment exerts a different influence on his performance through curricula, teaching techniques and relationship between teacher and student. School climate had a significant influence on the academic performance of students. (Makewa, Role, and Yegoh, 2011).

Parental encouragement and school environment are the two main important factors which play a significant role in one's academic performance. During the past few decades, much research has been undertaken to search the variables that determine the academic performance. However, the conjoint influence of parental encouragement and school environment on academic performance of students could hardly be found the literature.

Oromia Special Zone Surrounding Finfine is one of the twenty (20) Zones in Oromia Regional State, which comprises six (6) Woredas and one (1) town administration that consists nineteen (19) Secondary Schools. The total number of teachers and students in

2010 E.C were 118 and 3520 respectively. The formal discussion that have been done with teachers, students and parents of Secondary Schools in Oromia Special Zone Surrounding Finfine indicates that students performance in schools was poor. The poor achievements in year final examinations among government secondary students were due to different problems. This study tries to investigate the problems influencing academic performance of students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine.

1.2. Statement of the problem

As semi-annual and annual reports of schools show the academic performance of students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine has been low. The formal discussion that was done with teachers, students and parents was approved the same idea. There are several challenges to advancing students achievement in education. Some of them are school environment which comprises school facilities, teacher competency, parental involvement and principal's leadership. The other variables are the socio-economic status, which are, parental income level. For instance, parents with higher income and education are more likely to have higher expectations for their children's educational attainment, have knowledge about their children's educational options and involve their children in intellectual activities. Students' motivation has also its own effect on students' academic performance. These factors have a negative impact on student learning. On the other side, lower socio-economic status of parents has negative effect to purchase books and other items so as to improve academic outcomes of their children (Blau, 1999). Eamon (2005:163-175) "Those students usually come out from low socio-economic status or area show low performance in studies and obtained low scores as compared to the other students or their counter parts".

Zewdu Nigussie (2014) conducted a study on Factors affecting the academic achievement of grade 10 students in selected secondary schools at north Shoa of Oromia Regional state. He found that there were insufficient instructional materials and facilities; shortage of qualified teachers and teacher's absenteeism, failed to implement appropriate evaluation system, failed to implement appropriate guidance and counseling and shortage of class rooms. He didn't see about student related problems such as students' attitude and their learning motivation and parents related problems.

Hence, in this study an attempt was made to examine student related problems, home environment related problems and school related problems that influence academic performance of students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine. The researcher agrees with the above major problems and students' academic performance is low due to many reasons, such as: SES, parental encouragement, school environment and Students' motivation. Moreover, the major problems that caused these results will be assessed and analyzed.

Thus, the purpose of this study would be to provide scientific findings on major problems that affect students' academic performance in Secondary Schools of Oromia Special Zone Surrounding Finfine.

1.3. Basic Research Questions

1. What are the students' related problems that influence students' academic performance in government secondary schools of Oromia special zone Surrounding Finfine?
2. Does home environment related problems: such as parental encouragement and socio-economic status influence students' academic performance?
3. Does the school environment influence students' academic performance in government secondary schools of Oromia special zone Surrounding Finfine?

1.4. Objectives of the Study

1.4.1. General Objective

The major objective of this research was to explore the major problems that influence the academic performance of students in government secondary schools of Oromia special zone surrounding Finfine.

1.4.2. Specific Objectives

1. To identify students' related problems that influence students' academic performance in Government Secondary Schools of Oromia Special Zone Surrounding Finfine.

2. To identify home environment related problems that influence students' academic performance in Government Secondary Schools of Oromia Special Zone Surrounding Finfine with their parental encouragement and socio-economic status.

3. To analyze the influence of school setting on students' academic performance in Government Secondary Schools of Oromia Special Zone Surrounding Finfine.

1.5. Significance of the Study

This study is significant because it examines the major problems influencing academic performance of students in secondary schools. Therefore the present study may be important for different stakeholders in various aspects. Such as:

1. The findings of the study may assist in providing data and information for proper planning and decision making at the Ministry of Education.

2. It will provide necessary information for School principals, teachers, parents and other concerned bodies to realize the magnitude of the problem so as to enable them to make remedial actions and to see their schools perform better in national examinations.

3. The findings may serve as a bridge for other researchers to conduct depth study of a wider scope on the same or related issues. It can lay the basis for further similar and extended research at the study area. Its final document can help as a reference for those writing term papers and Theses.

4. On other hand, the study is important for educational stakeholders including: researchers, politicians, principals, teachers, parents of the students as well as, Educational planners in planning for improving the quality of education in secondary schools.

5. Secondary schools students would benefit from the study because findings will reveal the way students in well performing schools interact with other members of the school community (principals and teachers) and the school environment (such as school resources). Through this, students in poor performing schools will be encouraged to adopt strategies employed by well performing schools in order to improve academic performance.

6. Parents would also benefit from the study in that they expect that their investment in education will reap benefits, and this is best realized when students perform well and join institutions of higher learning. Similarly, as key stakeholders of schools, parents need information on how best to support the schools to bring about academic success, and this study will provide such information.

7. For school principals, the study provided data that could be used to improve management practices for improved academic performance. By identifying the strategies employed by principals of well performing schools, principals of poorly performing schools will learn lessons that could enable them improve management structures and academic performance in their schools.

1.6. Delimitation of the Study

The research was assessing major problems influencing the academic performance of students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine.

To make this research manageable, the study was geographically and administratively delimited to Secondary Schools of Special Zone of Oromia Regional State. It was delimited to seven selected Secondary Schools of Oromia Special Zone Surrounding Finfine from nineteen (19) Secondary Schools in the Zone. It also delimited to first cycle of Secondary Schools having grade 9-10 on students class room result.

1.7 Limitations of the Study

It is obvious that research work could not be free from limitation. One of the limitations was: in this study very limited numbers of secondary schools were considered and most of the students are not included in the study; hence it may lack external validity because of the sample size taken for the study. Therefore, it is advisable that future studies may need to take appropriate/representative sample size in to account to help and produce accurate result about the existing situation in the study areas.

1.8. Definition of Terms

Academic Performance: is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by MoE.

School Environment: The availability and the importance of human and material resources in achieving better schooling outcomes.

Teaching and learning materials: In this study teaching learning materials mean all materials that facilitate the teaching and learning in secondary schools.

Socio-economic status of parents- : The income of the family which frequently determines the family's social status.

Principal: - Refers to the executive officer in a school, who has been given the authoritative power in grades 9-10.

Secondary Schools: According to MoE curriculum/policy it refers to first cycle of secondary schools having grades (9-10).

1.9. Organization of the Study

This study has five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Limitations of the Study, organization of the study, and operational definition of terms. The second chapter Reviews Literature related to the concepts of the problem area. Chapter three deals with Research design and methodology including the sources of data ,the study population, sample size and sampling technique ,procedures of data collection, data gathering tools and methodology of data analysis. Chapter four would include presentation of data analysis and interpretation of findings. Chapter five would incorporate the summary, conclusion and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

This chapter covers a review of literature related to the study. The literature review given in this chapter covers literature on determinants of poor academic performance, major problems influencing academic performance, including: student-related problems, home environment related problems, and school-related problems.

2.1. Determinants of Poor Academic Performance

Poor academic performance is most commonly determined by combining demographic, socioeconomic and environmental factors such parents' educational level, occupational status and income level (Jeynes, 2002). It is believed that low socio-economic status negatively affects academic achievement of students in secondary schools (Hansen and Mastekaasa, 2006). Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students' academic achievements.

2.2. Problems Influencing Academic Performance

Researchers have shown that there are many problems that influence academic achievement of students. According to the Wisconsin Education Association Council (WEAC, 2005), high-achieving students are likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in

school; and avid readers. In this section, a number of factors that have been shown to have an influence on students' academic performance will be discussed.

2.2.1. Student-Related problems Influencing Academic Performance

The amount of effort exerted in the classroom can be an effective criteria used to evaluate student performance (Miethe 1989). Yet effort can have many indirect effects that may explain the lack of direct correlation with academic outcomes. The presence of externality effects from high achievers to lower achievers highlights the role that knowledge and effort plays in the modern classroom. A significant amount of research has focused on the issue of the "peer group" effect in recent economic analysis of education. Education economists such as Ferris (2002) and Johnson (2000) have done studies that highlight the spill-over effects that higher achievers tend to generate within a classroom learning environment to increase the overall quality of education for all students. Students' attitude refers to student well-being, motivation, involvement in scholastic and co-curricular activities. It also refers to efforts of students, perception of students on parental support and involvement has significant effects on students' academic achievement. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance is highly correlated with individual academic achievement.

Heady (2003) argued that there is negative relationship between academic achievement and work. Additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. Unbalanced demand of work and education, places of physical and mental strain on students often leads to poor academic performance.

Motivation can be conceptualized as students' energy and drive to learn and work effectively to achieve to their potential at school and the behavior that follow from this energy and drive (Andrew, 2003). The ultimate goal of schools is to transform its students by providing

knowledge and skills and by building characters and instilling value. This is a process that requires motivation to initiate guide and maintain goal oriented behavior. There are two types of motivation; intrinsic and extrinsic (Kirk, 2011). Extrinsic type can be in the form of a reward or praise for doing well in a task. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests for self-fulfillment enjoyment to achieve a mastery of the subject. According to (Skinner, 1985), students' motivation to undertake a task depends on expected reward. Efficient learning will take place when there is strong motivation of learner to learn by the teacher. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behavior towards attainment of the desired goals. When children lack motivation, they fail to grasp the material. The response is often anger, rebellion and even physical symptoms such as anxiousness and illness. Students at this age level seem to desire a positive attitude and the motivation to learn.

Attitude can alter every aspect of a person's life, including their education. Student attitudes on learning determine their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. (Heady, (2003). Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. The attitude towards school and learning, reflecting the ABC model of attitudes, is understood as beliefs, thoughts and opinions about school and learning in it, emotions and a relationship towards school and learning built upon feelings, and a tendency to behave in accordance with favorable and unfavorable experiences with school and learning. Certainly, this structure is strictly linked with further constructs that could be classified as cognitive and non-cognitive foundations of learning and academic achievement. Attitudes towards school and learning are associated with academic achievement. Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them being successful in the future (Candeias, Rebelo & Oliveira, 2010).

Kubiatko (2013) argues that if attitudes towards a subject and school are positive, also the achievement of students gets better. The achievement of a student could be defined as individual progress, improvement in terms of acquired knowledge, skills and competences. Many teachers, as is apparent from the study of Holúbková & Glasová (2011) associate academic achievement with a positive attitude of a student towards school that may not be necessarily reflected in excellent achievements, although it will be reflected in producing the best individual performance in relation to a student's dispositions. Academic achievement should be also analyzed in a relation to a student's attitude towards learning and school, as it ensures internal motivation for providing better performance. Student attitudes merit a lot of concern due to the fact that they may form roots of personal qualities which may persist to adult life and which may be considered as beneficial or undesirable. Favorable attitude should be created and fostered due to the fact that; there is a common belief that positive attitudes, the liking for, interest in the subject can lead to greater effort and to higher achievement.

According to Sejová (2006) an important factor contributing to good results of students in individual subjects is their attitude towards them. Sejová 2006 indicates that an attitude towards a subject reflects a measure of popularity that, in turn, reflects a tendency to undertake actions required by the subject and the satisfaction gained from these actions.

2.2.2. Home Environment Related Problems Influencing Academic Performance.

The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. Educated parents are more able to recognize the long-term benefits of education and thus provide their children with a better education. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work. The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. The family is the primary social system for children. Rollins and Thomas (1979) found that high parental control were associated with high achievement. Cassidy and Lynn (1991) included a specific factor of the family's socioeconomic status, crowding, as an

indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Bahr, Hawks, & Wang, 1993). Parents should encourage children in order to improve their academic performance. Parental encouragement implies treatment provided by parents to their children, which can nurture the hidden potentialities with them. It can be in the form of guidance, concern, care, an approval by them and can act as a driving force for the children to take a particular decision in life. Parents' guidance, care and support especially in the area of education can make or mar the career of the children. Parent's timely support and guidance can work wonders. In fact parental encouragement can help the child in overcoming various difficulties in life, especially in the area of academics. When parents approve or disapprove of any activity concerning education or remove any difficulties felt by students in the process, or guide them about good or bad-all these activities come within the purview of parental encouragement (Rossi, 1965).

In view of Agarwal (1999) parental encouragement is perceived by the child. Parental encouragement is one such aspect pertaining to home which helps the child to develop good ideas, habits, modes of thinking and behavior which makes the task of the school easy and ensure good study habits in children. Parental encouragement can be conceptualized as a treatment that originates from parents for the child so as to increase the likelihood of future occurrence of good behavior. Parental encouragement can be in different forms such as attending school functions, responding to the school obligations, and involvements in children school work, arranging for appropriate study, time and space, molding desired behavior and guiding them as per the instructions of teachers. Parent's encouragement, in almost any form, produces measurable gain in student's achievement. Several researches agree that parental interest and family environment has a positive influence on the academic achievement of students (Howell and Frese, 1982; Gutman and McLoyd, 2000; Andera, 2001; Singh, 2003; Bajwa, 2006; Chara and Kumari, 2011).

Undeniably, parental encouragement is very much needed at every stage of life for coping with the life in a satisfactory manner. Phillips (1998) also found that parental education and social economic status have an impact on student achievement. Students with parents who

were both college-educated tended to achieve at the highest levels. Income and family size were modestly related to achievement. Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

Besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically.

Mayer (2002) a sociologist explains that the effect of parental income on children's outcome can be viewed in three ways: the correlation between parental income and children's outcome, the causal effect of parental income on children's outcome and the effect of particular policies implemented to raise the income of poor families. Despite the limitations associated with them, Mayer recommends that they are useful in highlighting changes overtime and across countries in relation to parental income and children's outcome and assess the effect of specific policy changes. She discusses the investment theory which relates children's outcome as a result of the transfer of parent's cultural capital and their level of investment (health, education, good environment) to children.

The good parent theory associates children's outcomes with their parent's ability to provide good parenting which is usually influenced by the level of income available. In this theory she reviews the "parents stress and the role model versions". In her analysis, she concludes that parental income has a positive relationship on children's outcomes which is in line with both theories. In USA, the effect of parental income on the educational attainment of children is due to credit constraint (Mayer 2002, p.40). Low income earning parents are

unable to afford their children's college education expenditure which is averagely on the high side. Increase in education expenditure influences parents' decision on the quality of school, which affects the grade of the children and their ability to progress to a higher level (Mayer 2002, p. 41). Her analysis further shows that an increase in parental income influences more of the male child than the female and also family income is more important at adolescence compared to childhood.

2.2.3. School environment-related Problems Influencing Academic Performance

School environment refers to the extent to which student safety and student health are supported by school settings and may include aspects as the physical plant, the scholastic environment, availability of supports and services for promoting well-being of students and provision of fair and adequate disciplinary rules and regulations. (Zairs, 2011). The school environment can play an active role in promoting the round development of children. Healthy environment in the school helps the child in making social adjustment. Satisfaction of child with the behavior of class fellows, teachers, head of the institution, methods of teaching, time table, co-curricular activities influence his performance in academics, adjustment in life and society. The child spends most of his time in school, and this environment exerts a different influence on his performance through curricula, teaching techniques and relationship between teacher and student. School climate had a significant influence on the academic performance of students. (Makewa, Role, and Yegoh, 2011).

Research exploring school related factors that explain why some students achieve high academic performance than others has revealed three theoretically important determinants. They include, school plant, leadership behavior of the principal, teacher and characteristics. Eshiwani (1983) identified the following policy-related factors that may cause poor academic performance:

- * School plant and resources (Textbooks, library and laboratory facilities).
- * Leadership behavior of the principal (School administration and management).
- * Teacher characteristics (training, teacher certification, professional commitment, experience and transfer index).

School plant is the totality of resources that define the learning environment of a school institution. School plant is defined as the physical expression of the school programs and activities (Mgbodile, 2004). It is the consciously designed and controlled environment that helps to promote teaching and learning activities within the school. School plants are made up of the indispensable systems and structures required by any educational institution to function effectively and achieve the objectives for which it was established (Alimi, 2012). This definitions show that school plant encompasses the totality of consumable and non-consumables, permanent and semi-permanent structures in the school environment needed for proper implementation of the curriculum.

School plant can be categorized into various subgroups namely: (i) the school landscape comprising of trees, grasses, lawns, hedges and accompanying paths, (ii) security facilities such as walls, gates, alarm system, phones, visitors' books, (iii) utilities such as electricity, pipe-borne water/borehole and transport facilities, (iv) educational equipment such as computers, chalkboard, chalk, chart flannel graph, beakers, burette, pipettes test tubes, thermometers, weighing balances, map, glass jars, globes, (v) office equipment such as cupboards, generator, typewriter, photocopying machines, (vi) sports facilities like football, table tennis, basketball, (vii) classroom/educational equipment such as chairs, desks, tables, chalkboards, dusters, wash-hand basin, napkins, chalk (viii) buildings like classrooms, administrative blocks, library, laboratories, health blocks, kitchen, examination hall, dining hall, assembly hall, clinics, rest rooms, toilets, hostels, store, staff rooms, workshops, and (ix) play grounds including football, volley ball, basketball and badminton, tennis court, swing slide ground (Yusuf, 2008).

Educational equipment within the classroom such as chairs and table for students, buildings and playgrounds are just as important as any other school plant. However, the two former (classroom and educational equipment and buildings) are very vital in the teaching-learning process. Although, teaching and learning do not only take place within the school, yet for proper implementation of classroom curriculum and effective delivery of class instruction, the role of classroom and educational equipment and buildings such as a spacious and well-ventilated classroom cannot be undermined in a formal school environment. In regards to the latter category of school plant (playground), this is arguably needed to support co-curricular activities of the school. Hence, one could rightly say that the relevance of educational

classroom equipment, buildings and playgrounds are not mutually exclusive in the implementation of the curriculum; just as the saying goes “all work and no play, makes Jack a dull boy”. Evidently, all play and no work will equally make „Jill“ a dull girl.

School leadership is crucial to creating an environment in which teaching and learning can take place. Significant research has been conducted to recognize precise principal behaviors and leadership styles that impact academic achievement of the students. Leithwood (2003:146) holds that: “Educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Curriculum standards, achievement benchmarks, programmatic requirements, and other policy directives from many sources generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in student characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities”.

Principals need strong leadership skills to successfully lead the schools of the twenty-first century and address school improvement pressures. Current educational reform has focused a great on the influence of leadership behavior on school progress (Harris, 2005). Leithwood (2004) argued the affective principal behavior in terms of transformational and transactional leadership styles. They are of the view that, ‘influence of principal on teachers’ teamwork has an effect on the behavior of principals’ and teachers’ regarding school improvement’.

Basically less has been targeted the relationship between principal leadership behavior and academic achievement of students. Moreover, dire need is to explore the perceptions of principals’ about their own leadership behavior towards its effect on students’ academic achievement. Accordingly the perceptions of teachers’ about their principals’ leadership behavior and its effect on students’ achievement is necessary to be investigated. Teacher leaders may engage in any of these activities through adopting any of the leadership styles.

A number of studies in several African countries (Foster and Clignet, 2006; Heyneman, 1984) found a strong relationship between resources and students achievement. They gave the laboratory a central and distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil and Malaysia, indicated that access to textbook availability is positively related to students achievement.

2.3. Summary of the Literature Review

The Literature reviewed in this section has shown that there are many problems that influence academic performance of students, with higher-achieving students likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to associate with students who also were successful in school; and avid readers. The literature reviewed regarding problems influencing academic performance further revealed that: Student related problems (attitude, discipline & motivation); Home environment related problems (parental involvement, Socio economic status and parental education) and school related problems, school resources including textbooks, library and laboratory facilities, school leadership, teacher characteristics are significant determinants of academic performance. The researcher did not come across local studies that sought to establish the academic performance improvement strategies employed by school principals in well performing and poorly performing schools. This is despite the fact that there are schools that consistently perform well in class room results and others where poor performance is endemic. To fill this research gap, the study will investigate the strategies employed by secondary school principals from well performing and poorly performing schools to improve academic performance.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research method, sources of data, sample and sampling techniques, instruments of data collection, procedure of data collection and method of data analysis.

3.1. Design of the Study

Descriptive survey was employed for its appropriateness to get broad descriptions of quantitative information and to identify major factors problems influencing students' academic performance. Both quantitative and qualitative approaches were used because mixed research method could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating qualitative and quantitative data. The mixed methods approach were used in this study because it enables to make investigations with prediction, narration of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative samples and of the target population. The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself Creswell (2009). According to Creswell (2009), the time-intensive nature of analyzing both text and numeric data and incorporate elements of both qualitative and quantitative approaches/combines or associates both qualitative and quantitative forms characteristics of this paradigm. Creswell (2009), also states that one advantage of mixed methods is opportunity to employ both open and closed-ended questions as well as multiple forms of data collection possibilities. Moreover, mixed method research involves combining in single study techniques, methods, approaches and languages of both quantitative and qualitative tradition. Hence, incorporating mixed methods into each action research cycle may help researchers secure a more systematic approach to action/intervention and provides a more solid ground for promoting sustainability of change. By capitalizing on the strengths of both quantitative and qualitative methods, mixed methods can help ensure better transferability of the action research study results to other contexts and community settings.

Furthermore, it helps to obtain statistical, quantitative results from the sample and follow up with a few participants to explain those results in more depth and to better understand a

research problem by converging (triangulating) broad numeric trends from quantitative research and the detail of qualitative research (Creswell, 2009). Accordingly, a mixed research design of concurrent study in which both types of data were collected at the same time and brought together in data analysis was employed.

3.2. Sources of Data

Both primary and secondary data were collected from various sources. Primary data were obtained from sampled Woreda government general secondary school teachers, principals and students. Secondary data were gathered from relevant documents and statistical data as additional evidence for the study. The data were gathered from different respondents who have adequate exposure to the important major problems that influence the academic performance of students in Government Secondary schools. The data sources include: principals, teachers', students and related documents.

3.3. Sample and Sampling Techniques

Oromia Special Zone Surrounding Finfine is one of the twenty (20) Zones in Oromia Regional State, which comprises six (6) Woredas and one (1) town administration that consists nineteen (19) Secondary Schools. To make the sample size manageable, the populations of the study were limited to teachers, principals and students of seven (7) secondary schools.

The sample rural Woredas were selected by simple random sampling, because in simple random sampling each item or element of the population has an equal chance of being chosen at each draw. Town administration was selected by purposive sampling b/c there is only one town administration. Regarding the sample schools for the study, town administration which was included in the sampling had three secondary schools (Sendafa, Walgao and Bake), one Secondary School (Walgawo) was selected by lottery method and included in the sample while the other six (6) secondary schools, from rural Woreda (Sire Goyo, Dire, Abusera, Chanco Aba Gada, Derba and Senyo Gebaya) were selected by Simple random sampling technique. For all selected schools, therefore, the total numbers of teachers were 148. Out these, 80 (54%) males and all 38 females teachers of the sample schools were included in the study. On the other hand, the students' Populations were 3520 in the sample

schools. Out of these, a total of 350 of students, 193 males and 157 females were systematically selected pertaining to the manageable size of the samples. Seven (7) School Principals were selected by purposive sampling b/c there number is small.

Table 1- summary of sample size and population in each selected secondary schools

| | Woreda /Town | School | Types of Respondents | | | | | | | | |
|---|-----------------|------------------|----------------------|--------|----|------------|--------|----|------------|--------|-----|
| | | | Teachers | | | Students | | | Principals | | |
| | | | Population | Sample | % | Population | Sample | % | Population | Sample | % |
| 1 | Berak | Dire | 12 | 10 | 83 | 159 | 16 | 10 | 1 | 1 | 100 |
| | | Sire Goyo | 12 | 10 | 83 | 224 | 23 | 10 | 1 | 1 | 100 |
| 2 | Sululta | Chancho Aba-Gada | 48 | 38 | 79 | 1140 | 114 | 10 | 1 | 1 | 100 |
| | | Derba | 16 | 13 | 81 | 436 | 43 | 10 | 1 | 1 | 100 |
| 3 | Akaki | Abusera | 14 | 11 | 79 | 248 | 24 | 10 | 1 | 1 | 100 |
| 4 | Mulo | Segno Gebeya | 28 | 22 | 79 | 776 | 77 | 10 | 1 | 1 | 100 |
| 5 | Sendafa Bake | Welgaho | 18 | 14 | 78 | 537 | 53 | 10 | 1 | 1 | 100 |
| | Total | 7 | 148 | 118 | 80 | 3520 | 350 | 10 | 7 | 7 | 100 |

3.4. Data Gathering Tools

In the process of data collection questionnaire and document analysis were used. The questionnaire was self-developed and administered to Principals, teachers and students. Questionnaire administered to Principals, teachers and students has 4 parts and 38 items. Questionnaire was decided to be used in collecting the data because the numbers of respondents in these four groups were large. The questionnaire has open ended and close ended questions. Document analysis was also used as instruments to gather information for this study. Documents such as: grade 9 and 10 students' class result from 2006-2010 E.C. was used. Document analysis was the other essential data collecting tool. Various documents including school performance reports, guidelines of the MoE, and records were explored in

the process of the study. It was believed that the data obtained in this method could be used to validate and substantiate the information gathered by the questionnaire.

3.5. Procedures of Data Collection

With respect to this, Creswell (2009) stated that employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and for data triangulation. Questionnaires and document analysis were used to collect data from the participants.

The data collection procedure was done based on the work plan of the researcher. Before collecting data from the field, the draft of the questionnaire was examined by advisor on the area for comment. The comments were included to improve the clarity of statement, and grammatical and typographical errors. Similarly, before the questionnaire was administered to respondents, the purpose of the study was explained to them by the researcher. The questionnaire was administered to students, teachers and principals of the selected secondary schools during regular class periods.

3.6. Techniques of Data Analysis

Descriptive statistics was employed in this study by using SPSS – version 20, to analyze close ended quantitative data that was collected through questionnaires. From the descriptive statistics, frequency counts and percentages were used as needed to analyze the data. The organization of the data was followed by the tables, percentage and frequency counts.

Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose.

3.7. Ethical Consideration

During data collection process, the researcher considered and applied ethical values by clarifying the purpose of the research. They were informed that they have the full right to agree or disagree to participate in the study. Finally after they got a clear understanding about the purpose of the study, written consent was taken for their willingness to participate in the study.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the analysis and interpretation of data collected from Oromia Special Zone Surrounding Finfine selected secondary schools: teachers, students and principals. The purpose of this study was to explore the major problems influencing the academic performance of students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine. The questionnaires were administered to 350 students, 118 teachers and 7 principals, in which 340 students, 110 teachers and 7 principals filled and returned it. But 3.8% of the questionnaire were not collected due to the fact that there were problems of clarity, and were not filled properly. Besides, additional information was gathered through document analysis. In addition, to supplement the information gathered through questionnaire were held with students, teachers and principals and also information from document analysis was used to triangulate the data obtained. In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to SPSS-Statistics 20 for analysis. Then analysis was done using percentages. Thus, the mixed method analysis of data was incorporated in to this chapter.

Demographic characteristics such as gender, age, work experience, academic qualification and area of specialization of respondents are presented below.

4.1. Demographic Characteristics of the Respondents

The purpose of the demographic information was to enable the researcher to describe the characteristics of the target population and capture every aspect of the schools considered to elaborate discussion of the findings.

Table 2- Gender, Age, work experience, Academic qualification and Area of specialization of respondents.

| | Items | Category | Respondents | | | | | |
|----------|------------------------|------------------------|-------------|------------|------------|------------|------------|------------|
| | | | Teachers | | Principals | | Students | |
| 1 | Gender | Male | 75 | 68 | 7 | 100 | 176 | 52 |
| | | Female | 35 | 32 | - | - | 164 | 48 |
| | | Total | 110 | 100 | 7 | 100 | 340 | 100 |
| 2 | Age | 12-15 yrs | - | - | - | - | 104 | 30 |
| | | 16-20 yrs | 4 | 4 | - | - | 213 | 63 |
| | | 21-30 yrs | 34 | 31 | 1 | 14 | 23 | 7 |
| | | 31-40 yrs | 42 | 38 | 5 | 72 | - | - |
| | | 41-50 yrs | 21 | 19 | 1 | 14 | - | - |
| | | 51-60 yrs | 7 | 6 | - | - | - | - |
| | | 61 & above yrs | 2 | 2 | - | - | - | - |
| | | Total | 110 | 100 | 7 | 100 | 340 | 100 |
| 3 | Work experience | 1-5 yrs | 29 | 26 | 2 | 29 | - | - |
| | | 6-10 yrs | 54 | 49 | 4 | 57 | - | - |
| | | 11-15 yrs | 10 | 9 | 1 | 14 | - | - |
| | | 16-20 yrs | 7 | 6 | - | - | - | - |
| | | 21-25 yrs | 4 | 4 | - | - | - | - |
| | | 26-30 yrs | 3 | 3 | - | - | - | - |
| | | 31 & above | 3 | 3 | - | - | - | - |
| | | Total | 110 | 100 | 7 | 100 | - | - |
| 4 | Academic qualification | Grade 9 | - | - | - | - | 162 | 47.6 |
| | | Grade 10 | - | - | - | - | 178 | 52.4 |
| | | Diploma | 2 | 2 | - | - | - | - |
| | | BA/BED/BSC | 102 | 93 | 5 | 71 | - | - |
| | | MA/MSc | 6 | 5 | 2 | 29 | - | - |
| | | Other | - | - | - | - | - | - |
| | | Total | 110 | 100 | 7 | 100 | 340 | 100 |
| 5 | Area of specialization | Educational leadership | 2 | 2 | 3 | 42 | - | - |
| | | Natural Science | 34 | 31 | 2 | 29 | - | - |
| | | Social Science | 33 | 30 | 2 | 29 | - | - |
| | | Language | 35 | 32 | - | - | - | - |
| | | Other | 6 | 5 | - | - | - | - |
| | | Total | 110 | 100 | 7 | 100 | - | - |

As indicated in Table 2, among secondary school teachers, 75(68%) and 35(32%) were male and female, respectively; All seven (100%) principals were male while 176(52%) and 164 (48%) were male and female students, respectively. According to this data, almost 258(56%) of the respondents were males and 44% were females. This show that the number of females in the teaching profession and leadership position were lower with compared to males in Secondary Schools of Oromia special zone surrounding Finfine.

Concerning age distribution of respondents, the teachers respondents were: 4 (4%) in the age group of 16-20 years, 34(31%) in the age group of 21-30 years, 42(38%) in the age group of 31-40 years, 21(19%) in the age group of 41-50 years, 7(6%) in the age group of 51-60 years and 2(2%) in the age 61 & above years. whereas, the age distribution of principal respondents, were 1(14%) in the age group of 21-30 years, 5(72%) in the age group of 31-40 years and 1(14%) in the age group of 41-50 years. Regarding the age group of students respondents were 104(30%) in the age group of 12-15 years, 213(63%) in the age group of 16-20 years and the rest 23(7%) in the age group of 21-30 years. This implies that most of the students were in the fire age and they did not get attention to their education.

From item 3, of table 2, 29 (26%) of teachers and 2(29%) of principals were under 5 years' service in their current position; 54(49%) of teachers and 4(57%) of principals were 6-10 years' service; 10(9%) of teachers and 1(14%) of principals were 11-15 years' service. The rest of the teachers 7(6%), 4(4%), 3(3%) and 3(3%) are 16-20, 21-25, 26-30 and 31& above years' service respectively. This implies that the majority of the teachers and principals were in the 6-10 years' service and these may not influence students' academic performance.

Regarding the academic qualification two of teachers were Diploma, 93% of teachers were Degree, and 6(5%) of teachers were Master's Degree. The academic qualification of respondents listed in the above Table shows that two of teachers were diploma graduates. While 108(98%) of teacher respondents are first Degree and Master's Degree holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first Degree (MoE, 2006). Five (71%) of principals were Degree holders and 2(29%) of them were with Master's Degree. From this, one can easily judge that the majority of the Principal respondents had no post graduate level education and lacks research experience. On the other hand, students' grade

level shows that (47.6%) students were from grade 9 and while (52.4%) were from grade 10. This indicates that relatively more students were taken as sample from grade 10. This is because they have a better understanding about the problems influencing students' academic performance in the schools relative to those in grade 9.

Under item 5 of the above table, most of the teachers were academic subject area graduates; only two of the teachers graduate in educational leadership. Three of the principals graduates in educational leadership; the other 4(58%) were academic subject area graduates. As these data show, the majority of the school leaders were subject area graduates, even though a (MoE, 2006) of Teacher Development Program implies that: 'the Secondary school principals are Master of Art degree in Educational planning and Management.' This might have its own negative implication on the students' academic performance.

In general the demographic characteristics of the respondents shows that students' academic performance were influenced by age of students, work experience and academic qualification of teachers and principals, and area of specialization of teachers.

4.2. Document Analysis

The purpose of this section is to deal with the data obtained from documents. The Table below demonstrates grade 9 and 10 students' academic performance of selected secondary schools of Oromia Special zone surrounding Finfine. Discussions were made on each school student's results from 2006 E.C to 2010 E.C.

Table 3- Document review on Grade 9-10 students class result from 2006 E.C-2010 E.C

| School Name | Students Result | Academic Year | | | | |
|------------------------|---------------------|---------------|----------|----------|----------|----------|
| | | 2006 E.C | 2007 E.C | 2008 E.C | 2009 E.C | 2010 E.C |
| Dire | Targeted mean score | 76 | 78 | 82 | 86 | 87 |
| | Obtained mean score | 61 | 72 | 65 | 62 | 66 |
| Sire Goyo | Targeted mean score | - | - | 67.5 | 75 | 77.5 |
| | Obtained mean score | - | - | 65.5 | 68.4 | 66.5 |
| Welgeho | Targeted mean score | - | 74 | 84 | 80 | 82 |
| | Obtained mean score | - | 72 | 78 | 76 | 74 |
| Chanco Aba-Gada | Targeted mean score | 68 | 70 | 73 | 74 | 75 |
| | Obtained mean score | 69 | 72 | 71 | 74 | 76 |
| Derba | Targeted mean score | 70 | 72 | 74 | 75 | 76 |
| | Obtained mean score | 68 | 73 | 71 | 73 | 72 |
| Segno Gebeya | Targeted mean score | 66 | 68 | 70 | 72 | 74 |
| | Obtained mean score | 67 | 68 | 69 | 73 | 72 |
| Abusera | Targeted mean score | 66 | 68 | 70 | 71 | 72 |
| | Obtained mean score | 64 | 63 | 62 | 64 | 63 |

Source: - Selected Secondary Schools of Oromia Special Zone Surrounding Finfine Office Registration Document.

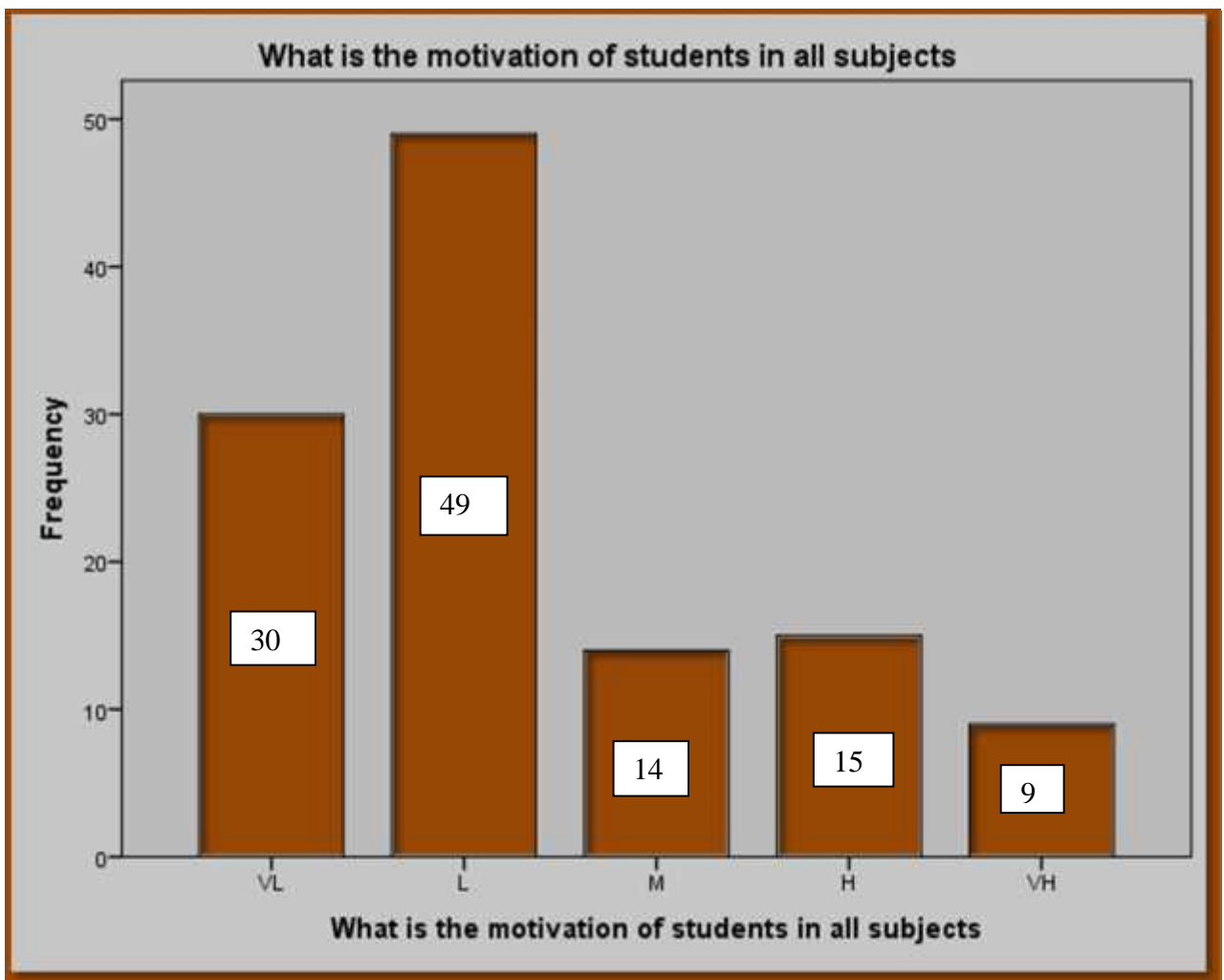
As shown in Table 3 above: the average result of students that have been taken from documents indicates that: in Dire Secondary School the obtained mean score is below the targeted mean score from 2006 E.C - 2010 E.C. This shows that students' academic

performance have a problem. In Sire Goyo Secondary School also the obtained mean score is below the targeted mean score from 2008 E.C to 2010 E.C.

In general in all selected secondary schools the obtained mean score is below the targeted mean score in all most all years from 2006 E.C to 2010 E.C. This implies that in all secondary schools of Oromia Surrounding Finfine there is a great problem on students' academic performance.

4.3. Respondents Answer Concerning Student Related Problems

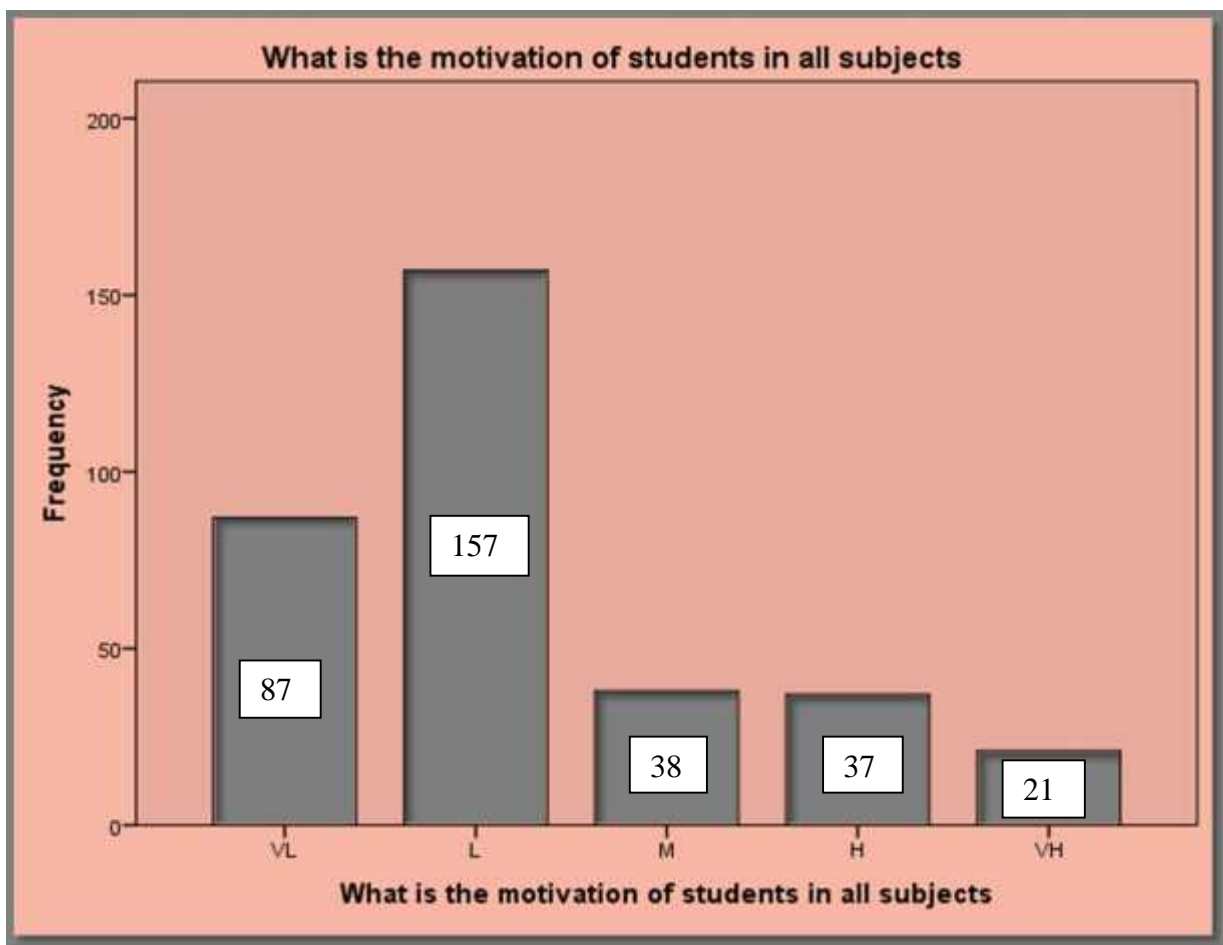
Figure 1: Teachers and Principals Response Concerning Students Motivation



VL=Very Low, L=Low, M=medium, H=High, VH=Very High

As it was shown from Figure 1 above, the respondents were asked to rate the motivation of students in all subject. Accordingly, 24(20.5%) of the teachers and principals rated that students motivation in all subjects were high, and 14(12%) of the students were medium. But the majority 79 (67.5%) of the respondents said low. From the data, it can be said that the motivation of students in all subjects is low. This indicated that Students motivation influenced students' academic performance. According to (Skinner, 1985), students' motivation to undertake a task depends on expected reward. Efficient learning will take place when there is strong motivation of learner to learn by the teacher. Motivation can be conceptualized as students' energy and drive to learn and work effectively to achieve to their potential at school and the behavior that follow from this energy and drive (Andrew, 2003).

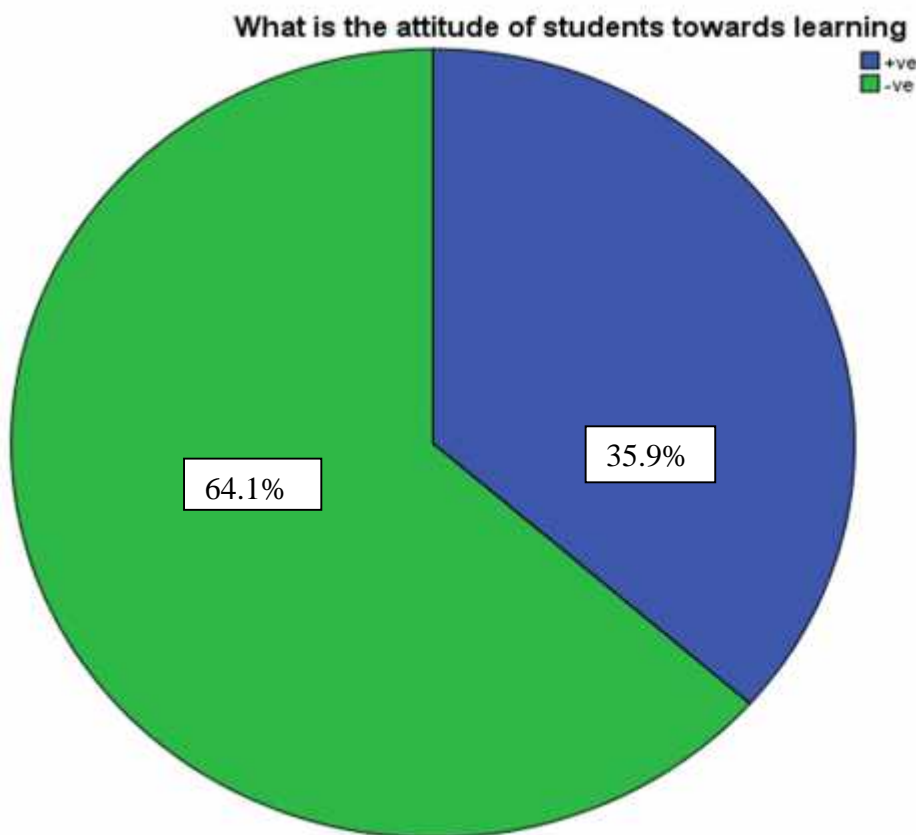
Figure 2: Students Response Concerning Students Motivation



VL=Very Low, L=Low, M=medium, H=High, VH=Very High

As it was shown from Figure 2 above, the respondents were asked to rate the motivation of students in all subject. Accordingly, 58(17%) of the students rated that students motivation in all subjects were high, and 38(11%) of the students were medium. But the majority 244 (71.7%) of the respondents said low. From the data, it can be said that the motivation of students in all subjects is low. This indicated that Students motivation influenced students' academic performance.

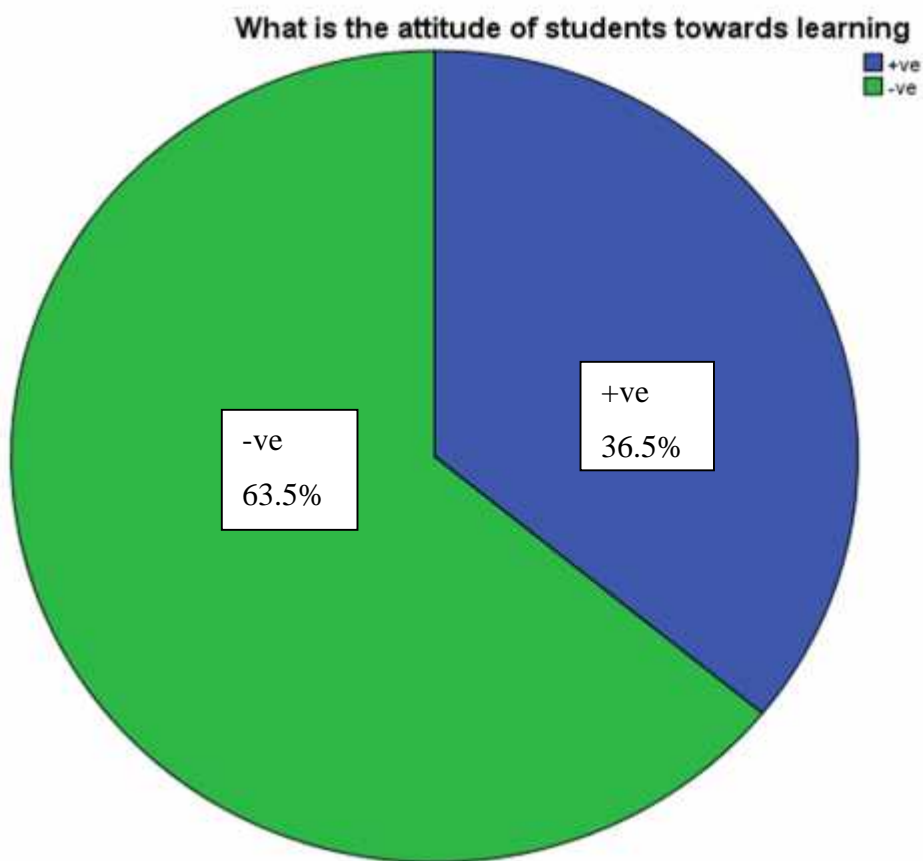
Figure 3: Teachers and Principals response concerning Students Attitude towards Learning



As it was shown from Figure 3 above, the respondents were asked to rate the attitude of students towards learning. Accordingly, 42(35.9%) of the teachers and principals rated that students attitude towards learning was positive. But the majority 75 (64.1%) of the teachers and principals rated that students attitude towards learning was negative. This implies that Students attitude towards learning influenced students' academic performance. Students with poor academic performance have a more negative attitude towards learning and believe that

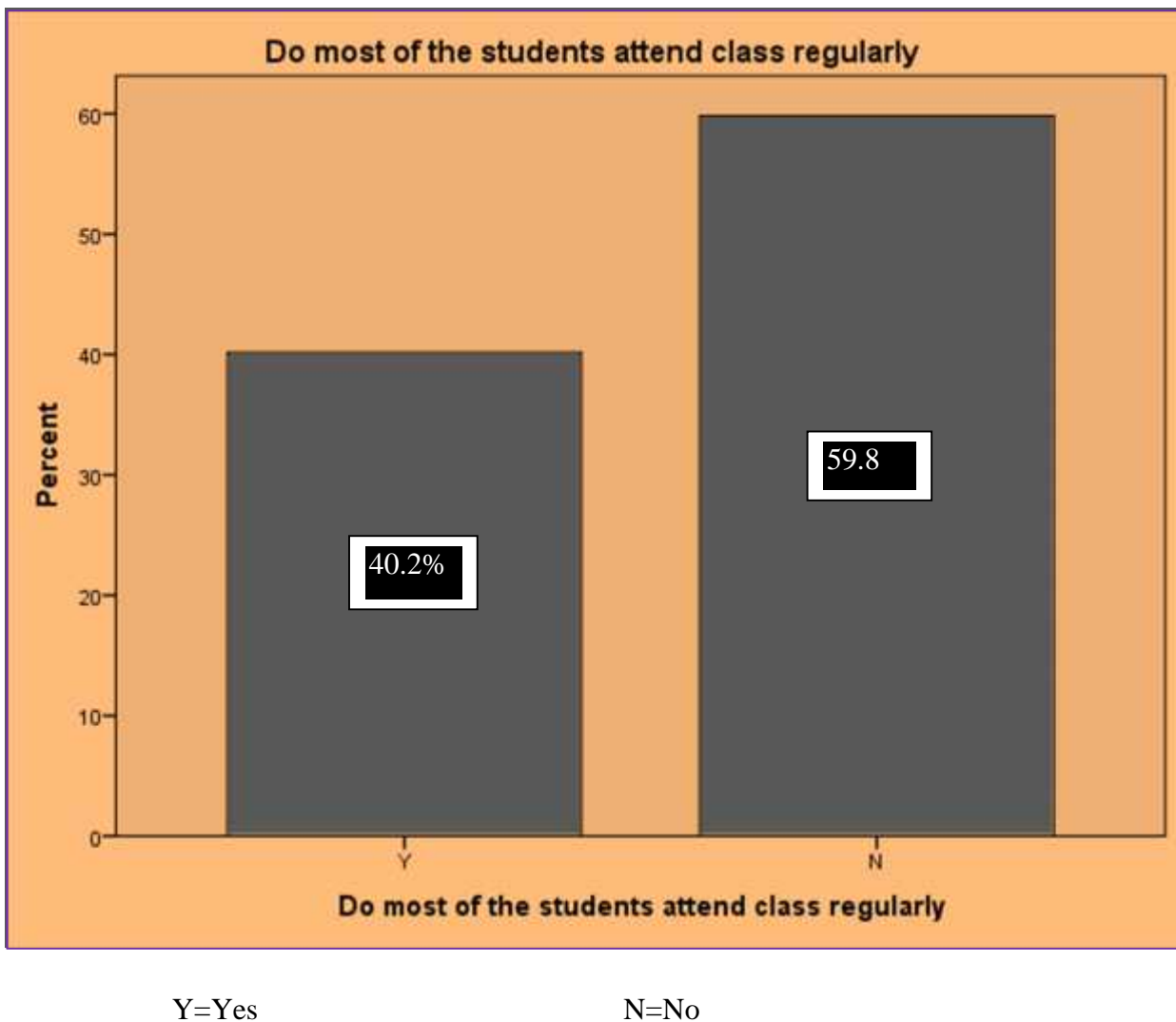
school and learning will not help them being successful in the future (Candeias, Rebelo& Oliveira, 2010). According to Sejová (2006) an important factor contributing to good results of students in individual subjects is their attitude towards them.

Figure 4: Students Response Concerning Students Attitude towards Learning



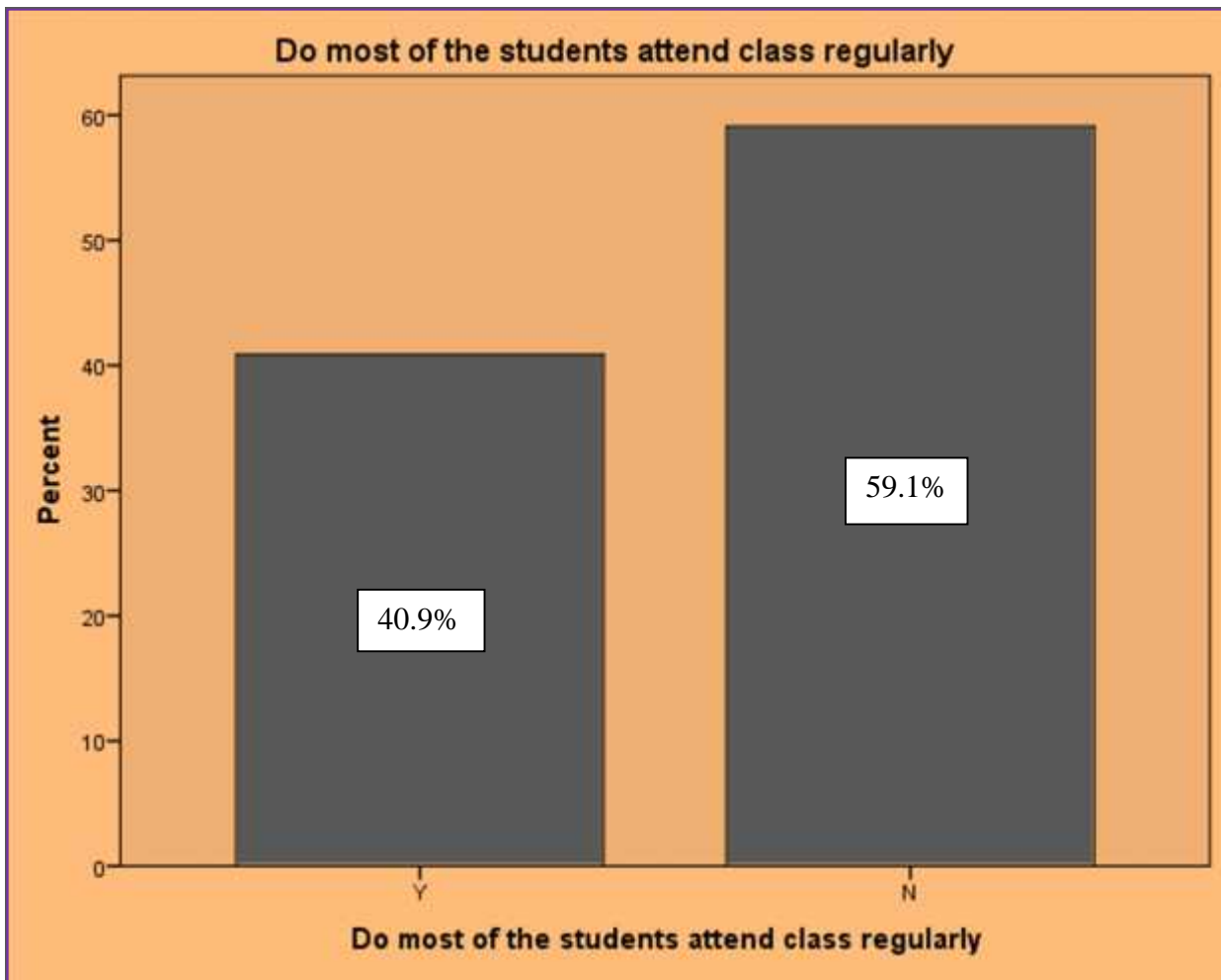
As it was shown from Figure 4 above, the respondents were asked to rate the attitude of students towards learning. Accordingly, 124(36.5%) of the students rated that students attitude towards learning was positive. But the majority 216 (63.5%) of the students rated that students attitude towards learning was negative. This implies that Students attitude towards learning influenced students' academic performance.

Figure 5: Teachers and Principals Response Concerning Class Attendance.



As it was shown from Figure 5 above, the teachers and principals were asked to respond whether the students attend class regularly or not. Accordingly, 47(40.2%) responded that the students attend class regularly, but the majority of the respondents 70(59.8%) confirmed that students were not attend class regularly. This implies that students' class attendance influenced students' academic performance. Effective teaching and learning cannot take place without the coming together of the teacher and the learners – students. A study by Balfanz and Byrnes (2012) supports this theory by reporting that school attendance strongly affects standardize test scores and graduation and dropout rates. The study further enhances the idea that a student needs to be in school to be able to better their student achievement.

Figure 6: Students Response Concerning Class Attendance.



Y=Yes

N=No

As it was shown from Figure 6 above, the students were asked to respond whether the students attend class regularly or not. Accordingly, 139(40.9%) responded that the students attend class regularly, but the majority of the respondents 201(59.1%) confirmed that students were not attend class regularly. This implies that students' class attendance influenced students' academic performance.

4.5. Respondents' Answer for Open Ended Questions

The respondents were also asked in open ended questions to give their suggestions on: major Problems that mostly influence the academic performance of students at secondary schools and measures to take to improve academic performance.

In their responses to the open ended questions respondents suggested the following idea: Major Problems that mostly influence the academic performance of students at secondary school: Students' learning motivation and their negative attitude towards learning; lack of educational furniture and equipment; students were spending their time in playing different games like: jot ten, tennis, etc.; lack of family support and control (economic problem of families); family back ground (students that came from educated family were more talented than not educated family.); families awareness about education and students study hours (students did not spent most of their time on their education).

Measures to take to improve academic performance

As the idea of the respondents the following measures should be taken to improve academic performance of students: The key aspect for the educators is to educate their students effectively so that they may be able to show quality performance in their academics. To achieve this objective it is necessary for the educators to understand better about the factors that may contribute in the academic success of students.

Teachers may be able to develop instructional strategies for making sure that all the children be provided with the opportunities to arrive at their fullest potential in learning and performance.

The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities should provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work.

Schools are expected to encourage parental involvement and work diligently to increase parental interaction at school and with their children's school work. Much attention should be given to improve school facilities such as, libraries and study rooms. Schools should enhance public awareness and consensus on the socio- economic advantages of education through advocacy in the study area and campaign for public awareness in education through meetings.

For awareness creation there should be formal discussion with students at least three times per month. It is desirable to strengthen Counseling and Guidance services in every school, with a focus on students' discipline and their attitude towards learning.

The government should be involved in the running of schools by providing the necessary resources and materials that would enhance improvement of academic performance.

4.6. Respondents' Answer Concerning Home Environment

Table 4: Teachers and Principals Response Concerning Home Environment Related Problems that Influence Students' Academic Performance.

| | Items | Reponses | | | | | | | | | | | |
|---|---|----------|------|----|------|------|------|------------|------|-----|------|-------------------|------|
| | | Yes | | No | | High | | Mediu m | | Low | | I can't decide | |
| | | f | % | f | % | f | % | f | % | f | % | f | % |
| 1 | Does parent's education level influence students' academic performance? | 76 | 65 | 41 | 35 | - | - | - | - | - | - | - | - |
| 2 | Do you think low parental income level can influence students' academic performance? | 78 | 66.7 | 39 | 33.3 | - | - | - | - | - | - | - | - |
| 3 | If your answer for Question number 2 is yes, to what extent | - | - | - | - | 71 | 60.7 | 25 | 21.4 | 21 | 17.9 | - | - |
| 4 | Do parents provide all necessary support materials to the students? | 43 | 36.8 | 74 | 63.2 | - | - | - | - | - | - | - | - |
| 5 | How do you rank students' family's support to their educational achievement? | - | - | - | - | 12 | 10.3 | 31 | 26.5 | 51 | 43.6 | 23 | 19.7 |
| 6 | Does the socio economic status influence students' academic performance? | 78 | 66.7 | 39 | 33.3 | - | - | - | - | - | - | - | - |
| 7 | If your answer for Question number 6 is yes, to what extent | - | - | - | - | 58 | 49.6 | 31 | 26.5 | 28 | 23.9 | - | - |
| 8 | Do your students have a problem in paying school fee, uniform, and instructional materials? | 67 | 57.3 | 50 | 42.7 | - | - | - | - | - | - | - | - |
| 9 | Do your students have burden of work at home? | 64 | 54.7 | 53 | 45.3 | - | - | - | - | - | - | - | - |

In Table 4 of item 1 the majority of the respondents, 76(65%) confirmed that parents education level influence students' academic performance. 41(35%) of the respondents said parents education level does not influence students' academic performance. From these we conclude that parents education level influence students' academic performance. Parents with high educational qualification are more involved in their children education. They make a timetable for their children at home so that they can always have time to read at home. They assist their children to do any homework given to them by their teachers, and also help them to solve any complicated terms related to their study. However, parents with high educational qualification always try to provide learning materials to their children that in turn facilitate their learning. It is important to note that parents with a high educational qualification are always curious about their children education. They even communicate with school authority about the progress or otherwise of their children performance.

Regarding item 2 the majority of respondents, 78(66.7%) responded that low parental income level can influence students' academic performance. But 39(33.3%) of the respondents responded that low parental income level cannot influence students' academic performance. Based on this we conclude that low parental income level influenced students' academic performance.

In item 3 of Table 4, the respondents were asked to rate the extent to which low parental income level influences students' academic performance. Accordingly, 21(17.9%) and 25(21.4%) of the respondents rated that low parental income level influences students' academic performance at low and medium respectively. On the other hand, the majority of the respondents that is 71(60.7%) rated that low parental income level influences students' academic performance at high.

Regarding item 4 the majority of respondents, 74 (63.2%) responded that parents did not provide all necessary support materials to the students. The other 43(36.8%) of the respondents responded that parents provide all necessary support materials to the students. Depending on these we conclude by the idea of the majority of respondents that is parents did not provide all necessary support materials to the students. This implies that lack of necessary educational materials for the students influenced their academic performance.

In item 5 of the Table the respondents were asked to rank students' family's support to their educational achievement. As it was seen in the table the majority of respondents 51 (43.6%) ranked at low. The other respondents 12(10.3%), 31(26.5%) and 23(19.7%) were ranked students' family's support to their educational achievement at high, medium and I can't decide respectively. This implies that students' family's support to their educational achievement influenced to students' academic performance.

In item 6 of the above Table the respondents were asked to give their opinion whether the socio economic status influence students' academic performance or not. Accordingly, 39(33.3%) of the respondents responded that socio economic status did not influenced students' academic performance. But the majority of the respondents gave their opinion by saying 'socio economic status influenced students' academic performance.'

In item 7 of Table 4, the respondents were asked to rate the extent to which socio economic status influence students' academic performance. Accordingly, 31(26.5%) and 28(23.9%) of the respondents rated that: socio economic status influence students' academic performance at medium and low respectively. On the other hand the majority of the respondents 58(49.6%) rated that socio economic status influenced students' academic performance at high.

In item 8 of the Table the respondents were asked to give their opinion whether the students have a problem in paying school fee, uniform, and instructional materials or not. Thus, 50(42.7%) of the respondents indicated that: students have not a problem in paying school fee, uniform, and instructional materials. The majority of the respondents 67(57.3%) responded that students have a problem in paying school fee, uniform, and instructional materials. Based on these we conclude that economic problem of students influenced their academic performance.

In the last item of Table 4 respondents were asked to indicate whether the students have burden of work at home or not. The majority of the respondents 64(54.7) responded that students have burden of work at home. The other 53(45.3%) of the respondents showed that students have not burden of work at home. As the idea of the majority of respondents,

students have burden of work at home. This implies that students are busy at home with miscellaneous activities and it influenced students' academic performance.

Table 5: Students Response Concerning Home Environment Related Problems that Influence Students' Academic Performance.

| | Items | Reponses | | | | | | | | | | | |
|---|--|----------|------|-----|------|------|------|------------|------|-----|------|-------------------|------|
| | | Yes | | No | | High | | Mediu m | | Low | | I can't decide | |
| | | f | % | f | % | f | % | f | % | f | % | f | % |
| 1 | Does parent's education level influence students' academic performance? | 222 | 65.3 | 118 | 34.7 | - | - | - | - | - | - | - | - |
| 2 | Do you think low parental income level can influence students' academic performance? | 224 | 65.9 | 116 | 34.1 | - | - | - | - | - | - | - | - |
| 3 | If your answer for Question number 2 is yes, to what extent | - | - | - | - | 208 | 61.2 | 75 | 22.1 | 57 | 16.8 | - | - |
| 4 | Do parents provide all necessary support materials to the students? | 126 | 37.1 | 214 | 62.9 | - | - | - | - | - | - | - | - |
| 5 | How do you rank students' family's support to their educational achievement? | - | - | - | - | 31 | 9.1 | 91 | 26.8 | 154 | 45.3 | 64 | 18.8 |
| 6 | Does the socio economic status influence students' academic performance? | 223 | 65.6 | 117 | 34.4 | - | - | - | - | - | - | - | - |
| 7 | If your answer for Question number 6 is yes, to what extent | - | - | - | - | 172 | 50.6 | 89 | 26.2 | 79 | 23.2 | - | - |
| 8 | Do your students have a problem in paying school fee, uniform, and instructional materials | 192 | 56.5 | 148 | 43.5 | - | - | - | - | - | - | - | - |
| 9 | Do your students have burden of work at home? | 180 | 52.9 | 160 | 47.1 | - | - | - | - | - | - | - | - |

In Table 5 of item 1 the majority of the respondents, 298(65.2%) confirmed that parents education level influence students' academic performance. 159(34.8%) of the respondents said parents education level does not influence students' academic performance.

Regarding item 2 the majority of respondents, 302(66.1%) responded that low parental income level can influence students' academic performance. But 155(33.9%) of the respondents responded that low parental income level cannot influence students' academic performance. Based on this we conclude that low parental income level influenced students' academic performance. Among the several parental factors that have been linked to their children academic achievements at school is the parent's level of income. According to Mayer, a casual observation is that the children of affluent parents are more likely to succeed in life than the children of poor parents probably because the rich parents spend more than poor parents on their children and these "investments" lead to better outcomes for their children (Mayer, 2010).

In item 3 of Table 5, the respondents were asked to rate the extent to which low parental income level influences students' academic performance. Accordingly, 78(17.1%) and 100(21.9%) of the respondents rated that low parental income level influences students' academic performance at low and medium respectively. On the other hand, the majority of the respondents that is 279(61.1%) rated that low parental income level influences students' academic performance at high.

Regarding item 4 the majority of respondents, 288 (63%) replied that parents did not provide all necessary support materials to the students. The other 169(37%) of the respondents responded that parents provide all necessary support materials to the students. Depending on these we conclude by the idea of the majority of respondents that is parents did not provide all necessary support materials to the students. This implies that lack of necessary educational materials for the students influenced their academic performance.

In item 5 of the Table the respondents were asked to rank students' family's support to their educational achievement. As it is seen in the table the majority of respondents 205 (44.9%) ranked at low. The other respondents 43(9.4%), 122(26.7%) and 87(19%) were

ranked students' family's support to their educational achievement at high, medium and I can't decide respectively. This implies that students' family's support to their educational achievement influenced to students' academic performance.

In item 6 of the above Table the respondents were asked to give their opinion whether the socio economic status influence students' academic performance or not. Accordingly, 156(34.1%) of the respondents responded that socio economic status did not influenced students' academic performance. But the majority of the respondents gave their opinion by saying 'socio economic status influenced students' academic performance.' It is believed that low socio-economic status negatively affects academic achievement of students in secondary schools (Hansen and Mastekaasa, 2006).Based on this we concluded as socio economic status influenced students' academic performance.

In item 7 of Table 5, the respondents were asked to rate the extent to which socio economic status influence students' academic performance. Accordingly, 120(26.3%) and 107(23.4%) of the respondents rated that: socio economic status influence students' academic performance at medium and low respectively. On the other hand the majority of the respondents 230(50.3%) rated that socio economic status influenced students' academic performance at high.

In item 8 of the Table the respondents were asked to give their opinion whether the students have a problem in paying school fee, uniform, and instructional materials or not. Thus, 198(43.3%) of the respondents indicated that: students have not a problem in paying school fee, uniform, and instructional materials. The majority of the respondents 259(56.7%) responded that students have a problem in paying school fee, uniform, and instructional materials. Based on these we conclude that economic problem of students influenced their academic performance.

In the last item of Table 5 respondents were asked to indicate whether the students have burden of work at home or not. The majority of the respondents 244(53.4) responded that students have burden of work at home. The other 213(46.6%) of the respondents showed that students have not burden of work at home. As the idea of the majority of respondents,

students have burden of work at home. This implies that students are busy at home with miscellaneous activities and it influenced students' academic performance.

4.7. Respondents' Reply Concerning School Environment

Table 6: Teachers and Principals Response Concerning School Environment

| | Items | Reponses | | | | | | | | | |
|---|--|---------------------|------|------------|------|-------------|------|---------|------|------------------|------|
| | | Strongly disagree 1 | | Disagree 2 | | Undecided 3 | | Agree 4 | | Strongly agree 5 | |
| | | F | % | f | % | f | % | f | % | f | % |
| 1 | You have a convenient school environment to attend the teaching-learning-activities. | 56 | 47.9 | 43 | 36.8 | 12 | 10.3 | 4 | 3.4 | 2 | 1.7 |
| 2 | The school has a spacious and equipped school library. | 33 | 28.2 | 44 | 37.6 | 18 | 15.4 | 12 | 10.3 | 10 | 8.5 |
| 3 | There is a lack of reference book in the school library. | 13 | 11.1 | 16 | 13.7 | 19 | 16.2 | 44 | 37.6 | 25 | 21.4 |
| 4 | The school has enough toilets/latrines for all the school members. | 39 | 33.3 | 35 | 29.9 | 11 | 9.4 | 15 | 12.8 | 17 | 14.5 |
| 5 | Your school environment facilities do not motivate students to achieve better performances. | 20 | 17.1 | 14 | 12 | 14 | 12 | 54 | 46.2 | 15 | 12.8 |
| 6 | School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'. | 27 | 23.1 | 27 | 23.1 | 15 | 12.8 | 25 | 21.4 | 23 | 19.7 |
| 7 | The school teachers are well trained on their areas of specialization. | 19 | 16.2 | 20 | 17.1 | 13 | 11.1 | 40 | 34.2 | 25 | 21.4 |
| 8 | School principal Involves teachers to decide on best strategies to improve teaching and learning | 18 | 15.4 | 22 | 18.8 | 10 | 8.5 | 46 | 39.3 | 21 | 17.9 |

As indicated in Table 6 of item 1, the greater number 99(84.6%) of the teachers and principals responded disagree, to confirm that the school environment is not convenient to

attend the teaching-learning activities. The table also illustrates that 6(5%) of the respondents responded agree, and 12(10.3) of the respondents responded undecided. The above findings indicated that school environment seems not in a convenient position to students to attend the learning activities. Poor school environment can result in poor academic achievement.

In item 2 of the Table the greater number, that is, 77(65.8%) of the respondents replied disagree to confirm that the school had not a spacious and equipped school library. The Table also illustrates that 22(18%) of the respondents responded agree, and 15.4% responded undecided. School libraries can contribute to the personal growth of students with disabilities, and thus indirectly enhance their capacities to learn and become more independent. In schools with good libraries and the services of a school librarian students perform significantly better on tests for basic research skills (Haycock, 1995).

In item 3 of the above table 29 (24.7%) responded disagree, 19 (16.2%) responded undecided, and the greater number of respondents that were 69 (59%) responded that there is a lack of reference book in the school library.

In item 4 of the above Table respondents were asked about the access of school toilet/latrines for all the school members. 32(27%) of the teachers and principals responded agree, 11(9.4%) responded undecided, and the greater number, that is, 74(63%) of the respondents responded disagree to confirm that the school had not enough toilets/latrines for all the school members.

In item 5 of Table 6, 34(29%) of the respondents replied disagree, by clarifying that the school environment facilities do motivate students to achieve better performances. The greater number of respondents, were 69 (59%), responded agree, confirming that the school environment facilities were not motivating students to achieve better performances. The rest 14(12%) responded undecided.

In item 6 of Table 6, 54(46%) of the respondents replied disagree, and the greater number of respondents that were 63(53.8%) responded that School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'.

Regarding item 7, of Table 6, 39(33.3%) of the teachers and principals responded disagree, 13(11.1%) responded undecided, and the greater number of respondents that were 65 (55.6%) responded that the school teachers are well trained on their areas of specialization.

In item 8 of Table 6, 40(34%) of the respondents replied disagree, 10(8.5%) of the respondents responded undecided, and the greater number of respondents that were 67 (57.3%) responded that the school principal involves teachers to decide on best strategies to improve teaching and learning.

Table 7: Students Response Concerning School Environment

| | Items | Reponses | | | | | | | | | |
|---|--|---------------------|------|------------|------|-------------|------|---------|------|------------------|------|
| | | Strongly disagree 1 | | Disagree 2 | | Undecided 3 | | Agree 4 | | Strongly agree 5 | |
| | | F | % | f | % | f | % | f | % | f | % |
| 1 | You have a convenient school environment to attend the teaching-learning-activities. | 84 | 24.7 | 133 | 39.1 | 30 | 8.8 | 53 | 15.6 | 40 | 11.8 |
| 2 | The school has a spacious and equipped school library. | 107 | 31.5 | 115 | 33.8 | 44 | 12.9 | 39 | 11.5 | 35 | 10.3 |
| 3 | There is a lack of reference book in the school library. | 51 | 15 | 65 | 19.1 | 30 | 8.8 | 131 | 38.5 | 63 | 18.5 |
| 4 | The school has enough toilets/latrines for all the school members. | 165 | 48.5 | 118 | 34.7 | 35 | 10.3 | 13 | 3.8 | 9 | 2.6 |
| 5 | Your school environment facilities do not motivate students to achieve better performances. | 67 | 19.7 | 64 | 18.8 | 34 | 10 | 115 | 33.8 | 60 | 17.6 |
| 6 | School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'. | 65 | 19.1 | 60 | 17.6 | 31 | 9.1 | 112 | 32.9 | 72 | 21.2 |
| 7 | The school teachers are well trained on their areas of specialization. | 88 | 25.9 | 65 | 19.1 | 46 | 13.5 | 94 | 27.6 | 47 | 13.8 |
| 8 | School principal Involves teachers to decide on best strategies to improve teaching and learning | 54 | 15.9 | 50 | 14.7 | 57 | 16.8 | 115 | 33.8 | 64 | 18.8 |

As indicated in Table 7 of item 1, the greater number 217(63.8%) of the students responded disagree, to confirm that the school environment is not convenient to attend the teaching-learning activities. The table also illustrates that 93(27.2%) of the respondents responded agree, and 30(8.8%) of the respondents responded undecided. The above findings indicated that school environment seems not in a convenient position to students to attend the learning activities. Poor school environment can result in poor academic achievement.

In item 2 of the Table the greater number, that is, 222(65.3%) of the respondents replied disagree to confirm that the school had not a spacious and equipped school library. The Table also illustrates that 74(21.8%) of the respondents responded agree, and 44(12.9%) responded undecided. School libraries can contribute to the personal growth of students with disabilities, and thus indirectly enhance their capacities to learn and become more independent.

In item 3 of the above Table 116(34%) responded disagree, 30 (8.8%) responded undecided, and the greater number of respondents that were 194 (57%) replied that there is a lack of reference book in the school library.

In item 4 of the above Table respondents were asked about the access of school toilet/latrines for all the school members. 22(6.5%) of the students responded agree, 35(10.3%) responded undecided, and the greater number, that is, 283(83%) of the respondents responded disagree to confirm that the school had not enough toilets/latrines for all the school members.

In item 5 of Table 6, 131(38.5%) of the respondents replied disagree, by clarifying that the school environment facilities do motivate students to achieve better performances. The greater number of respondents, were 175 (51.5%), responded agree, confirming that the school environment facilities were not motivating students to achieve better performances. The rest 34(10%) responded undecided.

In item 6 of Table 7, 125(36.8%) of the respondents replied disagree, and the greater number of respondents that were 184(54%) responded that School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'.

Regarding item 7, of Table 7, 141(41.5%) of the students responded agree, 46(13.5%) responded undecided, and the greater number of respondents that were 153 (45%) responded that the school teachers were not well trained on their areas of specialization.

In item 8 of Table 7, 104(30.6%) of the respondents replied disagree, 57(16.8%) of the respondents responded undecided, and the greater number of respondents that were 179 (52.6%) responded that the school principal involves teachers to decide on best strategies to improve teaching and learning.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of the study was to explore the major problems that influence the academic performance of students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine. In order to meet this purpose, an attempt has been made to provide answers for the following basic questions:

1. What are the students' related problems that influence students' academic performance in government secondary schools of Oromia special zone Surrounding Finfine?
2. Is there any significant relationship between students' academic performance and home environment related problems: such as parental encouragement and socio-economic status?
3. Does the school environment influence students' academic performance in government secondary schools of Oromia special zone Surrounding Finfine?

This study was conducted in seven secondary schools. To conduct the study, systematic random sampling technique and purposive sampling were applied. The sample size includes 110 secondary school teachers, 340 secondary school students and 7 secondary school principals. Questionnaires has been distributed and quantitative data has been collected concerning demographic characteristics of the sampled population, home environment related problems, school related problems that, and student related problems that influence academic performance of students. In addition some document reviews were made to get additional evidence to the study. A descriptive survey design was employed. The data collected from the closed ended questionnaires were analyzed and interpreted using mathematical tools such as frequency counts and percentages. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were noted.

Concerning Student Related Problems-

The first research question inquired: the student related problems that influence students' academic performance in government secondary schools of Oromia special zone Surrounding Finfine. The results showed that:

- ◆ The majority 67.5% of the teachers and principals and 71.7% of the students showed that: Students' learning motivation was low. As a result, students' academic performance was influenced.
- ◆ The majority 64.1% of the teachers and principals and 63.5% of the students showed that: Students' have negative attitude towards learning. As a result, students' academic performance was influenced.
- ◆ About 59.8% of the teachers and principals and 59.1% of the students showed that: Most of the students do not attend class regularly. This also brings a great impact on students' academic performance.

Concerning Home Environment Related Problems

The second research question inquired: whether home environment related problems: such as parental encouragement and socio-economic status influence students' academic performance or not. The results showed that:

- ◆ The majority of the teachers and principals and students had shown their positive opinion towards: parents' education, low parental income and socio economic status respectively influenced students' academic performance. Regarding to these parents did not provide necessary support materials to the students, students have a problem in paying school fee, uniform and instructional materials and they also give burden of work at home for their students. As a result students' academic performance was influenced.

Concerning School Environment Related Problems

Lastly, the third research question intended to identify whether the school environment influence students' academic performance or not. The results showed that:

- The largest percentage of the teacher and principals and students showed, they have no a convenient school environment to attend the teaching learning activities. With respect to these the schools do not have spacious and equipped school library, there is a lack of reference book in the school's library, the schools have not enough toilets/ latrines for all the school members and their school environment facilities do not motivate students to achieve better performances.
- About 63(53.8%) of the teachers and principals and 184(54%) of the students had shown their positive opinion towards the School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'.

5.2. Conclusion

The research has tried to identify the problems that influencing academic performance of students in government selected secondary schools of Oromia special Zone Surrounding Finfine. The overall view of these study leads to the following conclusions:

Students learning motivation, students' attitude towards learning and students school attendance influenced students' academic performance. The home based factors such as: parent's education, low income of parents, parental encouragement, socioeconomic status and students have burden of work at home ,even they do not have time to do their home works. Finally, the study identified some factors rooted from the school environment such as: the school environment was not convenient to attend the teaching-learning-activities; the schools had not a spacious and equipped school library; Inadequate teaching and learning facilities, inadequate toilets or latrines, teacher's characteristics and leadership behavior of the principal affect negatively students' academic performance.

5.3. Recommendations

From the summary and conclusions drawn above, the following recommendations have been forwarded to

- ❖ It should be the responsibility of the schools to strengthen counseling and guidance services in every school, with a focus on students' self-motivation and their attitude towards learning. The counseling and guidance services are to focus on attitude change and emotional support.
- ❖ Schools are expected to encourage parental involvement and work diligently to increase parental interaction at school and with their children's schoolwork.
- ❖ Education is one of the most important means of empowering the society with the knowledge and skills necessary to involve fully in the development process. It is recommended that in order to bring development to the family, community, society and country at large, the parents should be sensitized to invest in education. This is the most effective way to stimulate productivity and eliminate ignorance poverty, hunger, and diseases in the society.
- ❖ The government should enhance public awareness and consensus on the socio-economic advantages of education through advocacy in the study area and national wide. MoE should campaign for public awareness in education through meetings, conferences, publications, media especially radio.
- ❖ Much attention should be given to improve school facilities such as, libraries, study rooms and friendly relationship between teachers and students - (friendly school environment).
- ❖ There should be enough toilets/latrines for all the school members.
- ❖ Teachers and administrators should provide feedback to parents concerning the progress or otherwise of their children.
- ❖ School administration is responsible to facilitate school environment and fulfill learning materials by community participation.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTEMNT OF EDUCATIONAL PLANNING AND MAMAGEMENT

Teacher Questionnaire

The main purpose of this questionnaire is to analysis **Major Problems Influencing Academic Performance of Students' in Government Secondary Schools of Oromia Special Zone Surrounding Finfine**. The information gathered through this questionnaire will be used by the researcher for only academic purpose. Your careful and honest response determines the success of the study and the researcher as well. Thus you are kindly requested to complete it carefully and honestly while, your responses will be kept secret. Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kindly cooperation!

General directions:

Please read each statement carefully and:

- ♣ Write your brief response in the blank spaces and encircle the choice you thought to be the answer.
- ♣ Put a tick mark () in the tables provided.
- ♣ Give only a single answer to each item.
- ♣ For confidentiality you should not write your name on this questionnaire paper.

Part I: General information

Please provide the following information about yourself.

1.1. Woreda you are working _____

1.2. School _____

1.3. Gender A) male B) female

1.4. Age in years

A) 18-20 B) 21-30 C) 31-40 D) 41-50 E) 51-60 F) 61& above

- 1.5. Work experience A) 1-5yr B) 6-10yr C) 11-15yr
 D) 16-20yr E). 21-25yr F) 26-30yr G) 31& above
- 1.6. Academic qualification
 A) Diploma B) BA/BED/BSC C) MA/MSc D) other
- 1.7. Area of your specialization: A) Educational leadership B) Natural
 Science C) Social Science D) Language E) Other_____

Part II: Items related to student problems that influence students’ academic performance.

1. What is the motivation of students in all subjects?
 A) very high B) high C) Medium D) Low E) Very Low
2. What is the attitude of students towards learning?
 A) very high B) high C) Medium D) Low E) Very Low
3. Do students attend class regularly?
 A) Yes B) No
4. What are the major problems that mostly influence the academic performance of students at secondary schools?

5. What measures would you recommend your school to take to improve academic performance?

Part III: Items related to home environment problems that influence students’ academic performance.

1. Does parent’s education level influence students’ academic performance?
 A) Yes B) No
2. Do you think low parental income level can influence students’ academic performance?
 A) Yes B) No
3. If your answer for Question number 2 is yes, to what extent
 A) High B) medium C) low
4. Do parents provide all necessary support materials to the students?
 A) Yes B) No
5. How do you rank students’ family’s support to their educational achievement?
 A) High B) medium C) low D) I can’t decide
6. Does the socio economic status influence students’ academic performance?
 A) Yes B) No
7. If your answer for Question number 6 is yes, to what extent
 A) High B) medium C) low

8. Do your students have a problem in paying school fee, uniform, and instructional materials cost? A) Yes B) No

9. Do your students have burden of work at home? A) Yes B) No

Part IV: Items related to school environment problems that influence students' academic performance.

| | Items related to school environment (12) | Strongly disagree 1 | Disagree 2 | Undecided 3 | Agree 4 | Strongly agree 5 |
|----|--|---------------------|------------|-------------|---------|------------------|
| 1 | You have a convenient school environment to attend the teaching-learning-activities. | | | | | |
| 2 | The school has a spacious and equipped school library. | | | | | |
| 3 | School library is opened at school time when students want to read. | | | | | |
| 4 | There is a lack of reference book in the school library. | | | | | |
| 5 | There is a 1:1 pupil-text book ratio in your school. | | | | | |
| 6 | The school has enough toilets/latrines for all the school members. | | | | | |
| 7 | Your school environment facilities do not motivate students to achieve better performances. | | | | | |
| 8 | Teachers use relevant teaching aids | | | | | |
| 9 | You provide appropriate academic support to your students. | | | | | |
| 10 | School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'. | | | | | |
| 11 | The school teachers are well trained on their areas of specialization. | | | | | |
| 12 | School principal Involves teachers to decide on best strategies to improve teaching and learning | | | | | |

Part II: Items related to student problems that influence students' academic performance.

1. What is your level of motivation in all subjects
A) very high B) high C) Medium D) Low E) Very Low
 2. What is your attitude towards learning?
A) very high B) high C) Medium D) Low E) Very Low
 3. Do you attend class regularly?
A) Yes B) No
 4. What are the major problems that mostly influence the academic performance of students at secondary schools?
-
-

5. What measures would you recommend your school to take to improve academic performance?
-
-

Part III: Items related to home environment problems that influence students' academic performance.

1. Does your parent's education level influence your academic performance?
A) Yes B) No
2. Do you think your parents' income level can influence your academic performance?
A) Yes B) No
3. If your answer for Question number 2 is yes, to what extent
A) High B) medium C) low
4. Do your parents provide all necessary support materials to you?
A) Yes B) No
5. How do you rank your family's support to your educational achievement?
A) High B) medium C) low D) I can't decide
6. Does the socio economic status influence your academic performance?
A) Yes B) No
7. If your answer for Question number 6 is yes, to what extent
A) High B) medium C) low
8. Do you have a problem in paying school fee, uniform and instructional materials cost?
A) Yes B) No
9. Do you have burden of work at home?
A) Yes B) No

Part IV: Items related to school environment problems that influence students' academic performance.

Indicate your level of agreement with each statement by checking the appropriate response by using tick mark ()

| | Items related to school environment (12) | Strongly disagree 1 | Disagree 2 | Undecided 3 | Agree 4 | Strongly agree 5 |
|----|--|---------------------|------------|-------------|---------|------------------|
| 1 | Suitability of school environment for learning. | | | | | |
| 2 | The school has a spacious and equipped school library. | | | | | |
| 3 | School library is opened at school time when students want to read. | | | | | |
| 4 | There is a lack of reference book in the school library. | | | | | |
| 5 | There is a 1:1 pupil-text book ratio in your school. | | | | | |
| 6 | The school has enough toilets/latrines for all the school members. | | | | | |
| 7 | Your school environment facilities do not motivate you to achieve better performances. | | | | | |
| 8 | Teachers use relevant teaching aids | | | | | |
| 9 | You get appropriate academic support from your teacher | | | | | |
| 10 | School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'. | | | | | |
| 11 | The school teachers are well trained on their areas of specialization. | | | | | |
| 12 | School principal involves teachers to decide on best strategies to improve teaching and learning | | | | | |

1.6. Academic qualification

A) Diploma B) BA/BED/BSC C) MA/MSc D) other

1.7. Area of your specialization:

A) Educational leadership B) Natural Science
C) Social Science D) Language E) Other_____

Part II: Items related to student problems that influence students' academic performance.

1. What is the motivation of students in all subjects?

A) very high B) high C) Medium D) Low E) Very Low

2. What is the attitude of students towards learning?

A) very high B) high C) Medium D) Low E) Very Low

3. Do students attend class regularly? A) Yes B) No

4. What are the major problems that mostly influence the academic performance of students at secondary schools?

5. What measures would you recommend your school to take to improve academic performance?

Part III: Items related to home environment problems that influence students' academic performance.

1. Does parent's education level influence students' academic performance?

A) Yes B) No

2. Do you think low parental income level can influence students' academic performance?

A) Yes B) No

3. If your answer for Question number 2 is yes, to what extent

A) High B) medium C) low

4. Do parents provide all necessary support materials to the students?

A) Yes B) No

5. How do you rank students' family's support to their educational achievement?

A) High B) medium C) low D) I can't decide

6. Does the socio economic status influence students' academic performance?

A) Yes B) No

7. If your answer for Question number 6 is yes, to what extent

A) High B) medium C) low

8. Do your students have a problem in paying school fee, uniform and instructional materials cost?

A) Yes B) No

9. Do your students have burden of work at home? A) Yes B) No

Part IV: Items related to school environment problems that influence students' academic performance.

| | Items related to school environment (12) | Strongly disagree 1 | Disagree 2 | Undecided 3 | Agree 4 | Strongly agree 5 |
|----|--|---------------------|------------|-------------|---------|------------------|
| 1 | You have a convenient school environment to attend the teaching-learning-activities. | | | | | |
| 2 | The school has a spacious and equipped school library. | | | | | |
| 3 | School library is opened at school time when students want to read. | | | | | |
| 4 | There is a lack of reference book in the school library. | | | | | |
| 5 | There is a 1:1 pupil-text book ratio in your school. | | | | | |
| 6 | The school has enough toilets/latrines for all the school members. | | | | | |
| 7 | Your school environment facilities do not motivate students to achieve better performances. | | | | | |
| 8 | Teachers use relevant teaching aids | | | | | |
| 9 | Teachers provide appropriate academic support for students | | | | | |
| 10 | School environment such as teacher's characteristics and leadership behavior of the principal influence academic performance of students'. | | | | | |
| 11 | The school teachers are well trained on their areas of specialization. | | | | | |
| 12 | School principal Involves teachers to decide on best strategies to improve teaching and learning | | | | | |

Appendix D

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTEMNT OF EDUCATIONAL PLANNING AND MAMAGEMENT

DOCUMENT REVIEW GUIDE

School General Information

Name of school_____

Level_____

Woreda_____

Total of students: Male_____ Female_____ Total_____

Total of teachers: Male_____ Female_____ Total_____

Total of supportive staff: Male_____ Female_____ Total_____

Students' academic record

| Academic year | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------|------|------|------|------|------|
| Targeted mean score | | | | | |
| Obtained mean score | | | | | |

Declaration

I, the undersigned, hereby confirm that this thesis in the title “Major Problems Influencing Academic Performance of Students in Government Secondary Schools of Oromia Special Zone Surrounding Finfine” is my original work and has not been presented in any form in any other University and any other places. All sources of the materials used for the thesis has been acknowledged.

Name: Geremew Simee Anbesse Signature _____ Date _____

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

Name of Advisor: Dr. Meseret Assefa (Ph.D) Signature _____ Date _____