

ADDIS ABABA UNIVERSITY

**College of Education and Behavioral Studies Department of Educational
Planning and Management (EdPM)**

**Factors Affecting Academic Performance Of Grade 12 Students of
Government and Private Preparatory Schools in Akaki Kaliti Sub City
Administration (Addis Ababa)**

By:

Asrat Abebe Oba

Addis Ababa Ethiopia

June, 2017

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**A Thesis Submitted To The Department of Educational Planning and
Management (EdPM) in Partial Fulfillment of The Requirement For The
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Management**

**Addis Ababa Ethiopia
June, 2017**

Addis Ababa University
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Certification of Approval

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Asrat Abebe Oba

Approved by Examining Board

Advisor:

_____ **Signature** _____ **Date** _____

Examiner (Internal):

_____ **Signature** _____ **Date** _____

Examiner (External):

_____ **Signature** _____ **Date** _____

Chair of Department or Graduate Program Coordinator

_____ **Signature** _____ **Date** _____

Addis Ababa, Ethiopia

June, 2017

Declaration

I as an undergraduated student, it is to declare the thesis entitled as Factors Affecting Academic Performance of Grade 12 Students of Government and private preparatory schools In Akaki Kaliti sub city administration (Addis Ababa), It is my original work and has not been presented in any other university or college for examination purpose and all sources materials incorporated in the thesis paper could be acknowledged.

Name: Asrat Abebe Oba

Signature: -----

Date _____

This thesis has been submitted for examination by my own approval

Advisor: Dame Abera (PhD)

Signature _____

Date _____

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List of Acronyms and Abbreviations used in the paper

BESO:	Basic Education System Overall
E.C:	Ethiopian Calendar
EFA:	Education for All
ESDP:	Education Sector Development Program
ETP:	Education and Training Policy
EGSECE:	Ethiopian General Education Certificate Examination
GEQIP:	General Education Quality Improvement
GPA:	Grade Point Average
INSET:	In- Service Education And Training
IQ:	Intelligence Quotient
“TWKET”:	Not Abbreviation – (Amharic) refers to Knowledge
JICA:	Japan International Cooperation Agency
MA:	Master of Arts
MOE:	Ministry of Education
NAEP:	National Assessment Education Program
OECD:	Organization for Economic Cooperation and Development
PISA:	Program for International Student Assessment
PRESET:	Pre Education Service Education and Training.
PTA:	Parent Teacher Association
PSTA:	Parents Students Teacher Association
SES:	Socio- Economic Status
SMASEE:	Strengthening Mathematics and Science Education in Ethiopia
TGE:	Transitional Government of Ethiopia
UNESCO:	United Nations Education Science and Cultural Organization
WEO:	Wereda Education Office

Abstract

The research was conducted to assess and compare the academic performance of grade 12 students of government and private preparatory schools in Akaki Kaliti Sub City administration. The study used descriptive research design 44(100%) teachers, 85(77.98%) grade 12 students out of 109(15%) the assumed and sampled and 15(50%) of experts and supervisors were selected using simple random sampling whereas 37(84%) out of 44(100%) assumed PSTA members have been selected using comprehensive sampling method. Respectively 4(100%) and 8(100%) principals and vice principals and 5(100%) FGD participants were also included using purposive sampling technique. Totally 198(86.4%) stakeholder respondents participated in the study. The researcher also used observation, secondary evidences and primary data using questionnaire and interview data gathering instruments have been used. The collected primary data was analyzed quantitatively (using number and percentage and followed by verbal interpretation) and the qualitative data was analyzed in words. According to the findings of the study, numbers of affecting factors of the academic performance of students have been identified among which the major ones were as follow. Fundamentally government schools were not opened and started the actual teaching learning process accordingly with the calendar. Teachers lack putting participatory way of presentation and continuous assessment in to an effect and efficient, they (teachers) also over emphasized utilizing English language regularly for medium of instruction they rather dominantly use Amharic language. Mainly government school students have problem of using English language so they couldn't understand the contents of lessons and consequently their result become in sufficient relativism as compared to students of private schools, Moreover parents whose children learn in government schools have less or weak follow up and support, Due to external intervention, for frequent meeting principals also face problem of investing much of their work time being in the school. Consequently they could not follow up and conduct clinical supervision and give timely feedback for teachers. Majority of government school students seem they do not know why they come to their schools. This showed they lack vision, mission and value of their own. The study showed the result of the study therefore indicated that there was academic performance gap between grade 12 students of governmental and private preparatory schools. This relatively implies that the teaching learning practice and process in governmental schools had drawback as intended as compare to private schools. Hence, it was recommended as all concerned education stakeholders mainly principals of both types of schools are strongly responsible and expected to work with and share best experience/practices and continuously work hard as partnership. Locally concerned bodies and Ministry of Education, higher education institution, private school owners and other non-government schools also need to work cooperatively from preparatory school standard point of view Private school teachers and principals raise issue of education opportunity to upgrade As observation and the existing reality also show almost all the study participant private school teachers and school leaderships did not have second degree and could not fulfill the required standard. They express as they have no way to get opportunity to advance their qualification.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

This chapter presents the background, statement of the problem, objective, delimitation and limitation, operational definition of key terms and organization of the study.

As Muhamed S.(etal)(2014) p.154 cited in the journal of Education and practice, Education is a key in human capital formation. Quality of human resources depends upon the quality of Education of a country. Sustainable economic development needs skilled man power which is raised through productivity and efficiency of individuals that is only possible through Education (Z. Nasir and H.Nazli 2010).

As outlined in Wikipedia (2016), Education in Ethiopia has been dominated by the Ethiopian Orthodox church for many centuries until secular education was adopted in the early 1900s. Prior to 1974, Ethiopia had an estimated illiteracy rate well above 90% and compared poorly with the rest of Africa in the provision of schools and universities but after 1974 revolution, emphasis was placed on increasing literacy in rural areas. Practical subjects were stressed, as was the teaching of socialism. Recently, has been massive expansion throughout the educational system. Access to primary is limited to urban locations and they are mostly owned by the private sector and faith based organizations. Primary school education consists of two cycles from grade one to four and grades five to eight. Secondary schools have two cycles from grades nine to ten and grades eleven to twelve. Primary schools have over 90% of seven year olds in rolled although only about have complete the two cycles.

Akaki Kaliti is one of ten sub cities in Addis Ababa Administration. According to Addis Ababa Administration Integrated Land Information Center 2006/2014 “..... in the sub city, altitude ranged from 2050 to 2331 meters above sea level which has a range of 281 meters. The highly elevated land exists in the north and east part there are small mountains while relatively lower elevation exists in the southern parts.’’

Toward the end of the nineteenth century Menilik II had permitted the establishment of European missionary schools. At the same time, Islamic schools provided some education for a small part

of the Muslim population. At the beginning of the twentieth century, the education systems fail to meet the needs of people involved in state craft, diplomacy, commerce, and industry led to the introduction of government- sponsored secular education. The first public school to provide a Western style education was the Ecole Imperial Menilik II, which was opened in October 1908 under the guidance of Hanna Salib and a number of Copt teachers. By 1924, Pankhurst notes that “no fewer than 3000 students had passed through the school” and states that in 1935 the school had 150 pupils. That same year, Emperor Menilik II established a primary school in Harar.

In 1925 the government adopted a plan to expand secular education but ten years later there were only 8000 students enrolled in 20 public schools. A few students also studied abroad on government scholarships: Pankhurst provides minimum members for several countries: at least 20 studied in Lebanon, 19 in Egypt, 12 in Sudan, 63 in France, 25 in England, 8 in the United States, 10 in Switzerland, 10 in Italy and smaller numbers in Germany, Belgium and Spain. (Source Wikipedia 2016)

The number of students at all level of schools showed that there is great increment. For example as to a report published by the Federal Ministry of Education (2016) in 1991, from grade 9-12, the number of students was 416,082 Male 231,115, Female 184,967 where this number grew in 1993 E.C to 736,174 Male 430,682, Female 305,492. In 2015 this number reached 2,160,298. Male 1,145,224, Female 1,015,074.

According to Akakai Kaliti sub city Administration Education Office 2016/17 statistical information, the total population of students of both government and non government schools from the very pre-regular (kindergarten) up to secondary education- (grade 12) level has been Male 24089, Female 26,275, Total 50364. Number of teachers in the secondary and preparatory was Male 504, Female 131 and total 635 where the number of supportive workers similarly in the 13 secondary and preparatory schools was Male 177 Female 152 and Total 329.

The Federal education and training policy (1994:2) clearly stated about the national education problems as follows: “to date it is known that our country’s education is complicated situation with complex problems of relevance, quality, accessibility and equity.”

As the existing reality showed education institutions are expanding from the kindergarten up to higher education level. The number of students is also increasing from year to year as indicated

in the background part of the paper there were various factors that threat the practices and process And without denying the question of quality education is becoming critical and central issue that needs due strong attention to work hard through continues research findings to overcome those complicated and challenging situations for the success of all students who learn in all types of schools. In regard, Battle & Lewis, (2002) in Farooq (et al.) (2011) described education as follows:

The quality of students' academic performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). The formal investigation about the role of these demographic factors include age, gender, geographical belongingness, Ethnicity, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations. These are usually discussed under the umbrella of demography (Ballatine, 1993).

In a broader context, unfortunately, defining and measuring the quality of education is not a simple issue and the complexity of this process increases due to the changing values of quality attributes associated with the different stakeholders' view point (Blevins, 2009; Parri, 2006). 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 (Adams, 1999). The low socioeconomic status causes environmental deficiencies which results in low self esteem of students (US Department of Education, 2003).

Dronkers and Robert (2003:13) also stated: "The effectiveness of public and private schools has been the topic of a large number of studies in educational sciences, sociology and economics, not only in our country but also in the USA and Europe."

In this study, the distinction between public owned and funded schools (often religious schools) and private owned and funded schools is especially important. Firstly, because in many countries these three types of schools exist alongside each other, especially in Europe where this was the unintended outcome of the 19th century struggle between the state and the church (es). Secondly, The functions of these three types of schools differ strongly, whether this is along social, cultural, religious or ethnic lines. Thirdly, the distinction between owned and public funded schools, also relates to current policy debates about organizing and financing collective goods like education.

Although there are many exceptions, the general trend of this research on the effectiveness of private and public schools can be summarized as follows: private but public funded schools (often religious schools) are more effective in cognitive outcomes than public owned and public funded schools, even after controlling for social and cultural composition of these schools: private owned and private funded schools are less effective in cognitive outcomes than public owned and public funded schools, but only after controlling for the social and cultural composition of these schools.

Marc and Chan (2015:7) private high school students scored significantly higher than public school students on reading, mathematics, and science assessments at age 15 and by age 23, had higher levels of educational attainment. Two factors consistently accounted for the differences in academic outcomes between public and private sector students: socio-economic characteristics and peers. Students who attended private high schools were more likely to have school peers with university-educated parents. Private schools were concentrated in certain provinces (and thus must follow the provincial curriculum in order to grant provincially recognized high school diplomas), but had resources and practices similar to those of public schools. the province of school attendance accounted for a substantial portion of the difference in academic outcomes measured in high school (test scores and high school graduation rates), but generally, not at the post secondary level school resources and practices played little to no role in accounting for the differences in academic outcomes.

Academic achievement of students' is the most indicator of the quality of a country's educational system. Therefore, in different countries and at different times, various studies have been carried out to identify factors which significantly affect students' academic performance. The cognitive achievement of African students is low by world standards and evidence reveal that it declines

via time in recent years. Accordingly, the restoration and clarification of standards of academic performance are key to improving the quality of education at all level (World Bank, 1988: 33).

There is evidence that the connection between SES and cognitive performance applies to many societies. Mpfu & Van de Vijver (2000) found that among Zimbabwean children social class predicted the frequency with which children used taxonomic rather than functional classification strategies. In their cross cultural review Bradley and colleagues (1996) found that SES indicators were strongly related to cognitive development from infancy through middle childhood. Evidence suggests a particularly strong relation between SES and verbal skills (Mercy & Steelman 1982). Hart & Risley (1995) found major differences in the language proficiency of children from high-SES and low-SES families. Hoff-Ginsberg (1991) also found substantial SES differences in language performance for children, beginning early in life.

For over 70 years findings on the relationship between SES and intellectual/academic competence has accumulated. McCall (1981) presented evidence that the association between SES and cognitive performance begins in infancy. Numerous studies have documented that poverty and low parental education are associated with lower levels of school achievement and IQ later in childhood (Alexander et al. 1993, Bloom 1964, Duncan et al. 1994, Escalona 1982, Hess et al. 1982, Pianta et al. 1990, Walberg & Marjori banks 1976, Zill et al. 1995). Kennedy and colleagues (1963) reported results from a random sample of first- through sixth grade African American children selected to represent African Americans living in the southeastern United States. The mean IQ of the highest SES group was 25 points higher than the mean of the lowest SES group. (BRADLEY and CORWYN...(2002)

Coombs (1985:117) stresses the importance of physical and human conditions of schools to enhance the quality of education as follow. The quality of education and learning achievement of students depends heavily on number of factors. The quality of educational institution can be viewed as the relevance of what taught and learned. That is, to what extent it fits the present learning needs of particular learner in question given their particular circumstance and prospects.

Bishop (1994: 45-46) in his studies of school performance reveal that, family, environment, peer, group and personality of the students are the most important factor in determining students' learning capacity. Most of the studies on factors that affect academic achievements have been conducted in economically developed countries. However, it will also be beneficial to examine

the impact of different types of variables and how they influence the academic performance of students particularly in preparatory schools in developing country like Ethiopia.

MelakuTesfa (n.d.) explained about his findings as follow. The mean score for students who studied in private schools was significantly higher than the mean score for students who studied in government funded high schools only for the entrance exam score. The findings of this study also showed that private school students' achievement was found to be higher than government school students. This result may be due to the fact that private schools in Ethiopia has better facilities in terms of teaching materials and teacher`s quality. These results are similar to Jimenez and Lockheed`s (1995) comparative study on private and public secondary education students in 5 developing countries. Which concluded that private education students out performed than public school students on standardized exams and that private education was better resourced and more organized providing students with more efficiently delivered instruction.

According to Melaku Tesfa (n.d.),

It is a well known fact that education plays significant roles in securing the rights of citizens by ensuring equity, equality and justice for citizens on the overall economic development of a country realized through education. Quality education as an opportunity for all is essential for nation`s development and to secure peace and security. Hence, many countries are working to offer better education for all. Considering that high school GPA, university entrance examination scores are very important criteria for admission to higher education and therefore have serious consequences for students.

It is therefore worth looking into the predictive validity of preparatory GPA in the Ethiopian context to university academic performance.

The starting point for school choice is the availability of private schooling. School choice believed to increase the efficiency of educational services by encouraging competition and sharpening innovations in the sector on top of that; it will help to strengthen public private partnership to supplement the limited government capacity to expand educational opportunities and better target public subsidies to the poor. Many economists also think that school choice will bring about consumer satisfaction and could be regarded as the best measure of a product's quality. The 1994 Education and training policy of Ethiopia also claim to establish conditions to

encourage and support private investment in education. However, there is a view that its implementation has problems and little has been achieved in this direction. (Birhanu, 2003).

Other barriers to private investment in education in Addis Ababa were related to difficulties in obtaining school land, poor credit opportunities, excessive bureaucratic interferences and delays in responding to outstanding issues of the sector. In view of the high capital and operating costs required for effective functioning of the education system, it has been found that access to land and financial sources are extremely difficult and discouraging for many who wish to invest in the education sector, particularly at the secondary level. Legal and regulatory mechanisms, as well as the structure for incentives, were also reported to be less consistent and in nature. Despite the constraints result the present trend shows that the demand for private schooling substantially exceeds supply as a result of which the number of private schools and enrollment has been rising rapidly over the last ten years. In 2012 the number of privately owned and managed schools in Addis Ababa accounted for 98,78,53,41, and 67 percent of the total schools in the city at pre primary, primary secondary, technical and vocational and college levels, respectively, compared to almost nil in 1994. Parents have showed a reasonable degree of satisfaction in student performance, safety, and discipline and school climate in private schooling. In spite of this rapid growth, however, there seems to exist an unmet demand for private education as evidenced by a long waiting list for admission, indicating a universal desire of parents for private schooling. The rating appeared to be number one choice for the majority of parents under the survey. (Birhanu, 2003).

In fact these private schools vary with respect to academic quality, resources and pricing ranging from the successful ones to those which are likely to survive in business and management terms. Administratively, most private schools tend to be more flexible and do not suffer from heavy and excessive bureaucratic administrations like government-led schools do. It was also found that most private schools operate at a level of quality superior to or better than government-led schools and seem to be even cost effective in financial terms. The willingness of parents to pay for a quality education service was found high, but variations in school attributes, proximity, limited admissions and fees are factors which affect whether or not parents send their children to private schools. Thus, private school utilization tends to increase with income level rather than other factors. However, though no serious there is an ideological impediment to the expansion of private schools from certain interest groups, stemming out of the fear that the state will forget its prime responsibility. Parents and students also have a fear that if the ethics of a free market

is pursued, school fees may be raised beyond reasonable price and the venture could be turned in to exploitative practices. They mentioned the recent student protest against Unity College who raised school fee without prior notice to users. (Birhanu Seboka.: 2003) p2

The educational policies and practices exercised over the years are the main reasons for the crisis of education in Ethiopia. In view of the disappointing record of the education system in Ethiopia, some educational thinkers relate the failure with the process of policy formulation. Tekeste (1990), argues that the Ethiopian education policies have always been formulated ‘behind a closed door’ referring to a practice once contributed to a social upheaval (the Education Sector Review); and Seyoum (1996), has reached a conclusion that, attempts at the process of policy making in education has been “a top down approach” rather than a “a bottom up approach” in which the interest of the needs and interests of the beneficiaries were not fully addressed. From the conclusions one can infer that the process of educational policy formulation, broad participation of stake holders was missing. In response to the problems, the 1994 Education and Training Policy and the subsequent Education Strategy and Sector Development Plans have acknowledged and realize the need for public- private partnership and collaborative effort to enhance the delivery of quality, responsive, and efficient educational service managed under a decentralized system of administration. In the 1994 TGE policy, it is stated: “The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions.” (Birhanu, 2003:...)

Overview of the Research Area

Akaki Kaliti sub city is situated in the southern part of Addis Ababa. Currently the total population size of the sub city is 181,202 out of which 88,676 are male and 92,526 are female. The total area of the sub city is also 12347.70 hectare. Since its establishment the old Town (Akaki) has been the hub of industries of the city in particular and the nation in general. The area is expansion zone for the city. High demand for school children from the people currently the question of quality education is also strong.

There is also issue about academic performance status difference between government & private schools

Hence the researcher aimed to conduct investigation on the indicated title of the study. Why? Because, as far as observation experience and statistical evidences were also concerned, the gap

between the academic performance of grade 12 students of government and private schools was large. It is clear that huge money and building capital, man power, and material resource is required to invest and fulfill all other necessary inputs for facilitating teaching learning process for all school type students to be effective and efficient.

According to the Federal Democratic Republic of Ethiopian government communication affairs office(2016:333) it was MOE that got the budget allocation birr, 3,36342,44,50 for 2016 relatively among which it is maximum or the highest as compared to the share of other ministries which are listed in the document. Comparatively, it is possible to say this amount of budget is higher although education requires more than this. Annually, all primary as well as secondary and preparatory government schools have been provided with additional support like school grant budget and partially RBA is budgeted for schools in order to capacitate schools to improve the academic performance of students.

Despite all these supports, government schools have yet a very long way to go in terms of uplifting the academic performances of their students to the required level.

1.2. Statement of the Problem

Comparative study of public versus private schools and their effectiveness has been the topic of many studies. (Journal of education and practice... vol. 5 no. 9 2014)

Academic achievement of students is measured by how students score at least the minimum requirement of the standard at different level. Though this is not the only means which indicate the performance of students, the result in numeric helps to determine which students pass to the next step with regard to this point, when the result of grade 12 students of the two governmental and two private preparatory schools compared, there is a large gap in their academic performance.

Because of numerous education threatening variables, it may not be easy to conclude as the national examination is the only means to compare students' academic performance. But some data can give due to check. For instance, as indication it is comparatively possible to see the one year i.e. 2014 statistical evidence extracted from Akaki Kaliti Education office showed only 49.5% of grade 12 government school students promoted where as 99.3% of students of Ethio Biherawi school passed to higher education institution from the private schools side. The range is 49.8% the gap is very wide.

In addition, as the two consecutive academic years i.e. 2014 and 2015 annual Education Magazines of Addis Ababa City Government Education Bureau entitled as "IWQET" (Amharic) showed each year 30 Grade 12 completed and out performed students were acknowledged via different incentives.

Among 30 students totally from 17(100%) who were awarded by the education bureau in 2014, only 3(10%) were from government preparatory schools where 27 /90%/ students were from 14 private and other non government preparatory schools, Out of 17(100%) competed schools, it was only 3(10%) schools have been government owned schools where as 14(82.3%) were private and other non-government schools.

Similarly in 2015 the bureau also awarded totally 30 students from 11 government and private owned schools among which 28/93.3%/ students were from 9 private sector but 2(6.6%) were from government owned schools. The result of government owned schools was very low as compared to the private ones. The gap in between the number of awarded students of governmental and private schools ranges about 86.7% which is very wide.

In 2016 The City Administration Education Bureau as usual rewarded 62 better achiever students from 25 preparatory schools. Accordingly, 58(93.55%) awardees were from the non public owned schools and only 4 students (6.45%) were from two government preparatory schools.

For triangulation purpose the researcher also tried to see the comparative data of Nefas Silk Lafto sub city administration education office. It is presented as follow. Out of 1789 grade 12 students who took the higher education entrance examination in 2015, 269 students scored less than 250 and 1520/85% scored above 250, out of 2006 students of private schools only 26/1.3% students got less than 250, 1980(98.7%) of students scored above 250 (Source Nifas Silk Lafto sub city administration education office (2016) annual abstract.

Frnsis Ndaji (etal) (2016) conducted a research on a comparison of academic achievement in independent and state schools in England. They concluded that independent schools had higher average scores than state schools in England. They concluded that independent schools had higher average scores than state schools in all the subjects included in the study and in the average of best 8 subjects.

In addition Gloria Kivenule(2015) conducted research on a comparative study between public and private secondary schools in Tanzania. This researcher concluded that private schools perform better than public secondary schools due to their recruitment of competent teachers, good pay for their teachers, making availability of teaching and learning resources.

Birhanu Seboka (2003) conducted a study on school choice and policy responses a comparative content between private and public schools in urban Ethiopia. He revealed that the existing private education sector in Addis Ababa emerged in response to excess demand for quality education.

Concerning the uniqueness of this research topic and findings, the researcher has the belief no one deny that many of education researches rely on one another maybe because of the peculiar characteristics of the sector. Therefore, this study may share some common areas or issues. Nevertheless, the study has its own difference from those earlier studies among which the following could be clearly stated.

- Firstly, comparatively it focused particularly on the academic performance of grade 12 students in Akaki Kaliti sub city..
- Secondly, the researcher could not come across such conducted comparative study topic regarding the performance of grade 12 students in the study area.
- Thirdly, the study assessed not only the national examination but also school based students' result from rosters.
- Fourthly, the study did not depend only on the evidences of the study area but tried to triangulate about what the academic status of grade 12 students of governmental and private preparatory schools looks like in some other sub cities (Nefas Silk and Kerkos as indicated parties)

- Fifthly, the types of study participants also may make the research different that it involved six kinds of stakeholders of education such as PSTA members, principals, vice principals, teachers, students, professional and supervisors head of departments and guidance and counselors
- Sixthly, the study also incorporated tangible comparative evidences not only from the schools and the sub cities education offices but also from Addis Ababa city Government education bureau

In general the study focused moreover on the quality of the students' learning and academic performance.

In light of the above facts, it is worthy of wondering what possible factors could cause such a wide gap in students academic performance in the two types of schools. This has been what the researcher was inspired and set out to conduct the study.

1.3. Research Questions

Basic questions

The study will attempt to answer the following basic questions:

1. What is the academic performance status of grade 12 students' of government & private preparatory schools?
2. What are the major factors that affect and make different the academic result of grade 12 students of government and private preparatory schools in Akaki Kaliti sub city administration?
3. Is there statistically significant difference between government and private preparatory schools in the academic performance of students in Akaki Kaliti Sub city administration?

1.4. Objective of the Study

1.4.1. General Objectives

The general objective of the study is to identify the academic performance status of grade 12 students and factors affecting it in Government preparatory schools as compare to private owned schools in Akaki Kaliti sub city administration.

1.4.2. Specific Objectives of the Study

The specific objectives of the study are:

- To find out factors that affect students' academic performance of grade 12 students of governmental schools as compared to private schools.
- To forward some possible solutions and recommend that may contribute to curve the existing feature

1.5. Significance of the Study

The researcher strongly believed that the result of this study has the following significance: It showed the level of students' academic performance and factors affecting it in government and private preparatory schools. The paper may also help both types of schools to enhance their mutual cooperation and partnership by sharing best experience from each other. It can ultimately help students to get quality education. In addition it will support principals and supervisors in providing the necessary opportunity of information to take corrective measure to narrow the gap between the academic results of students of both types of schools. The study may help teachers to undertake self assessment regarding their usual teaching method such as participatory approach and continuous assessment. It can also help students to understand issues related to the factors that affect their performance and resist accordingly for their success.

The paper may also provide education experts and planners and researchers to revise curriculum. The importance of the study may not be limited only to the preparatory schools under the study but, it is still the belief of the researcher that every teachers, learners, and decision makers may benefit a lot from it in order to give due attention to see the distinction and

work more basically on government school in order to make them coup up. The study paper may also pave the way to further study in the area. Therefore, the research findings will have multi-dimensional significances. The researcher's cognitive attitude and skill of conducting further investigation can also be developed.

The society at large will hopefully benefit from the result of the study in that it can serve as a wakeup call for all stakeholders to work hand-in-hand towards narrowing the performance gap of both types of schools and eventually quality would prevail.

1.6. Delimitation of the Study

In Addis Ababa city administration, there are ten sub cities. But, this study is delimited to one sub city (i.e., Akaki kality sub city). In this sub city, there are three government preparatory schools these are DerartuTulu, Fitaworari Abayineh and Bulbula where as school of Aygoda and Ethio-Beherwi are the two private owned preparatory schools which are selected for the study. And in addition Akaki Adventist and Lesperance secondary and preparatory schools are other non government schools.

Therefore, the two government preparatory schools and two private preparatory schools mentioned in the above are included in the study considering that their number is manageable to study the issue under investigation. Delimiting the study area also has benefits and reasons. One of the reasons is that the researcher has long experience as a teacher and currently serving a supervisor in that specific area for more than 26 years and he observed, currently there was a great gap between students` academic performance of government and private preparatory schools. This helped the researcher to have better background information on the study area and could get rich and depth data from the participants. Above all, the researcher have gotten better support from the school principals and teachers found in the selected study schools due to work experience and familiarity with the environment. So, all these could enable the researcher to make the study more manageable and feasible with the given time frame.

1.7. Limitation of the Study

The study attempted to investigate about the status of academic performance and distinction between grade 12 students of government and private and preparatory schools and practices and challenging factors in Akaki Kaliti sub city administration.

The researcher faced so many problems among which lack of inadequate recent and up to date mainly locally related written references in Ethiopian context. Some respondents mainly who had been interviewed were reluctant to be recorded and photographed. Shortage of time why because this study has been conducted side by side with the researchers` regular job. Although respondents were will to respond there was dalliance to giving the questionnaire back. Schools where the study has been conducted are apart in their site. Hence it was difficult to go frequently to communicate and collect to data. Principals were fully busy to discuss with them in time. This was another problem that threats the researcher. Some respondents even gave the questionnaire paper empty with unreadable handwriting for open – ended response.

1.8. Operational Definition of key Terms

Academic Performance: the ability to perform or achieve well in a formal academic learning

Guidance: a professional person who gives or offers help to other persons in making choice and adjustment and in solving problem.

Private schools- “(sometimes, known as non public schools)” As Hamid (Dr) wrote in his paper entitled as private schooling (2015) USA

Preparatory school: (grade 11-12 is school that prepares students for entry of college, universities often with academic requirements for entry of after completing grade 10 (grade 11 and12), in Ethiopian context.

Government/Public School: these are schools directly owned by the State.

1.9. Organization of the Study

The study has been organized in five chapters. The first chapter consisted of the introduction part including background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational or definition of key terms and organization of the study. Chapter two with the review of related literature. The third chapter will present the research design and methodology. Chapter four contained data analysis and presentation. The fifth chapter also contained summary, conclusions, and recommendations. Finally references and references are attached at the last part of the study report.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

2.1. Human Factors

2.1.1. Supervision

The term ‘supervision and support services’ should be understood as covering all those services whose function is to inspect, control, evaluate and/or advise, and support school heads and teachers.....External supervision and support, that is to say on the work of supervisors, advisors, counselors, etc, located outside the school, at local, regional or central levels. A common characteristic of all these officers is that regular visits of schools are an essential part of their mandate. (Carron and De Grauwe, October 1997)(p.1.)

Supervision in the managerial context is the provision of day to day guidance, and direction to operations of any system. Educational supervision is an important aspect of educational management. It is envisaged as democratic educational leadership that may seek the participation of all concerned in all spheres of the educational establishment. Supervision serves for decision making, planning and development of objectives and teaching strategies. Moreover, it is an effort to serve the beneficiaries (students), through the continuous improvement of the teaching learning process. It is also a service oriented function to maintain and improve the instructional and administrative activities in the schools .it is working with teacher colleagues in a supportive and helpful manner to provide advice and counsel on educational issues. Furthermore, supervision is assumed to assist with the improvement in the quality of performance of the students, it is a systematic monitoring instrument of the instructional process in the schools, by guiding teachers to achieve higher standards of teaching, and by evaluating “objectively” the teaching–learning process and providing feedback for continued improvement. (USAID/AED/BESO 11 project & MOE Ethiopia) p.2

Supervision in the past has often been neglected or limited to routine inspection. Frequently, it has been little more than trouble shooting. it is no surprise to find great diversity among the practices employed by administrative supervisors in the effort to improve pupil learning and stimulate teacher growth. When we interpret supervision as essentially a guidance process, the meaning and uses of communication as an administrative technique become clear. Supervision is

"The prime means of improving people. And people are improved most effectively by a process of learning. (Hilina Asefa: 2011)

Yes, the researcher also has strong belief that the message is logically acceptable. Nevertheless according to the context of Addis Ababa Education Bureau Supervision program, the existing reality doesn't match or go with the above explanation. Because, there is one big question and agreement up on which all supervisors and some other genuine education experts raise as the program doesn't work. It is not to blame but Addis Ababa Administration Education Bureau declared newly that supervision should be practiced in such way that each supervisor has to conduct clinical supervision for 200 teachers three times which covers 600 hours in which totally a supervisor has obligation to practice pre and post and clinical supervision by investing 1:12 hour for a single teachers this in other way means $200 \times 3 = 600 \times 72$ minutes (one period) = 43,200 minutes = 720 hours per a year From this, one can understand a given supervisor can't exercise his/her part in depth along side with the follow up and support schools principals. This is of course without forgetting other integrated education office activities to be covered.

2.1.2 School Leaderships

... Is especially helpful in understanding the relationship of motivation to effective leadership and school goals because it address the principal's motivation to become effective leaders as well as the student's motivation to learn. They describe four stages that principals go through in the process of becoming more and more effective as school leaders.

The first and least effective stage administrators are characterized by the principals desire simply to run a smooth relationship. **At the second stage** humanitarian, principals focus primarily on goals that cultivated good interpersonal relation, especially among school staff. Principals **at the third stage** program manager, perceives interpersonal relations as an avenue for achieving school-level goals that stress educational achievement. **At the fourth stage**, systematic problem solver, principals become devoted to a legitimate, comprehensive set of goals for students and seek out the most effective means for their achievement.

Highly effective principals seek out opportunities to asked about participatory on planning clarity goals with staff, students, parents and other relevant members of the school community. Highly effective principals appear to understand that school improvement goals will only direct the

actions of staff, student and others to the extent that these people also adopt them as their own. As Leith Wood and Montgomery commented in (1984)

The school administrator plays a vital role in establishing and in structuring the educational situations in which teachers work. This role is a complex of many different roles, but multiple roles do not necessarily conflict. How thoroughly the administrator has understood and accepted his general role determines his professional usefulness.

Those who undertake to organize, direct and supervise programs in education must have special qualities of leadership. Their function, broadly speaking, is to further efficient learning and teaching; they have the responsibility for establishing and maintaining the most favorable working conditions for all. Leaders should know what is expected of them. They should check their results and practice follow up without conveying the impression of spying. The leader's assignment is to get things done through the effort of others. How well the school administrator carries out his duties depends upon his ability to work constructively with people, namely, how versatile he is in dealing with the diverse human relations inside and outside the school.

Guidance minded administrators understand well the value of earning and holding the respect and good will of their co-workers .they realize that their success or failure is determined by the number of people who have confidence in them and their work. The administrator must have at his command suitable techniques of human communication and have insight into their purposes if such techniques are to be used. Staff members do not always understand the variety of interrelated factors that makes up the total administrative picture of a school in operation, and it is impractical simply to assume that they do understand. Staff members differ in the amount of empathy they have as much as they do in numerous other ways.

Often the administrator himself is not certain as to what his teachers really want from their jobs. When this happens, difficulties are created through lack of mutual understanding of a common purpose. Friction is generated and feelings are hurt. Morale is lowered when individuals find themselves working at cross purposes. As a consequence, the administrative supervisor's task of selecting and providing appropriate incentives for bringing out the best in the staff members is magnified. Incentives such as sound and fair promotional policies, genuine recognition of worth, and opportunities for relaxation and recreation lose in attractiveness and pulling power. Time, money, and talent are wasted instead of being employed wisely in advancing the best

interests of the students and everyone else. In the words of Franseth; 8 "Leadership is manifested in the attitude that everyone should take part in group actions."

The role of head teachers is one of the factors in the success or failure of the education system at school level. Head teachers play an important role in financial administration and staff management. In Malaysia, the head teacher and assistant head teacher play vital roles in the Management and administration of financial and material resources (Kandasany and Blaton 2004:46_47). Head teachers are very important for improving teacher management and teacher motivation and for improving student's achievement (Mpoksa and Ndaruhutse 2008:11) (Workineh Abebe, Nov. 2012)

2.1.3. Teachers

Teacher Characteristics and Academic Performance.

Teachers' quality is the most important school factor affecting students' achievement. There is overwhelming evidence that high quality schools with strong teachers' understand the dynamics of poverty can overcome obstacles and help students' academic achievement. To properly prepare for college, students need teachers who foster positive relationships, provide high-level instruction in challenging courses, and have high expectations for their achievement. To accomplish this, teachers must be equipped with knowledge of their subject matter, strong classroom management skills, understanding of students' development, and understanding of the social and cultural realities of their students and the communities in which they live, and a clear belief that all students can and will learn. It is very challenging for high-poverty schools to recruit and retain well-qualified, experienced teachers. High percentage of novice teachers limit opportunities for mentorship and growth. New teachers are still developing their classroom management skills and their ability to foster higher-order thinking among students. Teachers must master a variety of perspectives and strategies and be flexible in their application. Success requires the following ingredients: Professional knowledge and skills, Commitment, motivation, and caring. Effective teachers have good command of their subject matter and a solid core of teaching skills (Naasp, 1997)

Thinking skills: effective teachers model and communicate good thinking skills, especially critical thinking, which involves thinking effectively and productively and evaluating the evidence (Bonney and Stenberg, 2011)

Competent teachers have a good understanding of children's development and know how to create instruction materials appropriate for their development levels (Bredekamp 2011; NAEYC, 2009)

Motivational skills:- Effective teachers have good strategies for helping students become self-motivated and take responsibility for their learning (Anderan and Dawson, 2011) characteristics of best teachers having a sense of humor, make the class interesting, have knowledge of their subjects. Explain things clearly, spend time to help students. Goal setting and instructional planning; Whether construction s ; st or more traditional, effective teachers don't just wing it in the classroom they set high goals for their teaching and organize plans for reaching those goals (Anderan & Dawson, 2011).

Effective teachers have subject- matter competence, use effective instructional strategies, engage In good thinking skills and guide students in developing these thinking skills, pay more than lip service to individual variations, work with diverse ethnic and cultural groups, and have skills in the following areas; goal setting and planning developmentally appropriate teaching practices, classroom management, motivation, communication, assessment, and technology. Being effective teacher also requires commitment and motivation. This includes having a good attitude and caring about students. It is easy for teachers to get into a rut and develop a negative attitude, but students pick up on this and it can harm their learning.

Better teacher you become, the more rewording your work will be and the more respect and success you achieve in the eyes of your students the better you will feel about your commitment to teaching. With that in mind, stop for a moment and think about the images you have of your own former teachers, some of teachers likely were outstanding and left you with a very positive image characteristics secondary preparatory school students most frequently attributed to their worst teachers were having a boring class, not explaining things clearly, and showing favoritism. These characteristics and others that reflect student images of their best and worst teachers are shown. Best teachers have a sense of humor but worst teacher are Adult/ have a boring class, Santrok (2010).

Schools have the important task of preserving traditions that are good for their country. To do this successfully teachers will have to do much thinking. They have to decide not only what old customs are worth preserving but also which of the new influences are to be accepted or rejected.

By no means all the new ways of life are good. Some of them are doing harm and should be rejected if African children are to grow up in healthy-minded society. (EB CASTLE 1968)

Every School Learner, from his beginning days in first grade until high school graduation twelve Years later makes a long series of adjustments between the whole unique personality he is and the program of the school. Each girl and boy is seeking to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, an increased participation in social groups and such other characteristics as enhance personality. At the same time through its curriculum, the school is attempting to develop this person into as efficient a learner in the realms of modern living as the capacities of the girl or the boy permit. Since the school represents society at large the learners adjustment problems can be regarded as one phase in the development of growing individuals and, hence of the society. Broadly speaking the consideration of personality and learners adjustment problems may be considered as the daily interaction between the particular developmental strivings of this girl or boy and the general education program of the school. Although in many instances modern schools have accepted responsibility for adjusting their programs to the diverse needs of individual learners, the discussion in this chapter is concerned primarily with the kinds of personal psychological adjustments the individual makes while under the guidance of teachers and other members of the school staff.

Give help at the right time. Help is sometimes given too early as long as the child is trying; it is a good general rule to hold help in abeyance. Let him battle when he has a chance to win a victory over circumstances and self. Each victory leaves him stronger for future trials. He gains by acquiring the habit of extending himself to master his school tasks. At the beginning of new learning, he will need much help in order to understand what he is to do and how to go about doing he needs the experience of working on his own, for the sake of his growth in self direction.

Good teachers do not ask the impossible of a child. What they ask may on occasion seem impossible to him. He learns by experience that, when a thing seems impossible to do, the truth often is that one has simply not yet found the way to do it. School work brings many tasks that at first seem too great to the pupil, but it also brings opportunities for the experiences that lead to mastery, provided one applies himself with vigor and intelligence. Nothing is like the thrill pupils experience when their performance has proved to them that they have learned something they didn't believe they could. This is an advance in their quest of identity.

The teacher who has come to value the pupil as a person, and not see him as a statistic, has taken the first long step toward becoming a clear-eyed observer of pupil behavior. The choice of apt teaching procedures depends upon how well we observe pupils in action in their school environment. By continued and discriminating observation, we collect the pieces that make up the factual picture in to which our teaching procedures are to be fitted. Observation is more than simply looking and hearing. To be a good observer one must know what to look and listen for. Giving help at the right time thus depends upon how the teacher will have observed the various manifestations of the trends in the child's adjustive behavior.

The progressive education believes in group activities to which members of the group extend and share. But these activities are to be so organized that by participation in them each member grows personally and socially. Hence all the activities in the classroom are centered towards the individual as an organized personality. The methods of the classroom are socialized and each individual is trained in to collective procedures which are considered as the truly democratic method of protecting individual interests. Therefore, conference, cancellation, planning and participation are emphasized as teaching procedures which stimulate maximum learning.

Thus the progressive education follows an experiential and social methodology. The pupils are given various opportunities to experience things, situations of emotional, social, aesthetic practical nature. They are encouraged to express themselves in verbal ways. All these experiences should be within their reach. The principle underlining the progressive method is that active participation in various life activities can develop significant integrated personality. The progressive education regards learning as "one whole experience, a single thing that branches and grows" hence the "whole ness of method" is the basis of progressive learning.

Teachers should encourage students to actively participate during classroom interaction. In other words, teachers' behavior is one of the most influential social factors which were found to determine the participation behavior of students in classroom so scholars such as Sadker and Sadker in Slavin (1994) pointed out that teachers show biases in classroom especially in gender thus, mainly scholars argue that teachers fail that to create equal opportunities genuine interaction in their classroom.

We believe that many things are important for good school: curriculum is important; parental involvement is important, having a clean, safe building is important as the teacher and what the

person knows, believes and can do,” Saphier and his friends stated in their book, the skillful teacher. The importance of a good teacher is timeless issue in the history of mankind. Teachers are agents for society’s improvement. Research indicates that most civilizations of the world depend on not the works of politicians, doctors, engineers, and the like but on that of teachers. This is definitely proved in the works of the three great teachers in history: Socrates, Plato and

Aristotle. The civilization of the ancient Greek in science, art, literature and the like is totally attributed to the teachings of these teachers. It is usually said that the greatest teacher among the three, Socrates who lived about 400 years before Christ once used to search a pupil with great mind. After searching for long, he was able to get Plato, a pupil with a big mind. Likewise, after being well cultivated by his tutor, Socrates, he became a teacher to Aristotle. Then Aristotle on his part pursued training Alexander the great with the philosophy that had begun in the mind of Socrates and passed to him through Plato. Next, Alexander the great through his strategic leadership transformed the Greek. Then the Modern Greek became the agent in leading world’s civilization. Hence, it is appropriate to deduce that these teachers left lasting legacies that brought great influence on the entire world supporting this view, in one of his articles, Mark F. Goldberg stated, “Great teachers remain intellectually alive and open to responsible change grounded in theory, research, and practice,” (source, The Ethiopian herald)

Some people think teachers’ colleges should produce fully trained teachers at the end of the course. This is not what colleges do, or claim to do. They lay foundations up on which the young teacher can build. It is during the next five or ten years of teaching that he will complete for himself what the college began to do for him. Only in school can he get the experience that counts. Visual aids are used in schools to give meaning to words. A word description of a terraced hillside or of a desert or an elephant or pineapple is always made more real if we are helped by a picture of the real thing, or better still by seeing the thing itself. Hence visual aids are aids to understanding. When learning a language there is a danger that children will merely substitute a word in their own language for a word in the new language. This is the result of bad teaching. The word in the new language should immediately bring to mind a picture of the real thing, not the sound of another word. For example, if the teacher uses the word ‘banana’ his pupils should think of an actual banana, not of another word for it. This is why all modern courses in English are well illustrated with pictures. Books on geography, rural science and history also use pictures and diagrams as visual aids to understanding. (EB CASTLE 1968) p-89-90. Here the researcher also strongly share teaching aid is important and a must. Why because, it

helps teachers not to exert much energy by talking. students may capture the lesson soon and retain what they learned.

A teacher should be a person of good character---a man or woman who respects truth, who is sincere in word and act, who likes people and especially children, and whose personal life sets a good example to his pupils. He should have a sense of humor; which means that he can laugh at himself and that the children will laugh with him. These qualities of character are the solid foundation of the good teacher's work. Parents will feel that their children are safe in the care of such a person. (E.B CASTLE: 1968) p.75

By the days of Montessori, psychology had grown in to an independent branch of science in laboratories. According to her, knowledge of experimental psychology is essential for a teacher in the successful performance of his duties. The Montessori Method of teaching cannot be practiced without a thorough knowledge of psychology. With a deep psychological insight the teacher would easily understand when he is to interfere in the pupil's behavior in order to make the response satisfying. Moreover, differential distribution of teachers attention might help to produce particular forms of under achievement among girls is more plausible (Chauhan, 1992)

Teachers' qualifications in all the surveyed private schools were found to be comparable to the government schools and fall within the ministry's standard as indicated by 90 percent of the respondents. In rare cases one can find over qualified teachers in private schools, holding for example second degree at the primary level. (Birhanu Seboka: 2003)p.19 but as the study of this paper shows, All including the principals and teachers of private school have no qualification of second degree but commitment

As regard to experience, teachers in government schools tend to have longer experience compared to private schools. Age wise, private schools tend to have younger age group than government schools. (Birhanu Seboka: 2003) p.19 from the observation experience point of view Currently the age of most of teachers in the government schools are also relatively young as the reality shows.

According to EB CASTLE (1968) P.17 In approaching their task teachers should be guided by three simple principles: First: that education should prepare for life; Second: that to apply this principle today it is not necessary to preserve all the old ways and attitudes; Third: that teachers

should not just imitate the old ways but should use the idea behind them to develop new and better practices suitable for the children of today.

Teachers' Turnover

All organizational institutions to carry out their activities and achieve their goals and objectives should have human, material and financial resource. Among this resources, the human resource is the most fundamental and decision asset. This is due to the fact that human resource mobilizes and organizes the other resources (material and financial) to realize the organizational goals and objectives. Thus, proper human resource administration in an organizational set up is a pre request to meet intended objectives (Wossenu, 2001, P.47). For schools human resource is the most important input as well as asset. This is because the effectiveness of the school in achieving its objectives largely depends on qualified and competent teachers(Otto and Sunder,1964, P.25).

The teachers are the key personnel in an education al system because they play a major role in the delivery of quality education. As Ayalew(2009,P.1103) pointed out, teachers play decisive n role in the fulfillment of educational goals. Whatever curriculum Change is introduced and whatever reforms are made all will be of little or no avail without qualified and committed teachers. Thus, every educational system should strive to attract and retain qualified people and provide them with the best possible working conditions and material incentive s that will satisfy their needs. However for various reasons, teachers leave schools causing staffing problem that affects the qualityof education. The subsequent turnover of teachers would lead many school systems to resort to lowering standards to fill teaching opening. This in return results in high number of under qualified teachers and lower school performance (Ingersoll, 2000, p.2). Turnover occurs when people leave their jobs. There are two components of teachers turn over one is when teachers leave the occupation of teaching altogether which is called attrition. The other is when teachers transfer or move to a different teaching job in another school which is called migration. However, from the point of view of the school administrators both have the same consequences because there is a decrease in a staff that must be replaced (Ingersoll, 2000:3). In number of factors can cause turnover including aspects of the job, the organization, the individual, the labor market and salary (Manhei and Jackson, 1997, P.75, Gonez _Majia et al, 2003: 305). The problem of high teacher turnover has its roots in reset history of the

development of education system in both the developing and developed countries. According to a study conducted by Ingersoll (2001), in the United States, almost one out of every two new teachers leaves the class room by the end of five years of teaching.

It is a fact that teachers being one of the major quality inputs, teacher turn over negatively affect the delivery of quality education. As Ingersoll (2001, P.2) explained turnover of teachers reduces the overall effectiveness of the school that leads to the deterioration of quality of learning. Since teachers are crucial to the success of students and the school, continuous turnover of teachers will obviously affect the students achievement and the overall school activities. This days the problem of teacher turn over, are not confined only to government secondary schools only. Private secondary schools also experience similar problems. The factors that cause teacher turn over at government and private secondary schools could not be identical. However, the problem persists. The few researches conducted so far in the area focused only on the government owned schools. Hence, there is a need for further research on the issue of turn over that includes government and private secondary schools. (Hilina Asefa; February 2011)

Yes it is true the turnover is high also in the sub city. For instance, as data taken from the sub city Education Office shows by the year 2008/16 53 First and second degree and 20 Diploma graduated totally 73 governments' school teachers left the teaching job. This number is not simple because, although the sector is responsible to employ and substitute by others, the process may take time to fulfill soon. It is possible to assume the teaching learning activity could be affected.

Absence or Presence of Female Teachers

One of the importance of students successful achievement is using the teacher as a source of both to find out the content of the subject and to cope up with the content matching students teacher gender, which may foster symbolic and supportive relationships between female staff and students with girls being inspired to achieve by role models in school activities (lock heed and lee, 1991).

Tietjen(1991) suggested that girls benefit more in schools when there are female teachers in additions, many researchers have shown that female teachers have positive impact on female students participation and performance (Okuni A & Tem beell t.1997).

The researcher has also the belief of the presence of female teachers can be cause of initiation not only for girls (female students) but also for the community to take or use them as their example and may support their female school children as better as possible but still the number of female teachers in the schools where the study took place is very few.

Peer Interaction and In Relation to Academic Performance

All adolescents don't have the same interest: their interest differs due to their intelligence, sex, the environment in which they live the interest of their families, & the interest that make adolescents to form a peer group with these interests are determinant factors for the type of interaction among the peer group (Wentzeri 1999).

Aspects of peer relationship also have been associated with motivational out comes being accepted by peers has been related positively to satisfaction with school and to pursuit goals of learn and to behave in socially appropriate ways. Having friends at school appears to supports involvement and engagement in

School related activities peers group membership has been linked to motivational orientation towards learning and achievement as well as academic effort (Wentzer; 1999).

Moreover, peers may also contribute to students achievement because they are one of the most powerful influences on their day to day behavior in school Gvay.F (1999) states that the quality of students relationships with their classmates is associated with achievement for instance, children who were rejected by their peers had lower academic achievement scores than more popular child it indicates that early peer rejection predicts decrease fin academic performance where as making new friends in classrooms was associated with gains in school performance.

2.1.4. Guidance and Counseling Service

Guidance and counselors are pivotal to the success of high school students. They assist students in cultivating their interests, as well as identifying academic strengths and areas for improvement. Further, guidance and counselors help students explore and select post secondary opportunities aligned with their interests and goals; this includes assessing their skills and readiness as well as explaining their financial options. For law income student's sufficient access to guidance and counselors can be the difference between having a plan and being lost following high school graduation. As with teachers, counselors must believe in student's potential in order

to provide appropriate guidance. Any bias or negative perception regarding differences, such as financial status or race will influence their work with students. To be effective counselors must demonstrate sensitivity to the experiences, values and norms of the students and families with whom the work. As advocates for the future success of their students, school counselors should work to address marginally, culture and power relationships that currently limit the schools effectiveness at support college preparedness.

Guidance and counseling are two closely interrelated concepts. Guidance refers to a broad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life.

Mutie and Ndombuki (1999) defined as a learning oriented process which occurs in an interactive relationship with the aim of helping the student of learn more about themselves.

Guidance and counseling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and society. In school, the programs assist students in harmonizing their abilities, interests and values and enable them to develop their full potential. It directs students on appropriate career and subject choices, solving discipline, education, social and psychological problems, and general adjustments to school life. (Cerado: 1996)

Guidance and counseling have great become extremely important in guiding students on the relationship between health and environment, self-earning skills, the knowledge and attitudes that lead success or failure in life. Effective counseling service should assist in improving the self- image of the students and facilitate better achievement in academic performance.

Guidance and counseling as integral part of the total education program it is needed continuously for secondary and preparatory school pupils there is more observed at particular stapes in the educational process.

It has been stressed throughout his book that the teacher's and the school's responsibility is not merely to ensure that the pupils acquire the academic skills and knowledge which the curriculum and syllabuses propose. They also have the responsibility of ensuring that each pupil matures steadily along his own personal line. This means that they are responsible for planning the learning experiences, activities, attitudes and relationships so that as many as possible of each pupil's basic psychological needs are satisfied through the medium of his education.

Adolescence possesses certain characteristics which make the need for guidance and counseling very urgent and peculiar to their age and sex. This period, as Hall in Chauhan (1992) has noted, "a period of strain and stress fraught with many problems". Due to their age and sex, students at secondary school have an effect on the mental and emotional condition of students, show dissatisfaction and develop a negative attitude towards their education. This environment leads to academic failure. Soon, this view Tickner (1971) has noted that the reason for failure of students is how they study each of proper orientation to various fields of interests and due to lack of organized guidance service in schools.

The role of counseling, whether played by the counselor or by the teacher, is to create conditions and to facilitate the establishment of a healthy environment.

The Role of Guidance and Counseling in Effective Teaching and Learning in Schools

Guidance and counseling is described as an enlightened process whereby people help people by facilitating growth and positive adjustment through self-understanding. (Kolo 2001). Akinade (2012) defines guidance and counseling as a process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behavior and to develop and classify a set of goals and values for future behavior. Corey (1988) regards counseling as a process which occurs in one-to-one relationships between an individual troubled by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others reach solutions to personal needs. Okoye (1990) viewed counseling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self.

Counseling is a learning process in which a counselor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviors that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio-personally. (Egbo, 2013). In other words, counseling is a transformative process of helping people to learn all that are to be learnt both in and outside the school.

Abolade (2000) describes teaching as a set of activities that are designed to bring about changes in the behavior of learners. Bamgbaiye (2005) sees teaching as explaining, demonstrating, guiding and counseling by the teacher in order to effect a change in the learner. Okoye (2010) stated that the main aim of teaching is to help someone acquire or change some skills, attitude,

knowledge, idea or appreciation. In other words, it is to bring about some desirable changes in the learners, she also noted that teaching is said to be effective only when the learners have been able to achieve the set behavioral objectives. Nnabuike, (2012) believes that a teacher is also a learner because there is no end to learning.

Okoye (2010), views learning as the mental activity by which knowledge and skills, habits and attitudes, virtues and ideas are acquired, retained and utilized resulting in the progressive adoption and modification of conduct and behavior.

Idowu (1989) sees learning as the acquisition of new behavior or a change in behavior whether positive or negative change. It also includes acquisition of knowledge, information, skills and cultures. He therefore noted that learning definitely will lead to change in one's thought, patterns and feeling. Learning also involves cognitive process especially mental reasoning. Thus teaching and learning go together; it is like buying and selling. If nobody learns it follows that nobody teaches. Nnabuike (2012) noted that the work of the teacher is to help students to learn through deliberate and conscious manipulation of information, knowledge, skill, values, attitudes and habits of the learners in order to bring about learning, leading to desirable changes in character. Based on the above, no effective teaching could be said to have taken place if learning has not occurred.

Kolo (2001) however, pointed out that teaching is a difficult task and therefore not every teaching that brings about pupils learning. He noted that you can take a horse to the stream but you cannot force it to drink water. In a sense, it is possible that one could put in his best effort to teach and yet some pupils fail to learn. This is where counselling comes in for there are pupils who find it difficult to learn due to some learning problems. Some do not understand why they are in school, what is expected of them and how to handle some of their problems. Guidance is a program of service to individual students based on the need of each student, in understanding of his immediate environmental factors and the influences of such factors on the individual. It is designed to help each pupil adjust to his environment, develop the ability to set realistic goals for him and to improve his total educational programs while in school and post school life.

According to Egbo (2008), the rationale for guidance and counseling in schools is based on the belief that prevention is always better than cure in every aspect of life. She therefore noted that counseling no doubt has the key for the prevention of almost all the problems associated with learning therefore the need to understand the services provided under the school guidance program towards attainment of effective teaching and learning.

Different references show the role guidance and counseling plays and as it can not been seen separately from the objective of education but as direct observation in the schools where the study took place is not that much active and effective mainly in the government schools.

2.1.5. Students

One of the stalk holders described in the SIP is student clubs. The document outlines the importance of student participation in school decision-making for improving teaching and learning. Thus to ensure the participation of students in school activities (MOE 1998)(as Workneh Abebe 2012) cited. Students should get suitable opportunities to work in partnership with adults in schools. Students should also get training and responsibility that help them to offer solutions to problems; students should conduct surveys on the consistency of teaching methods. Schools should work cooperatively with schools to promote student participation, they should take initiatives to establish clubs, and take responsibility for improving students' discipline in classroom and should participate in activities that connect their school with parents and the community.

(MOE 1998)As Workneh Abebe 2012 Stressed the following about the significance of participating students cited what MOE stressed as follow Meaningful participation of students in school management is explained in terms of the level of their participation in school decision-making. For example, students may initiate action and participate with adults in the decision-making process. Students' participation increases student motivation and helps them have higher aims for the education. Participating in the school decision-making process also enables them to become aware of the needs and problems of poor students, and their participation in the PTA provides feedback on matters from the students' perspective. In addition, student participation enables them to take on the responsibility of becoming class captains (monitors) and to manage the class effectively in the teacher's absence

2.1.6. Society /Community/

The society which provides the education system expects it to produce people who not only have the knowledge and skills that it requires but who also accept its rules and values. It is more concerned with its own preservations, development and ability to function than with developing individually for its own sake. The teacher's task is to find a balance between the individual and the group, planning his teaching so that each pupil has his own personal chance to achieve the

common educational purpose which must include not merely covering the items listed in the syllabus but developing qualities such as those which his family, community and the wider society require their members to have.

Today, greater decentralization of educational decision making is becoming the common aspiration of many developing countries (De Grauwe ET al.2011). Some researchers argue that the participation of communities and students in the day to day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (J.N Aidoo 2005). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision making (Luck 2011:1_2) the same is true in South Africa where the participation of communities and students in decision making has played a role in the improved and expanded school based management (J.N Aidoo 2005). As (Workineh Abebe 2012) stated.(cited)

ESDPIII also outlines the importance of community participation in school decision making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers houses and encouraging girls to enroll schools. Community members and parents are members of the parent teacher association. (PTAs) which were expected to participate in the government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education(MOE 2005 : 29) . After 2005 therefore, the government acknowledged the importance of school management for improving school based decision making. It designed policies and programs that strengthened the role of communities and parents in school management and financial administration with the primary objective of improving the quality of education. However, the wereda administration still had more powers of critical decision making and improving governance in schools. For instance, the WEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE 2005:37).

2.1.7. Parents

This encapsulates helping families to establish a home environment that supports children as students. First, schools should help parents with information on how to create accordance learning environment at home.

This can be achieved through sharing information related parenting approaches which include child's health, nutrition, discipline, and adolescence. In return, the schools should endeavor to assimilate and incorporate the students family life orientation into what is thought in the classroom. The benefits of the parenting type of involvement to the students include improved disciplines, improved school attendance, increased learning time and understanding the importance of schooling later in life (Epstein, 1995).

Parental involvement, another factors in student achievement appears to be parental involvement once again, parental involvement is a distinct from family structure and family composition.

Wealth of research supports the academic benefits for students when parents are highly involved in their children's schooling Desforges and Abouchaor (2003).

This involves the two-way information between the school and parents regarding school programs and students progress. Parents are encouraged to contact schools at once of each grade entry varies can adopted which may include periodical parent-teacher meetings, telephone conservation and a message, social media, platform and a student's report card.

This creates a positive communication link which forms the basis of discussion in case the student develops problems, later in the year. Students who enjoy such communication benefits have, improved knowledge of their academic progress, improved attendance, more decisive on courses; they are undertaking improved communication skills and better understanding of school rules, regulations and practice (Epstein, 1995)

Research supports what educators have long understood parents who have a high level of commitment to their children set high standards, maintain a stable home environment, support achievement and became upset when grades are low, suggest that academic achievement brings honor to the family, and monitor their students' progress continuously have children who do better in school, Brown (1999)

Parents whose choice of residence whose school related where more satisfied than those who didn't choose their residence for this reason, parents whose children attended chosen public schools and those whose choice of residence whose school related where about equally likely to be very satisfied with their children's schools.

The willingness of parents to pay for a quality education service was found high, but variations in school attributes, proximity, limited admissions and fees are factors which affect whether or not parents send their children to private schools. Thus, private school utilization tends to increase with income level rather than other factors. Parents and students also have a fear that if the ethics of a free market is pursued, school fees may be raised beyond reasonable price and the venture could be turned in to exploitative practices. They mentioned the recent student protest against Unity College who raised school fee without prior notice to users. Parent's social economic status, which was conceptualized as parent's education, Parent's income and parent's occupation, is linked to academic performance. This show that academic performance is dependent highly on parent's social economic backgrounds will perform better than their counter parts from low social economic backgrounds as discussed this is supported by Dills(2006) and owens (1999). It is also in line with Hansen and Maste kaasa(2006) who argued that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success.

As extracted from the research paper of Berhanu Seboka,(2003) parents have showed a responsible degree of satisfaction in student performance, safety, and discipline and school climate in private schooling. In spite of this rapid growth, however, there seems to existent an unmet demand for private education as evidenced by a long waiting list for admission, indicating a universal desire of parents for private schooling. The rating appeared to be number one choice for the majority of parents under the survey. In fact, these private schools vary with respect to academic quality, resources and pricing, ranging from the successful ones to those which are likely to survive in business and management terms. Administratively, most private schools tend to be more flexible and do not suffer from heavy and excessive bureaucratic administrations like government-led schools do. (Birhanu Seboka; 2003) p.3

The importance of the family is not only for human beings, but also for other animals, as most of the animals are born in some kind of family and for some of their basic necessities they depend upon the family for some time. However, for man, family is more important because from it he inherits the cultural traditions. From this view point family becomes more important for man. It is generally seen that if one is deprived of family protection, his development remains incomplete. Therefore, for the desirable development of the child the family has to shoulder

certain responsibilities.

The child's first education begins at the family. The making or unmaking of his future life depends on his early experiences in the family. The mother influences the child immensely. After the mother, the father and sisters and brothers, guests, servants and casual visitors leave their impact on the child. The child has an inherent power to receive education consciously or unconsciously from the various aspects of his environment. Because of this conscious or Unconscious learning the child is rightly regarded as the symbol of the interest traditions, ideals and culture of his family. Thus when he comes to the school, he brings with his personality the traditions and culture of his family. Thus when he comes to the school, he brings with his personality the traditions and culture of his family.

Many families in our country are not able to maintain a desirable atmosphere for development of children. in some families it is due to poor economic conditions or due to lack of unity and emotional bond, and in some it is due to lack of necessary knowledge on the part of parents. Some families are able to provide emulative environment. In such families the children are always encouraged to strive in various good directions. (Sp Chaube and a Chaube: 2002)

2.2. Non Human Factors

2.2.1. School Facilities and Instructional Materials

2.2.2. The Nature of School and Its Impact on Academic Performance

2.2.3. The effect of home school distance on academic performance of students

Schools are expected to have some form of functional and physical plants which are located in suitable location to provide their cliental with best possible service(s).

In setting up a physical plant of school as social institution, the personalities in charge of the physical plant are required to consider the site vis-à-vis the users (Ackers, 1994)

2.2.4. Private Schools

From global perspective point of view: Dr. Hamid (2015) stated as, Private schools date back to the schools opened by Catholic missionaries in Florida and Louisiana in the sixteen Century, which predated the beginning of formal education in Massachusetts. These Catholic Schools were the offspring of missionary zeal. The distinction between public and private, of such importance during the second half of the nineteenth century and throughout the twentieth

century, was not an issue in colonial North America. Schools quite frequently were the products of combined efforts of ecclesiastical and civil authorities, along with parental support, the latter often constituting the primary factor in the schooling of the young. No one pattern existed across the colonies; the government had no de facto monopoly in the operation of schools anywhere. Some relied solely on tuition. There were “old field” schools (schools that existed in abandoned fields in the South), and proprietary schools, which taught trades. In New England there were town schools which existed alongside private schools; there were dame schools (taught by literate women in their homes) and writing schools. The Latin Grammar School, such as the one in Boston, often was the crown of the schools. In some places denominational schools were, in effect, public schools, operating under civil and religious supervision, with goals of inculcating the essentials of faith and knowledge and making good citizens of the church and commonwealth. By the end of the colonial period the institution of school was firmly rooted on the American continent. But nothing resembled the modern concept of secular, free, compulsory, universal schooling.

The national period men such as Benjamin Franklin, Thomas Jefferson, Benjamin Rush, George Washington, and Webster were among the leadership, an informed citizenry, and an educated professional’s class. Their proposal, however, had little impact on schooling arrangements. Quasi- public town schools, charity schools for the poor, and a variety of private schools for those who could afford them existed. As the nineteenth century opened, schooling was widely available without a government mandate. The line between public and private remained blurred; diversity of schooling persisted.

National Assessment of Educational Progress (NAEP) which is representative at national level for the assessment of American students’ knowledge in various subject areas, reports that private schools performed better than public school in all major subject areas including mathematics and science (US department of Education 2012). Earlier research on school sector effects indicated that private schools score higher even after adjusting for the fact that these schools tend to serve students with fewer risk factors.

Locally, regarding the history of private schools in Ethiopia, Birhanu Seboka (2003) pointed out as follows; accordingly, the then Ministry of Education and Fine Arts provided the first clear and detailed regulation on nongovernment schools; defining private, mission and community schools with terms and conditions for operation in Meskerem 1966 (Ministry of Education and Fine Arts, 1973). Unfortunately, this regulation was short lived as a result of Proclamation Number 54,

1975, which outlawed the existence of private schools in Ethiopia (Getachew and Leulseged, 1996; Seifu, 2000). This policy ordered the confiscation and nationalization of all private schools transferring their management and ownership to the public ownership. After twenty years, the Transitional Government of Ethiopia (TGE) allowed the establishment and operation of private schools in 1995. The Council of Ministers as per Article 4(2) of the definition of Powers and Duties of the Prime Minister, under the Council of Ministers' pursuant Proclamation Number 2/1991 issued a new regulation entitled the "Licensing and Supervision of Private Educational Institutions" in Ethiopia (TGE, 1995, Council of Ministers, Regulation Number 206/1995.) this policy has opened the door for the re-emergence of private institutions in Ethiopia, particularly in 13 big urban centers.

According to Birhanu Seboka (2003) (Lecture and manager), today, more than ever, there is a constant public outcry for access to quality educational services both in urban and rural settings. The starting point for school choice is the availability of private schooling. School choice is believed to sharpening innovations in the sector. On top of that, it will help to strengthen public private partnership to supplement the limited government capacity to expand educational opportunities and better target public subsidies to the poor. Many economists also think that school choice will bring about consumer satisfaction and could be regarded as the best measure of product's quality. The 1994 Education and Training Policy (ETP) of Ethiopia also claim to establish conditions to encourage and support private investment in education. However, there is a view that its implementation has problems and little has been achieved in this direction.

Private schools are attended by choice, but choice is not limited to the private sector private schools provide an alternatives for parents who are dissatisfied with public schools or have other reasons for wanting their children to attend a private school.

As Birhanu's (2003) paper also cited what others say about private school as follows; Stokes (1999) has underscored that private delivery of education is better serving the educational needs of the population in many countries than government led schools. Besides complementing state-run education in the overall expansion of educational opportunities, private participation could free public resources, sharpen, sharpen educational innovations and provide new scope for high standards in education.

Selected country experiences also show that the private sector has played a significant role in the advancement of education. In Tanzania and Kenya the provision of private educational services

have exceeded government(public) schools both in terms of enrollment and quality(world bank,1995).(Berhanu Seboka: 2003) p-10

Within the private sector parents can choose among a range of religiously affiliated and non sectarian schools (as long as they can afford the tuition charged or received financial aid), some private schools are much selected in their admissions while others are not.

Despite all the constraints, results of the study strongly support the need for an increased involvement of the private sector in the delivery of educational services. Given the ever increasing appetite for quality educational services, there is a need for the introduction of an appropriate incentive structure and effective supervisory mechanisms to enhance the participation of the private sector in education. (Birhanu Seboka: 2003)p.4

As pilot surveying showed despite the payment private schools are high, the situation has demand the need for rethinking that have been responsible for propelling the wave for private investment in education include; Fiscal constraints, poor performance of government led schools, technological change, change in the economic and cultural environment and successful international experiences (Seifu 2000). Therefore, there exists an urgent need to identify the need for private education, assess key constraints and suggest appropriate reform options for interventions in Ethiopia.(Birhanu Seboka: 2003) p.7

The result of students of private schools is better not only in US, the presence of a private school effect was first studied by James Coleman and his colleagues in a 1982 study (Coleman, Hoffer and Kilgore, 1982). That study confirmed that, even after taking into account key background characteristics of students (mainly their socioeconomic status), students attending private high schools, on average, outperformed students attending public high schools. (Melaku Tesfa (n.d.)

Private schools generally have lower student –teacher class ratios than public schools and teachers’ strong relationships with both students and parents. Teacher feedback is expected and is far more frequent than in most public schools. Private school facilities are often more modern and technologically advanced. Because of this they have a better reputation. (Melaku Tesfa (n.d.) s 1397257, m.t.tesema@student.utwente.nl) p.15 But as the researcher of this paper, observed the ratios are almost similar or no more deviation between the types of schools

As Berhanu Seboka (2003) included in his research paper how other Government schools are included in Tanzania and Kenya the provision of private educational services have exceeded.

Private schools provide an alternative for parents who are dissatisfied with public schools or have other reasons for wanting their children to attend private school... some private schools are very selective in their admissions, while other are not (US Department; 1997:3)

2.2.5. Government Schools

State-run schools by themselves are also factors that may propel the wave for privatization in education. Public education is universally available, with control and funding coming from the state, local or federal government. Public schools are free, in general and, in most cases, offer a wide range of student opportunities toward either college preparation or the work force. (Melaku Tesfa) p.15. The problems observed in the state run schools by themselves are also factors that may propel the wave for privatization in education.

Worldwide studies have also shown that the design of a politically sound, socio-culturally acceptable and fiscally affordable reform policy is difficult in education, and the implementation experience has not always been encouraging in many developing countries. According to these studies the private sector as an alternate to the state-run school system has faced problems in many fronts. One of the problems stems from the resentment of vested interest groups, and suspicions resulting from ideological under- pinning. Another set of problems is related to unclear policies, lack of access to land and financial resources, excessive bureaucratic interferences and control, which often has a negative impact on private sector initiatives (Torres and Mathur, 1955).(As Birhanu's: 2003) cited in his research paper.

2.2.6. Classroom Conditions/Discipline

Let us first of all go into more detail about that aspect of school discipline, sometimes called classroom management, which is concerned with ensuring that the best conditions are established and maintained for learning to take place. It is sometimes thought that such discipline can be imposed by the teacher solely by wielding some sort of power over the pupils. This is possible to some extent but unless it also takes into account the psychological needs and development levels of the pupils, the maintenance of control is likely to become increasingly difficult for the teacher, who usually finds himself having to adopt ever harsher threats and actual punishments to keep a semblance of order. The school site should be free from noises. Students

learning might affect by Industrial activity and any influence. It should be located in park district. So the school site has also influence in facilitating the teaching learning process.

The word discipline comes from a Latin word meaning ‘to learn’ from the same Latin word we get the word discipline which means ‘one who learns from his master’. So when we think of discipline we should always remember that it is a way of learning. Too often we think of discipline as punishment. This is quite wrong. Discipline is a very large part of education, not a special way of keeping a class in order.

Self- discipline is the control we exercise over ourselves. We might call it ‘inside discipline’, because it comes from the aims and desires within us. It is based on our self-respect. We exercise self-discipline when we control our temper, when we force ourselves to work although we feel lazy and even when we are controlling the ball in the game we are self-disciplined when we are able to do the right thing without being made to do it. When children are thus able to control their desires and actions they have made great strides in growing up. (E.B CASTLE 1968) p-95

2.3. Quality Education

Educational quality can be defined using a conceptual framework that depicts education within schools as a productive system in which school inputs are transferred in to outcomes.

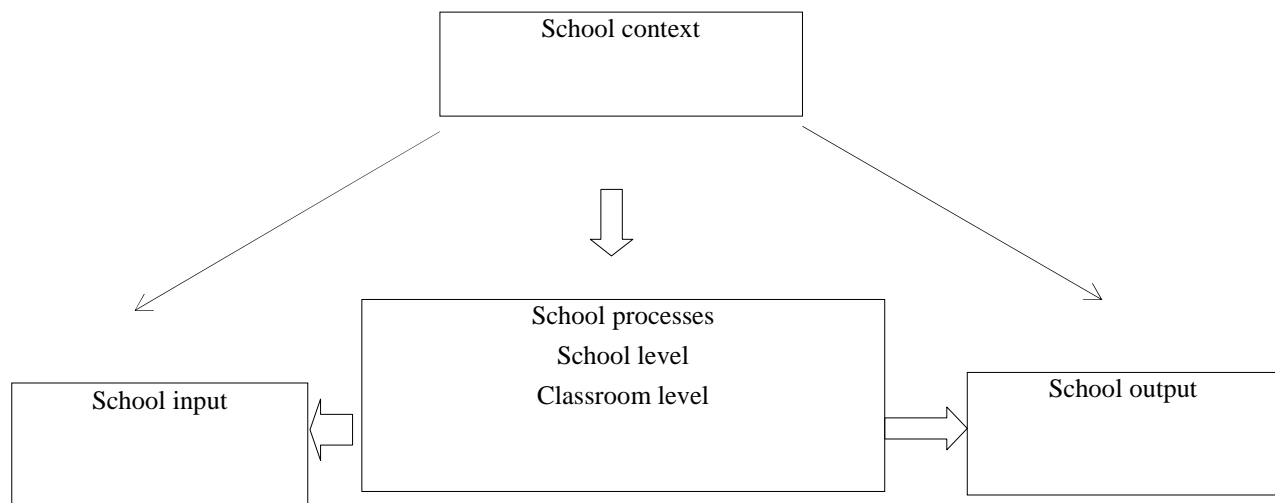


Figure 1 Represents and a simple model of the framework of Quality Education.

School context should be considered as a source of both inputs and constraints. At the same time school context is essentially a generator of the desired school outputs, in the sense of the goals of schooling.

An example of a school output is the average achievement on a test in one or more basic subjects at a certain grade level. Another example, more an attainment than an achievement indicator, would be the proportion of students who obtained a diploma without any delay such as repeating a grade. However, school outputs are not limited to student achievement, but can also have longer term impact on society.

School processes are hierarchical (both by school and classroom levels) and sit within the national education structure. An example of a process variable at the school level is the degree of co-operation within the school or the degree to which school leadership is instruction oriented (so called "instructional leadership"). Examples of such variables from PISA 2000 include disciplinary climate and achievement press. An example of a process variable at the classroom level is the amount of teaching time spent on a particular subject. (secretary General of the OECD:2005) In 1990, the world Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the notion of quality was not fully developed. It was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education.

A decade later, the Dakar Framework for Action declared that access to quality education was the right of every child. It affirmed that quality was 'at the heart of education' – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified. (UNESCO, EFA Report)(2000)

To address the challenges in education quality, the government has recently devised two major plans- the Education Sector Development Plan (ESDP IV) and the General Education Quality Improvement Program (GEQIP), where the emphasis is on enhancing student achievement through better teaching and learning processes. In particular, GEQIP has focused strongly on improving equity and access so as to reduce current rates of drop-out and improve completion and progression to secondary schooling. The program mainly seeks to increase investment in key inputs, such as textbooks, teacher training and development, and school infrastructure improvements. (Simret Yasabu;2012). Although it is impossible to deny the changes, cooperatively working and effectively evaluating what has been achieved falls under question mainly about what the status of quality look like s indicated in the above, school environment is the major factor because it is big factor.

Regarding quality education The Ethiopian Herald (June, 2017) also stated the following. As the scholars from various academies agree on, quality is relative and should be addressed as per the demand as well as the development of respective countries. As quality education matters in all aspect of activities, tailored mechanisms and strategies should be set to the scale of the case. It is an instrumental engine to transform nation to the next chapter of prosperity. In this regard, the government has been told from the very character of education at all levels. As it has been told from the very character of education and other pushing factors, still quality education is one of the areas where the Ethiopian government is being frequently asked to see to at various venues. The problem is being observed in both public and private higher educational institutions.

CHAPTER THREE

Research Design and Methodology

The chapter deal with the research methods, source of data, the study area or site and study participant population sampling size and technique, the procedures data gathering, and instruments to be utilize for gathering data and the methods how data could be analyzed, and ethical consideration and pilot testing could be included.

As the evidence taken from Akaki Kality Subcity Administration Education Office 2009/2016/17 statistical information, the total population of students of both government and non government schools from the very pre-regular (kindergarten) up to secondary education- (grade 12) level is Male 24089, Female 26,275, Total 50364. Number of teachers in the secondary and preparatory was Male 504, Female 131 and total 635 where the number of supportive workers similarly in the 13 secondary and preparatory schools is Male 177 Female 152 and Total 329.

It is undeniable that the trend of increment of No of students' showed there is high demand for education from the people. The attention and effort given by the education sector is of course to benefit the community. It is appreciable but here the big question that should be taken in to consideration is about the "quality education" & its sustainability. To ensure about the quality of education much effort is a must among which research is fundamental task in education. It is for this reason the Education and Training Policy (ETP) (1994) emphasizes as "education does not operate in isolation; rather it has to be integrated with research, practice and development of society." (Addis Ababa Administration Integrated Land Information Centre (2006E.C/2014)

The purpose of this research was to investigate the academic status of grade 12 students of governmental and private schools. students. in Akaki Kaliti sub city preparatory schools. This chapter deals with consists of research design and methodology. In this chapter the following topics are discussed: sources of data, total population, sample size and sampling technique, data collection instrument, procedure of data collection and data analysis.

3.1. Research Method

It is known the research design is the plan and procedures for the study, in providing the overall framework for collecting the data. It also gives guidelines for systematic sampling techniques,

the sample size, instruments and data gathering decisions from broad assumptions to detailed methods of data analysis. In order to explore the academic performance of grade 12 students and factors that affects it: A comparison of government and private preparatory schools, the researcher used descriptive survey method. According to (Kaul 1996:430) this is simply because it helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by students, teachers and principals. At times descriptive survey is the means through which opinions, attitudes, suggestions for educational practices can be obtained.

In this study, mixed methods is being utilized that both quantitative and qualitative methods with more emphasis on quantitative method as the leading methods. The researcher used this mixed method because to take advantage of both research methods. Quantitative approach is emphasized because assessing the implementation status of students' learning approach can better be understood by collecting large quantitative data. Furthermore, the qualitative approach is employed and incorporated in the study, this helps to validate and triangulate the quantitative data.

3.2. Sources of Data

In order to strengthen the findings of the research the relevant data for the study generated from both primary and secondary sources. In this study, primary data source has been used to obtain reliable information about grade 12 students' academic result and factors that affect it: A comparison of government and private preparatory schools. The sources of primary data were seven group of respondents from Akaki Kality sub city government and private preparatory schools, which includes principals, Vice principals, teachers, education professionals and students, head of subject departments, PSTA members, guidance and counselor.

The primary Quantitative Data is being collected from teachers, education professionals and grade 12 students of both types of, PSTA members schools, and qualitative data was also collected from school principals and vice principals and focused group discussion. Secondary data was collected from different students result analysis documents.

The following map of the sub city schools and wereda has been attached for the reason that it clearly showed where the exact location of the study area is situated

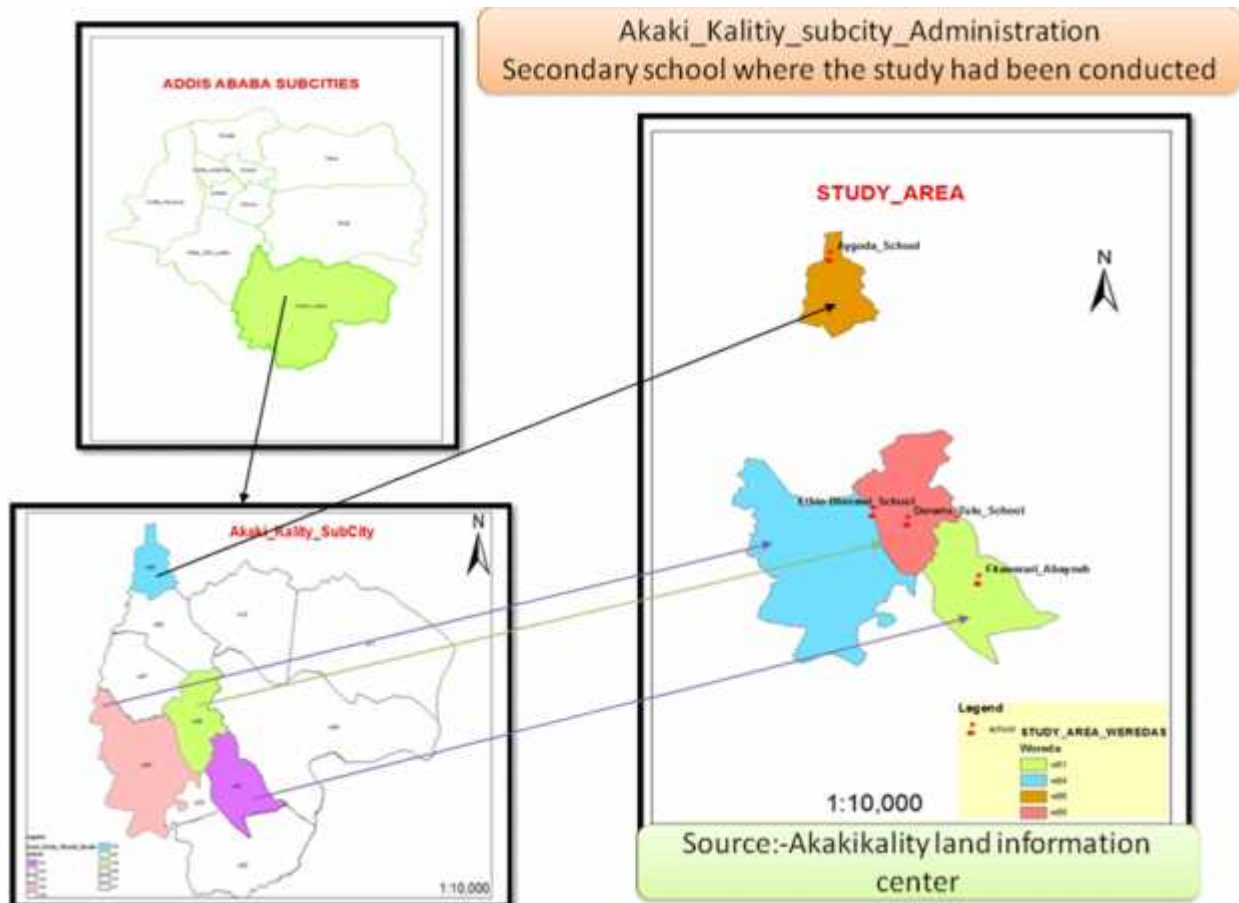


Fig.2. Location of the study Area

Sampling Techniques

The schools were also selected using purposive sampling method. The main reason for purposively choosing the schools was that they are schools which the researcher directly supervise them in his regular job, so the researcher believed he could secure adequate cooperation and assistance from principals, department heads and classroom teachers since they would not feel up to be participants of the study because all they are the researcher's old fellowship staff. As the study could be confined to only four schools and few participants, it could fall under a discipline called descriptive case study.

The participants of the study were selected using both simple random sampling and the purposive and comprehensive sampling methods. To select student's teachers and expert's simple random sampling was used while purposive sampling was used to select other participants.

Simple random sampling was chosen to select students and the teachers because they are assumed to be many in number.

3.3. Data Collection Instruments

The data for the study was collected using three data collecting instruments: namely questionnaires, interview and observation.

3.3.1. Questionnaires

Questionnaires are widely used in educational research to obtain information conditions and practices; and inquire in to opinions and attitudes of individuals or group (Kual, 1996:142). Based on this fact to collect relevant and first-hand information from key informants. Such as teachers, students and education experts, supervisors and PSTA members. The items of the questionnaires have been prepared in English language. For students and PSTA members it has been set in Amharic and translated in to English when organizing and analyzing. The items of the questionnaires were mainly close-ended questions and accompanied by some open ended questions to be responded. Because a questionnaire could be used that it was easier to handle and simpler for the respondents comparatively to answer within a short period of time. The respondents were assumed they could see the different items concerning the academic performance of grade 12 students and factors that affect it.

The items set for teachers in the questionnaires were divided into the six main parts: The first part of the questionnaire is intended to gather background information of the participants. The second part of the questionnaire consists of items that intended about the students performance. The third part of the questionnaire is factors affecting parental involvement students' performance. The fourth part focuses, teachers' teaching methodology, the fifth part of the questionnaire contained to obtain information on how students and teachers use English language as medium of instruction and the six part was about the gap between the

result of students of the two types of school. The respondents indicated their reflection to a particular behavior or practice by choosing one of the five point scale that range from “strongly agree” (5) to “strongly disagree” (1). And similarly five point scale that range from very low (1) (serious problem) to 5th least serious problem (very high)

3.3.2. Interview

Interview is one of the main data collection tools in qualitative research method. It is very good way of accessing people’s perceptions, meanings and definitions and construction of reality. Interviewing is basically about asking questions and receiving answers. It also enables an interviewer to get information concerning feelings, attitudes or emotions in relation to certain questions (Kaul, 1996:168).

In this research, structured interviews was conducted for 4 principals and 8 vice principals . This is helps the researcher collect **rich** information regarding the academic in line with the students’ academic performance. The interview was developed based on the basic research questions. The interview had two parts: the interviewees’ personal characteristics and items related to the teaching–learning process along side with the students’ academic result in those selected schools.

Instruments that are determined to be utilized are **Questionnaire** and **Interview** for primary data. Questionnaire will be used for teachers, students supervisors professionals and PSTA members and principals vice principals will be interviewed. Questionnaire with different categories could also be prepared in open – ended and closed ended form. The items in the questionnaires will ranges from (strongly agree, strongly disagree) and (very low , medium, very high)orders. Besides to these documents were analyzed for secondary, evidences from the schools, some sub cities, Addis Ababa education bureau etc. In addition, the federal education and training policy, Addis Ababa Education Bureau and Education Sector Development Program (ESDP) and other related documents will be referred. And also from Nefas Silk and kerkos sub cities to check what relation and partnership Akaki Kaliti sub city has with other partner sub cities.

3.3. Data Collection Procedures and sampling size

The researcher passed through the following steps to collect relevant data. The first thing was getting permission from the school principals. After getting the permission the researcher gave a

brief summary of the research to the, principals, vice principals, teachers, PSTA and grade 12 students to create good awareness and relation so as to get the required relevant data. Clear and short orientation was also provided for education experts and supervisors and for focused group discussion members at time of dispatching questionnaire.

Different writers forwarded their views about the usefulness of qualitative approach in research. For example Mastewal Bahriew (June 2016) cited (Ritche and Lewis, 2003) in his MA graduation thesis. According to these writers qualitative methods are used to address research questions that require explanation and understanding of social phenomena and their contexts and they are well suited to exploring issues that hold some complexity and to studying processes that occur over time. Mastewal(June 2016) also cited again For Dawson (2007), qualitative approach enables to explore attitudes, feelings, experiences and reasons that govern such behavior of peoples. A quantitative method is also important to measure and understand the nature of the issue and ideas of citizens as Mastewal(2016) cited. The researcher also has the belief and preferred these qualitative and quantitative methods are important for this study. Therefore the primary data was collected mainly by using questionnaire, interview, and observation where secondary evidence were extracted from documents of education offices. In spites of the research`s need for support, frontier responsibility of gathering data fall on the researcher. The data were processed and administered by the researcher him self and his family members.

Table 1 –study participant population sampling size in Akaki Kality sub city education office and the schools and where the study could be under taken

Types of respondents	Total population	Sampling size	%	Sampling technique	participant	%
Teachers	226	44	100	Simple random	44	100
Principals	4	4	100	Purposive	4	100
Vice principals	8	8	100	Purposive	8	100
Experts and supervisors	30	15	50	Simple random	15	100
Students	748	109	14.5	Simple random	85	100
PSTA members	44	44	100	Comprehensive	37	100
FGD participants	5	5	100	purposive	5	100
Total	1065	229			198	86.4

The reason why the researcher selected the above target group was that they have rich and convenient information. They were expected to generate adequate evidences why because they have opportunity of the day to day information from their observation and activities they know challenging factors very well and more about what inputs were available and the shortage.

As already described above, the target groups` population of this study encompasses principals, vice principals teachers, experts /supervisors, PSTA members and grade 12 students of government and private schools and focused group discussion members.

In Akaki Kaliti sub city there are three governmental and two private owned preparatory schools. Among which two governmental and two private preparatory schools were selected. Regarding individual participants, 44(100%) teachers, 15(100%) of experts and supervisors, 109(14.5%) of students were sampled using simple random sampling technique although 85(77.98%). (4(100%) and 8(100%)) principals, vice principals and 44(100%) PSTA members respectively members of PSTA were comprehensively selected out of 229(100%) assumed participants totally 19(86.4%) participants responded.

3.4. Methods of Data Organization and Analysis

The descriptive survey with both quantitative and qualitative data analysis method could be used. First the gathered data by questionnaires was quantitatively organized and tabulated and analyzed in numerically. The result of the interview and focused group discussion was interpreted qualitatively. The collected data with the above mentioned instruments was presented in two forms. The first type of presentation had been discussed and supported by theoretical arguments. The other type of presentation is analyzed using percentages and range in some cases..The collected data by using questionnaire and interview was sorted first and categorized, organized tabulated and interpreted. Accordingly with their character close ended responses could be analyzed and interpreted using number and percentage quantitatively while open ended responses could be interpreted and discussed qualitatively using words.

3.5. Ethical Consideration

As far as the right of respondents is concerned the researcher could respectfully and clearly informed the participants about the purposes of the study. Confidentiality was also kept. In the study personalizing never applied but rather treated as professionally as possible. The

respondents were clearly informed that, their responses could be used only for the academic purpose. In addition, any material used for this study was acknowledged as far as possible in order to avoid plagiarism or academic theft.

Pilot Testing

The purpose of conducting pilot testing was to check whether the data gathering instruments were relevant or not to collect information and to improve and facilitate for actual data collection. The participants of the pilot testing were 4 experts from the sub city education office 1 from each core process, and 36 grade 12 students 9 from each preparatory school and 4 teachers similarly from each mathematics, English, history and physics departments of one of the schools(Derartu Tulu Preparatory) where the study has been undertaken. The pilot testing have been carried or practiced after the advisor checked and provided guidelines. The reason why Derartu Tulu preparatory school has been selected for pilot testing was that this school relatively has longer age and sometimes serves being as center for other schools inspire of its limitation not cluster center. Pilot testing, respondent participants were not given the actual data gathering instruments again for the reason that there might be modification

CHAPTER FOUR

Data Presentation Analysis and Interpretation

It is obviously known that the collected data must be organized and interpreted accordingly with their characteristics. Therefore, the main purpose of this chapter was to group, tabulate and analyze the already gathered research evidences and see the primary data in relation to the secondary data used in the study paper.

Table 2: Demographic characteristics

Item	Types of schools	Characteristics	Teachers	Principals	Vice principals	Experts/supervisors	PSTA members	students	
Sex	Government	M	25	2	6	12	34	60	
		F	1	-	-	3	3	25	
		T	26	2	6	15	37	85	
	Private	M	17	2	2				
		F	1	-	-				
		T	18	2	2				
Age	Government	18-25	1						
		26-30	21						
		31-36	1		2	11			
		36-40	1		4		28		
		41 and above	2		6	4	9		
	Private	18-25	2						
		26-30	9						
		31-36	5						
		36-40	-						
		41 and above	2						
Experience	Government	<5	-	-	-	-	-		
		1-5	5	-	-	-	-		
		6-10	9	-	-	-	-		
		11-15	6	-	5	2	-		
		16-20	1	-	2	9	-		
		21-30	2	1	-	-	-		
		30 and above	3	2	1	4	-		
	Private	<5	5	-	-	-	-	-	
		1-5	-	-	-	-	-	-	
		6-10	1	-	-	-	-	-	
		11-15	12	-	-	-	-	-	
		16-20	-	-	1	-	-	-	
		21-30	-	1	-	-	-	-	
		30 and above	-	1	1	-	-	-	
Qualification	Government	BA	3						
		BED	12						
		BSC	8						
		MA	2	1	2				
		MSC	1						
	Private	BA	-						
		BED	12						
		BSC	5						
		MA	-						
		MSC	1						

In This chapter, an attempt was made to present the secondary data extracted from documents and tried so as to link with the discussion of the primary data gathered from the primary sources and analyzed.

SECONDARY EVIDENCES
EXTRACTED FROM DIFFERENT SOURCES

Table 3:- Kerkos sub city 2016 comparative analysis of grade 12 national exam result (Amharic).

School Type	Sex	Who got Registered	Who sat For exam	Score 600 and below	500-599	400-499	350-399	300-349	250-299	200-249	Below 200	Those students who Promoted			
												Natural	Social	Total	%
Government and private	M	705	696	19	189	184	90	96	88	27	3	384	95	479	68.82
	F	865	860	0	67	200	102	131	225	129	6	310	92	402	46.74
	T	1570	1556	19	256	384	192	227	313	156	9	694	187	881	56.62
School type	Sex	Who got registere	Who sat for exam	600 and below	500-599	400-499	350-399	300-349	250-299	200-249	Below 200	Natural	Social	Total	In %
Private	M	407	406	19	182	154	44	6	1			317	81	398	
	F	315	312	0	67	169	49	22	5			228	70	298	
	Tot al	722	718	19	249	323	93	28	6			545	151	696	96.936
School type	Sex	Who got registere	Who sat for exam	600 and below	500-599	400-499	350-399	300-349	250-299	200-249	Below 200	Natural	Social	Total	In %
Government	M	298	290		7	30	46	90	87	27	3	67	14	81	
	F	550	548		0	31	53	109	220	129	6	82	22	104	
	Tot al	848	838		7	61	99	199	307	156	9	149	36	185	22.076

As triangulation the researcher also showed strive to assess some information from kerkos sub city administration education office to compare and contrast since the study area (Akakai Kaliti) and kerkos Sub-cities are found in the same education administration. The data in the above table, therefore clearly showed that there was very large gap in the academic performance of grade 12 students of governmental and private preparatory schools.

Table 4: Sample Roster of 2015 that indicated grade 11 school based academic result of government and private secondary schools

No .	School	Type of school	Rank	Department	Initial no of student who took exam	40%	50%	60%	70%	80%	90%	Those students who didn't take exam
1	Fitawrari Abayneh secondary and preparatory school	Gov` t	2 nd & prep	Soc.S	45	-	17	17	9	1	-	1
				N .S	51	-	8	21	9	3	-	2
			Total			96		25	38	18	4	
2	Derartu Tulu preparatory school	Gov` t	Prep	Soc .S	42	2	22	8	2	-	-	7
				N . S	42	-	18	13	9	5	-	7
			Total			84		40	21	11	5	
3	Ethio –biherawi secondary and preparatory school	Private	2 nd & prep	Soc .S	33			12	16	5	-	2
				N.S	30	-	-	1	7	17	5	2
			Total			63			13	23	22	5
4	School of Aygoda secondary and preparatory school	Private	2 nd & prep	Soc .S	39	-	5	13	9	6	2	4
				N.S	44	-	1	13	17	6	4	3
			Total			83		6	26	36	12	6
Total					326		71	98	88	43	11	21

As can be seen from the above table, totally 326 students sat for school based examination. In fact although the policy and curriculum is common it can be said that the nature i.e. difficulty and simplness of school based examination may vary from school to school. The data in the table above indicated that there is big difference between private and governmental schools. For example 65(21.52%) students of governmental schools scored 50% where only 6(1.98%) students of private schools achieved 50%. Almost all the rest private school students scored

above 50 %. Therefore, from this evidence it is also possible to suggest that range would not be such a wide gap since all types of schools are under the guideline of the national education and training policy and curriculum.

Table 5: students of Government and Private Preparatory Schools Who Promoted to The Higher Education Institution From 2013 to 2016 In Akaki Kaliti Sub City

School	School type	Year	No of students			Students Who took The national exam			Those students Who passed the examinations	
			%							
			M	F	Total	M	F	Total		
Derartu Tulu preparatory	Public	2013	610	585	1195	297	254	531	44	
		2014	215	306	521	139	112	251	48.2	
		2015	230	274	504	137	119	251	50.79	
		2016	244	321	565	182	144	326	55.31	
Fitawrari Abayneh secondary and preparatory	Public	2013	The school didn't start giving grade 12 national examination							
		2014	124	126	250			120	48%	
		2015	49	102	151	37	38	75	49.7	
		2016	100	129	229	66	61	127	55.46	
Ethio Biherawi secondary and preparatory	Private	2013	41	39	80	41	39	80	100	
		2014	54	81	135	53	81	139	99.23	
		2015	67	71	138	67	70	139	99.27	
		2016	70	57	127	70	57	127	100	
School of Aygoda secondary and preparatory	Private	2013	30	31	61	31	28	59	96.7	
		2014	44	61	105	34	46	80	76.19	
		2015	32	48	80	32	45	77	96	
		2016	86	99	185	86	97	183	98.92	

(Source: Akaki Kaliti Sub city education office Information division)

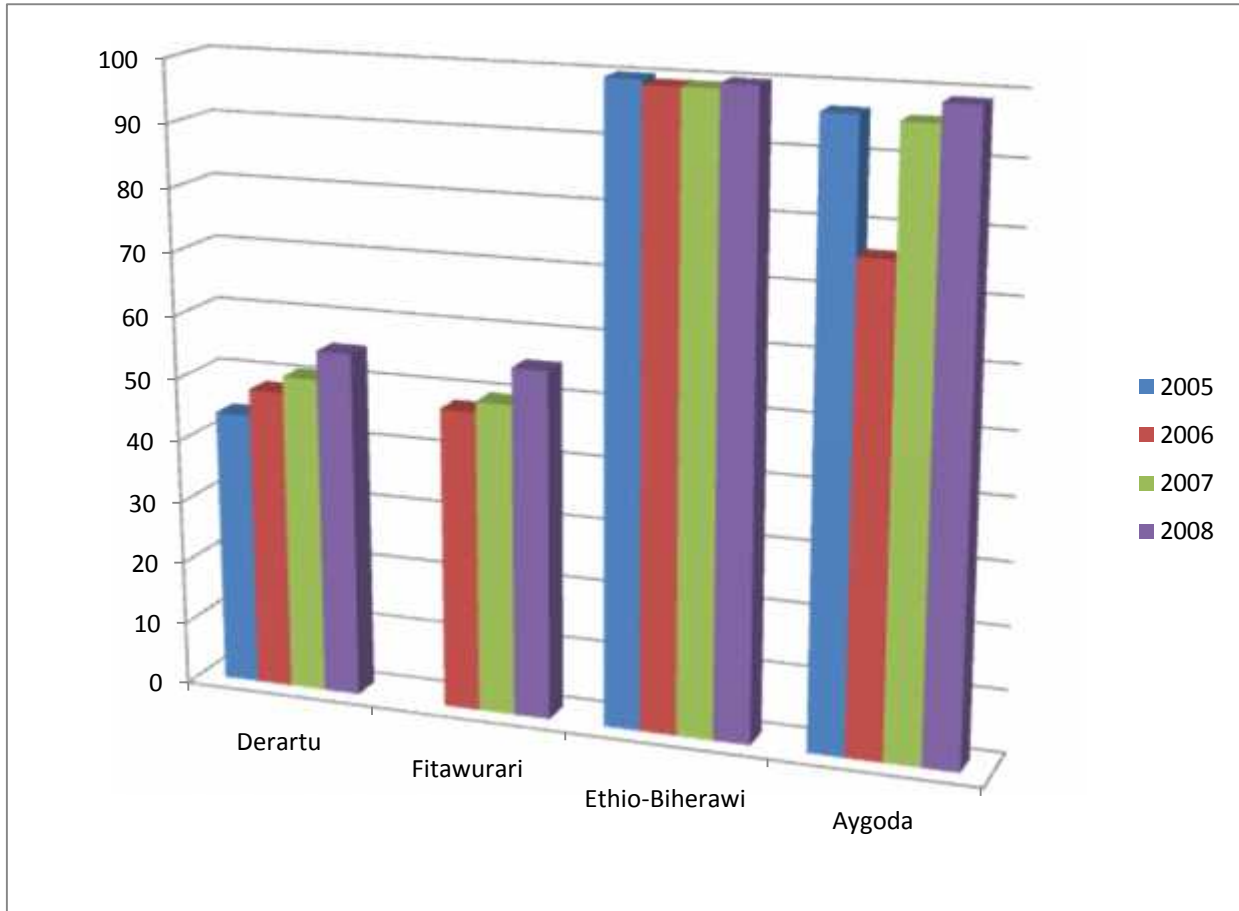


Fig 2 the cross section of table 5

One can easily understand from the above table and the cross sectional graph (typical sample) that it showed the extent both types of schools differ in their student's academic performance about promoting to the higher education institutions. The result of students of both government preparatory schools for the last three or four consecutive years (2013 to 2016) never reached even 60% in percentage, whereas in contrast the academic performance of students of both private schools didn't drop below the average that both private schools scored 70% and above for the last consecutive academic years. This shows there is a large gap between both types of schools.

Table 6 Academic Performance Of Grade 12 Students of Government and private Preparatory Schools in Akaki Kaliti Sub City, (Year 2014-2016)

year	Government									Private								
	Those students who sat for			Who scored pass mark			Who do not pass			Those students who sat for			Who scored pass mark			Who do not pass		
	M	F	T	M	F	%	M	F	%	M	F	T	M	F	%	M	F	%
2014	338	434	772	215	165	49.2	123	269	50.77	234	271	505	194	204	78.8	30	67	19.2
2015	358	492	850	206	205	48.35	152	287	51.64	223	257	480	201	200	83.5	22	57	16.45
2016	422	542	964	299	248	56.7	123	294	43.25	288	332	620	276	311	94.7	12	21	5.32

(Source: Akaki Kaliti Sub City Education Office (2017) (Amharic))

The Data in the boxes of the above table also clearly showed, majority of students who did not score pass result were from government preparatory schools.

This indicates heavy assignment is expected to work hard in order to enable students to improve their performance.

Table 7: Number of Grade 12 Students of Government Private and Other Non Governmental Owned (Adventist) Preparatory Schools Who Scored Passing Result in 2016 in Akaki Kaliti Administration

Institute	Students who sat for National Examination			Who scored entrance performance			In %\	Range between the two types of schools of students academic performance
	Male	Female	Total	Male	Female	Total		
Private and others non gov't (Adventist, Lesperance)	288	332	620	276	311	587	94.68	37.94%
Preparatory Government schools	422	542	964	299	248	547	56.74	
Government and non-government	710	874	1584	575	559	1134	71.6	

(Source: Akaki Kaliti Sub-City Education Office)

This indicated evidence in the table above also clearly showed the academic performance of students has gap that the range in between is 37.94% which requires further investigation. The extent of the gap is not simple. This table has been included to see what the gap in between grade 12 students of government and non government owned preparatory schools. Although private schools are non-government owned the reason why the study included other non-government and non private preparatory school was comparative to check how far there was deviations in between performance of government and non-government schools.

ANALYSIS AND INTERPRITATIONOF PRIMARY DATA

Table 7.1: The opinion Teachers have about the ability and competency of their respective school

N o	Item	Respondents(44)																			
		Government (26)										Private (18)									
		V.L		L		M		H		V.H		V.L		L		M		H		V.H	
According to your observation Principals and vice principals	N o .	%	N o	%	N o.	%	No.	%	N o.	%	N o .	%	N o.	%	N o.	%	N o .	%	N o .	%	
1	commonly prepare the school strategic budget plan	2	7.69	4	15.38	5	19.23	13	50	2	7.69	1	5.5	1	5.5	2	11.1	2	11.1	1	66.6
2	put students learning in center of the plan			1	3.84	7	26.92	12	46.15	4	15.38	2	11.1	2	11.1	2	11.1	6	33.3	6	33.3
3	effectively Involve stalk holders to plan school budget	7	26.92	3	11.53	8	30.76	6	23.07	2	7.69	3	16.6	3	16.6	6	33.3			6	33.3
4	Efficiently invest much of their working time work place	2	7.69	4	15.38	12	46.15	6	23.07	2	7.69			1	5.5	1	5.5	9	50	7	38.8
5	present students' result for stalk holders to discuss in time	2	7.69	4	15.38	10	38.46	5	19.23	5	19.23			1	5.5			1	5.5	7	38.8
6	Effectively supervise teachers and give feed back in time.	4	15.38	4	15.38	5	19.23	7	26.92	6	23.07	3	16.6	9	50	2	11.1	2	11.1	2	11.1
7	Use effective meeting plan			5	19.23	11	42.3	5	19.23	5	19.23			4	22.2	5	27.7	9	50		

For item number 1 , 2(7.69%), 4(15.38%), 5(19.23%) 13(50%) and 2(7.69%) of government teachers respectively responded or ranked as low, very low, moderate, high and very high. As their school leaderships commonly prepare school annual plan. Where 1(5.5%), 1(5.5%), 2(11.2%), 2(11.1%) and 12 (66.6%) of private school teachers answered as how leaderships plan. Regarding item 4, similarly all government and private principals reflected as their schools have strategic plan to improve the academic result of student.

This implies, that in both types of schools there is effort of principals show to work with. Nevertheless as the data showed government school leadership have more deficiency as compare to that of the private of schools.

concerning item number 2, 1(38.4%), 7(26.9%), 12(46.15%) and 4(15.5%) of government teachers ranked as low moderate, high, very high that school leaderships put students academic performance at the center of their plan where as 2(11.1%) and 2(11.1%) and 2(11.1%) 6(33.3%) and 6 (33.3%) of private said very low, low and moderate, high and very high as their respective school leaderships put students' result at the center of their plan

This implies, most respondents from both types of schools sparsely show their response that their school leaders lack put the result of students in the center of their annual plan

Concerning item 3 indicated in the above table 2(7.69%), 4(15.38%), 12(46.1%), 6(23.07%) and 2(7.69%)of government school teachers said very low, low, moderate, high and very high respectively . while 3(16.6%) 3(16.6%) 6(33.3%) and 6(33.3%) of private teachers sparsely ranked as very low, low, moderate and very high respectively as school leaderships involve school community i.e. teachers parent and concerned stakeholders to discuss on the school plan.

This implies that school leaderships of both types of schools showed effort to involve the concerned members of school community in the discussion of their school annual budget plan. Nevertheless, the data indicated as there is limitation

For item 4, 2(7.69%), 4(15.3%),12(46.15%) 6(33.07%) and 2(7.69%) of government teachers ranked as very low, low, moderate, high and very high how school principals invest their time for their school.

While 1(5.5%) 1(5.5%) 9(50%) and 7(38.8%) of private teachers said low, moderate, high and very high about how much their school principals and vice principals invest their work time for the work position they are assigned.

It indicates leaderships of both types of schools moderately utilize their work time although the deficiency of government school leaderships exceeds.

As it is indicated in the table above under item 5, 2(7.69%), 4(15.38%) 10(38.46%) 5(19.23%) of government teachers answered as very low, low, moderate, high and very high as school leaderships present students' academic exam result for discussion. This implies the dispersed responses feature showed principals of government schools lack timely presenting the result for stakeholders in contrary only 1(5.5%) of private school teachers answered as it is moderate where most of the respondents i.e. 10(55.5%) 7(38.8%) said high and very high respectively that their school leader present the performance of students timely for discussion. Still the responses of private teachers also show that there is limitation

Regarding item 6, similarly and respectively, 4(15.38%) 5(19.23%) 5(19.23%) 7(26.92%) 6(23.07%) of government school teachers said very low, moderate, high and very high what their conducting of clinical supervision look like. The response clearly showed principals have deficiency not to apply and provide of feedback as timely as possible where 18(100%) of participant of private school teachers answered as their schools' principals and vice principals regularly supervise and give feedback soon and follow up as effectively as possible

Here the researcher also observed that government school principals mostly focus on routine office activities than supporting teachers effectively. As the response of private school participant showed their school leaderships effectively and efficiently apply clinical supervision

Regarding item number 7, it is indicated in the above table that 5(19.23%), 11(42.3%) 5(19.23%) 5(19.23%) of government school teachers respectively said low, moderate, high, and very high that principals conduct meeting show, there is limitation of principals in preparing of meeting plan rather they simply call teaching staff without well adjusted time schedule and agenda and this leads to wastage of work time. While in private schools it is moderate and high as 5(27.7%) and 13(72.2%) as respondents reflected their principals are well preplanned in conducting meeting.

This also clearly showed the distinction between of principals of the two types of schools in their conducting of meeting. The researcher also observed principals of private schools are well planned because of this, there is no room for wastage of work time without good reason.

Table 7.2: The opinion Teachers have about the ability and competency of their respective school

No	Item	Respondents(44)																			
		Government (26)										Private (18)									
		V.L		L		M		H		V.H		V.L		L		M		H		V.H	
According to your observation Principals and vice principals	No.	%	No	%	No	%	No.	%	No.	%	No.	%	No	%	No	%	No.	%	No	%	
8	base themselves on tangible evidences to make decision	1	3.84	2	7.69	8	30.76	8	30.76	7	26.92	2	11.11	2	11.11	2	11.11	12	66.66		
9	strongly Work with school community	2	7.69	1	3.84	8	30.76	7	26.92	8	30.76					1	66.66	3	16.66	3	16.66
10	Effectively work with top management	3	11.53	4	15.38	8	30.76	8	30.76	3	11.53	2	11.11			2	11.11	10	55.55	4	22.22
11	have confidence to work with teaching staff	1	3.84	9	34.61	3	11.53	7	26.92	6	23.07			1	5.55	3	16.66	9	50	5	27.77
12	Have strong effort to fulfill resources in time	2	7.69	1	3.84	9	34.61	8	30.76	6	23.07			1	5.55	2	11.11	8	44.44	7	38.88
13	Start teaching learning activity according to the education calendar	1	3.84	7	26.92	7	26.92	9	34.61	2	7.69					2	11.11	6	33.33	1	55.55
14	facilitate staff room for effectively	1	3.84	2	7.69	1	42.31	9	34.61	3	11.53					1	5.45	9	50	8	44.44
15	have ability of facilitating and training teachers by themselves	1	3.84	5	19.23	7	26.92	7	26.92	6	23.07	1	5.55			3	16.66	10	55.55	4	22.22

Concerning item 8, 1(3.84%) and 2(7.69%) of government teachers ranked as very low and low about how their principals use evidences for decision making where 8(30.76%), 8(30.76%) and 7(26.92%) of them answered as principals moderately, highly and very highly use tangible evidence for decision making, where as 2(11.1%) 2(11.1%) and 2(11.1%) said very low, low, moderate while 12(66.6%) of the respondents said high that their school principals base themselves on evidences when making decision.

This implies that there is some limitations from government school leadership side in using organized evidence in the decision making.

Regarding item 9, About cooperatively working of principals, 2(7.69%), 1(3.84%), 8(30.7%), 7(26.92%) and 8(30%) of government teachers ranked as very low, low, moderate, high and very high respectively. Whereas 12(66.6%), 3(16.6%) and 3(16.6%) answered as moderate, high and very high. This implies school leaderships have effort to work cooperatively with school community. Nevertheless, the responses are scattered. This tells us there was limitation for both types of schools of course the data showed private school leaderships exercise better.

Concerning item 10, 3(11.5%) 4(15.38%) 8(30.76%) and 3(11.5%) of government school teachers responded as very low, low, moderate, high and very high about the capacity principals have to work with the top management of education sector. Whereas 2(11.1%), 2(11.1%) 10(55.5%) 4(22.2%) of private school teachers answered as very low, moderate high and very high. This implies, the private school work more with top education management of woreda and sub city.

For item 11, 1(3.84%), 9(34.6%), 3(11.5%), 8(30.76%), 6(23%) of governmental school teachers reflected as very low, low, moderate, high and very high they observed about much school principals are confident to work with the teaching staff.

Whereas 1(5.5%), 3(16.6%), 9(50%) and 7(38.8%) private school teachers ranked as low, moderate, high and very high the extent they observed about their leaderships` confidence.

This implies, the confidence of school leaderships in both type of schools is moderate.

For an item number 12, about the effort and practice of principals show to fulfill human, material and necessary finance resource 2(7.69%), 1(3.84%) , 9(34.61%), 8(30.76%) and 6(23.07%) of government school teachers agreed that very low , low, moderate, high, and very high.

Whereas 1(5.5%), 2(11.1%), 8(44.4%) and 7(38.8%) of private school teachers gave rank as it is, moderate, high and very high respectively this shows principals more or less have effort to work for timely fulfilling of necessary input..

For item 13 as indicated in the table above concerning the application of the annual education calendar, 2(7.69%), 1(3.8%), 9(34.6%), 8(30.71%), 6(23.07%) government teachers ranked as very low, low, moderate, high and very high how principals put the calendar in to an effect accordingly.

Whereas 1(5.5%), 2(11.1%), 8(44.4%) and 7(38.8%) of private teachers said low, moderate, high and very high how their school principals exercise school calendar.

This implies, there is deficiency of government school principals in applying school calendar as compare to private schools.

Concerning Item 14, respectively 1(3.84%), 2(7.69%), 11(42.3%), 9(34.61%), 3(11.53%) of government school teachers ranked as very low, low, moderate, high and very high about the extent school leaderships facilitate conditions for effective teaching learning process and practices.

Whereas 1(5.5%), 9(50%) and 8(44.4 %) private teachers ranked as it is moderate, high & very high the effort of school principals.

This implies that school leaderships of both types of schools do show strive of their own to facilitate conditions for teaching staff in spite the existence of some limitations in both types off schools.

Regarding item 15, 1(3.84%), 5(19.2%), 7(26.92%), 7(26.92%), 6(23.07%) of governmental school teachers responded as how much principals train teachers by themselves.

Where 3(16.6%), 10(55.5%), 4(22.2%) responded saying moderate, high and very high respectively. All or five of FGD also suggested that the capacity of school leadership has been big question by indicating experience qualification and competency, should be taken in to consideration. This implies it is private school leaderships who more or less try to train teachers as compared to government school leaderships

Table 8: Teachers' Response or on Their Teaching Methodology practices

No	Item	Response																			
		Government										Private									
		V.L		L		M		H		V.H		V.L		L		M		H		V.H	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
1	frequently provide exercises for and check	1	3.84	4	15.38	8	30.76	7	26.92	6	23.07	4	22.22			4	22.2	4	22.2	6	33.3
2	Frequently use teaching aid	5	19.23	5	19.23	9	34.61	7	26.92			2	11.11	2	11.11	5	27.7	7	38.8	2	11.1
3	apply active learning approach	1	3.84			9	34.61	11	42.3	5	19.23	2	11.11			4	22.2			1	66.6
4	Continuous assessment is applying according with the annual and daily plan assessment is					9	34.61	9	34.61	8	30.76			2	11.11	4	22.2	3	16.6	9	50
5	Continuously give well prepared tutorial	3	11.53	5	19.23	7	26.92	5	19.23	6	23.07	2	11.11			2	11.1	6	33.3	8	44.4
6	tell students the objective of the daily lesson	2	7.69	3	11.53	9	34.61	8	30.76	9	34.61			4	22.22	3	16.6	4	22.2	7	38.8
7	Summarize and evaluate the daily lesson	2	7.69			8	30.76	6	23.07	1	38.43	3	16.66			2	11.1	2	11.1	1	61.1
8	Identify students' home- school distance and its effect			7	26.92	6	23.07	6	23.07	7	26.92			2	11.11	2	11.1	8	44.4	6	33.3

Regarding item number 1, 1(3.84%), 4(15.38%), 8(30.76%), 7(26.92%) and 6(23.07%) of government school teachers respectively ranked as very low, low moderate high and very high the extent they provide their students with exercise. similarly all government and private principals reflected as their schools have strategic plan to improve the academic result of students

On the other hand 4(22.2%), 4(22.2%), always 4(22.2%) and 6(33.3%) of teachers in the private schools respectively ranked as very low, moderate, high and very high how often they give exercise.

This implies many of government school teachers do not give serious attention about the significance of exercise and checking.

Regarding item number 2, about the utility of teaching aid respectively 5(19.5%) and 5(19.5%), 9(34.6%), 7(26.9%) ranked as very low, low moderate and high.

On the other hand 2(11.1%), 5(27.7%), 4(22.2%), 7(38.2%) and 2(11.1%) answered as very low, low moderate, high and very high respectively.

Teachers do not use teaching and learning aids adequately, because of a shortage of resources, lack of skills and lack of improvisational ability. (JICA: n.d)

Student participation in the teaching and learning process is also very limited due to the lack of supplies such as chemicals, laboratory equipment and learning aids. (JICA: n.d)

This implies private school teachers use a little bit better. Nevertheless, there is still deficiency or limitation of utilizing teaching aid from both types of schools.

In the case of item 3, about the application of participatory way of learning teaching approach 1(3.84%) of government and 2(11.1%) of private school teachers answered their practice is very low and 9(34.61%) of government and 4(22.2%) of private school teachers agreed as they moderately apply. 11(42.30%) of government school teachers answered as they highly practice it while only 5(19.23%) of government reflected as their practice is very high where 12(66.6%) of private school teachers said very high.

This showed it is still private schools exercise better. However the question of participatory way of teaching approach is common problem in both types of schools.

In most cases, the teaching methods employed in schools are still teacher-centered, despite the fact that training was offered to many mathematics and science teachers on “active learning” or “student – centered approach” in PRESET and INSET programs. (JICA: n.d)

Teachers lack the necessary facilitation skills, such as properly structuring and leading group discussions, question and answer activities and demonstrations. (JICA: n.d)

Concerning to item 4, which deals with the application of continuous assessment method in their plan of teaching, 9(34.6%), 9(34.6%) and 8(30.76%) of government teachers ranked the extent they use respectively as moderate, high and very high respectively.

Whereas, 2(11.1%) 4(22.2%), 3(16.6%) and 9(50%) of private teachers apply low, moderate, high and very high respectively.

Teachers use very limited assessment techniques, which may not be enough to follow the process knowledge, attitude and skills. (JICA: n.d)

This indicates leave alone in the two types of schools; even within the same school all teachers do not always practice continuous assessment. Here also private school teachers relatively apply better as the data showed

The researcher of this study worked as a teacher and supervisor for years in Akaki Kaliti Sub City Administration, and currently and during the past years observation there are limitations in different schools, among which some teachers have the lack of effective lesson preparation before entering the class. Many teachers are competent enough to the level they teach. It was possible and good opportunity to prove this from my supervision experience that the same teachers who work in private school have been observed that they are able to satisfy and communicate better with their students. Because of the above mentioned reasons most of the teachers working in governmental schools seem unable to satisfy their students in academic achievement. In return, this makes students to get bored with teachers and loose interest in their education.

Item 5, As indicated in the table above about the provision of planned tutorial, 3(11.5%), 5(19.23%), 7(26.92%), 5(19.23%) and 6(23.07%) of government teachers about the extent they practice ranked as very low, low, moderate, high and very high respectively .

On the other hand 2(11.1%), 2(11.1%), 6(33.3%) and 8(44.4%) of private school teachers answered as very low, moderate, high and very high respectively how far they provide tutorial activities.

This indicates there is deficiency of provision of tutorial in both types of schools mainly in the governmental schools.

As indicated in the same table above item 6, about informing students about objective of the daily lesson 2(7.69%) , 3(11.53%) 9(34.6%) 8(30.76%) and 9(34.6%) of teachers in government schools answered as very low, low, moderate, high and very high respectively how they practiced.

Whereas 4(22.2%), 3(16.6%), 4 (22.2%) and 7(8.8%) of teachers in the private schools ranked as low, moderate high and very high respectively about how they introduce the objective of the daily lesson.

Comparatively the data showed private school teachers relatively introduce better. The objective of the daily lesson more than that of government school teachers. Nevertheless, from the actual observation, this is common problem for both types of schools that majority of teachers did not introduce students how many chapters could be covered during the academic year. May be simply assuming students have their own text books.

Regarding item 7, which discusses about lesson summary, evaluation; participant government school teachers ranked as follow. 2(7.69%), 8(30.76%), 6(23.07%) and 10(38.4%) this is qualitatively low, moderate, high and very high respectively.

On the other hand 2(11.1%), 2(11.1%), 2(11.1%), 2(11.1%) and 11(61.1%) of private school teachers answered as low, moderate high and very high about the extent they summarize, evaluate the daily lesson.

This implies that the data in the table clearly showed government school teachers have some limitation as compared to the practice of private school teachers.

For item 8, which deals with the effort teachers show about identifying home school distance of their students, respectively 7(26.92%), 6(23.07%), 6(23.07%) and 7(26.92%) of government school teachers responded as low, moderate high, and very high and 2(11.1%), 2(11.1%), 8(44.4%) and 6(33.3%) of private school teachers similarly ranked as low, moderate high and very high.

This implies, there is a limitation of both types of school teachers in taking home-school distance in to consideration as it affects students' learning.

Table 9: Teachers’ response about their observation about the extent of parent’s involvement in the affairs of their respective schools.

No	Item	Response																			
		Government (26)										Private (18)									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
	According to your observation , parents:																				
1	Actively involve follow up and support their children	3	11.53	4	15.38	4	15.38	10	38.43	5	19.23	2	11.1	9	50	5	27.7			2	11.1
2	appear soon when they are called up on	3	11.53	3	11.53	7	26.92	8	30.76	5	19.23	2	11.1	8	44.4	4	22.2	2	11.1	2	11.1
3	show good respect for teachers	5	19.23	8	30.76	3	11.53	6	23.07	4	15.38	2	11.1	8	44.4	3	16.6	2	11.1	3	16.6
4	Equally show their school choice both types of schools	7	26.92	1	3.84	8	30.76	4	15.38	6	23.07	4	22.2	3	16.6	9	50			1	66.6

Regarding item 1, as indicated in the table above about the degree of participation of parents indicated in the tale above 3(11.5%), 4(15.3%), 4(15.38%), 10(38.4%) and 5(19.2%) of government teachers ranked as strongly disagree, disagree, undecided, agree and strongly agree respectively.

Whereas teachers of private schools responded as 2(11.1%), 9(50%), 5(27.7%) and 2(11.1%) respectively as strongly disagree, disagree, undecided and strongly agreed

FGD whose members were teacher's head of department and guidance and counselors in their discussion suggested that mainly parents whose children learn in government schools need to have well awareness so as to follow up and support their children like what parents in the private schools do.

For item number 2, all or eight government schools' principals and vice principals responded as parents have no more awareness where as four of private school principals and vice principals reflected their school parents have well awareness and participate as strongly as possible. By mentioning their (private schools) rules and regulation.

Regarding the degree of the awareness of parents of government school's "principals answered as they (parents) are moderately aware some of parents have the private school leaderships answered parents of their school children have well awareness.

All (twelve) participant government and private school leaderships answered as parents raise question about the issues of the academic performance of their school children. Government principals differently added parents forward their opinion only when they appear for general parental meeting.

Concerning item 5, which deals with the extent of parents involve in the follow up and support their school children, five of government participant school leaderships answered the degree of parents' participation or follow up is very low and where three of them responded as it is low. While four participant private principals and vice principals answered as parents moderately follow up their children.

The implication is that parents whose children are in the private schools more or less participate better than parents whose children are in the government schools.

Concerning item number 2, 3(11.5%), 3(11.5%), 7(26.9%),8(30.76%) and 5(19.2%) of government school teachers ranked as strongly disagree, disagree, undecided, agree, strongly agree, whether parents appear at school when they are called or not.

Whereas 2(11.1%), 8(44.4%), 4(22.2%), 2(11.1%) and 2(11.1%) private school teachers answered as strongly disagree, disagree, undecided, agree and strongly agree. How parents respect and come to school when they are called.

This indicates in both types of schools, there is parental involvement and report when they are requested to appear although the degree varies but as the data in the table showed it is parents whose children learn in private school respect more. As the researcher also observed in the actual field, it is private school parents have active participation.

Regarding item number 3, about the extent parents due give respect for teachers, 5(19.2%), 8(30.76%), 3(11.5%), 6(23.0%) and 4(15.38%) of government school teachers respectively answered as strongly disagree, disagree, undecided, agree and strongly agree how much parents respect them.

On the other hand 2(11%) and 3(16.6%) of private school teachers respectively answered as strongly disagree, disagree, undecided, agree and strongly agree.

This implies still it is parents whose children learn in private school respect teachers more as compare to government schools.

As the data in the table clearly showed, it is also possible to understand their responses are scattered that there is deficiency in both types of school despite its degree varies.

Concerning item number 4, which focuses on the tendency parents show about their school choice, 7(26.9%), 1(3.8%), 8(30.76%), 4(15.3%) and 6(23.0%) of government school teachers ranked as strongly disagree, disagree, undecided, agree and strongly agree.

Whereas 4(22.2%), 3(16.6%), 9(50%) and 12(66.6%) of private school teachers respectively answered as strongly disagree, disagree, undecided agree and strongly agree about the choice of parents for school.

This implies parents do show choice for both types of schools. This is argumentative that as the researcher also observed and informally discussed with some parents all reflected their feeling as they choose private schools and at the same time they express they preference for government schools because they could not afford school fee to send their children to private schools. This implies most of the parents of students of governmental schools as compare to parental involvement in the private schools do not have well awareness about their school children. The

culture of continuously follow up and support their children in school is weak from observation experience point of view parents think, the only responsibilities they have is to register their children in September at the beginning of the academic year and to send them to school always in the morning. Due to this reason, only few parents come and visit how their children are doing in the school. The majority of the parents do not even come when teachers or school leaders want them to talk about their children. Moreover when they come at the end, a few parents prefer to cover or hide the deficiency of their children instead of talking the truth and solve the problems.

Regarding with item 1 on the above table, 3(11.53%) and 4(15.38%) of government school teachers and 2(11.1%) and 9(50%) of private school teachers said respectively strongly disagree and disagree as parents involve actively and continuously follow up and support their school and 4(15.38%) of government school teachers and 5(27.7%) of private school teachers said undecided, while 10(38.43%) and 5(19.23%) of government school teachers said agree; and strongly disagree respectively and only 2(11.1%) of private school teachers strongly agreed.

This indicates the question of parental involvement still needs to be taken in to consideration.

For an tem 2 on the same table how parents appear soon or late when they are called up on and how they accept the cases and reflect for teachers after communicating, 3(11.53%), 3(11.53%), 7(26.92%), 8(30.76%) and 5(19.23%) of government school teachers and 2(11.1%), 8(44.4%), 4(22.2%), 2(11.1%) and 2(11.1%) of private school teachers said strongly disagree , undecided, agreed and strongly agree respectively.

This also implies there is still some limitation of parents in appearing at school as soon as they are called up on.

Regarding item 3, respectively 5(19.23%) , 8(30.76%) of government school teachers and 2(11.1%), 8(44.4%) of private school teachers strongly disagree and disagree how parents give respect for teachers and 3(11.53%) of government school teachers and 3(16.6%) of private school leaders answered as undecided where 6(23.07%) and 4(15.38%) of government school teachers and 22(11.1%) and 3(16.6%) of private school teachers agreed and strongly agreed respectively.

This also clearly showed mainly parents who send their student to government school seem to have some limitation in respecting teachers.

For an item 4 also, respectively 7(26.92%) and 1(3.84%) of government school teachers and 4(22.2%) and 3(16.6%) of private school teachers strongly disagree and disagree about attitude and feeling what parents show concerning their school choice tendency for government or private types of schools and 8(30.76%) of government school teachers and 9(50%) of private school teachers answered as undecided while only 4(15.38%) of government school teachers said agreed and 6(23.07%) of government school teachers and 12(66.6%) of private school teachers strongly agreed on it.

This implies it is, somewhat difficult to categorize the parents' school choice may be because of its attitudinal.

Table 10: Teachers response about students' English language usage

No	Item	Respondents																			
		Government (26)										Private(18)									
		Very low		Low		Moderate		High		Very high		Very low		Low		Moderate		High		Very high	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
1	As you observed, students are confident to communicate in English	8	30.76	3	11.53	3	11.53	3	11.53	9	34.61	4	22.22			7	38.88	4	22.22	3	16.66
2	teachers use English language dominantly for medium of instruction	4	15.38	4	15.38	9	34.61	4	15.38	5	19.23	4	22.22	3	16.66	4	22.22	5	27.77	2	11.11

For item 1, about what students' English language capacity, 8(30.7%), 3(11.5%), 3(11.5%), 3(11.5%) and 9(34.6%) of government school teachers ranked about their observation as very low, low moderate, high and very high.

FGD participants agreed that mainly government school students lack interest and confidence to use English Language consequently their academic performance become lowered.

The instructional medium (English) is acting as a barrier to effective learning. Due to the students' limited English skills, the class content could not always be understood by the students. Consequently, their performance was generally low. (JICA: n.d)

Whereas 4(22.2%), 7(38.8%), 4(22.2%), 3(16.6%) of private schools also ranked their observation experience as very low, moderate, high and very high.

This generally implies there is students' problem to communicate in English as confidently as possible from the researcher's observation experience point of view, also the problem is very high that majority of students are not familiar with English language.

Regarding item number 2 whether teachers are capable to use English language perfectly as medium of instruction, 4(15.3%), 4(15.3%), 9(34.6%), 4(15.3%), 5(19.2%) of government school teachers respectively, ranked as, very low, low, moderate, high and very high about how they utilize.

Private school teachers on the other hand answered as 4(22.2%), 3(16.6%), 4(22.2%), 5(27.7%) and 2(11.1%) that is to say very low, low moderate, high and very high.

Teachers sometimes face problems of content mastery and misconceptions in their subject. (JICA: n.d)

This implies, teachers in both types of schools do not fully use English language as the medium of instruction accordingly with the guideline of the education and training policy. The data clearly shows there is limitation of utility of English language.

This problem implies that it is problem of both teachers and students. Though the medium of instruction is English in secondary and preparatory schools, many students are unable to communicate in this language. On the other hand, some teachers are also seemed to be unable to transmit their message effectively to students. This also makes the teaching learning process and the progress of students' academic achievement difficult.

Table 11: The Response of Teachers about the Gap between the Academic Performances of Grade 12 Students of Both Types of Schools

No	Item	Response											
		Government (26)						Private (18)					
		Yes		No		I don't know		Yes		No		I don't know	
No	%	No	%	No	%	No	%	No	%	No	%		
6.1.	Is there gap between the academic performance of grade 12 students of government and private school students?	22	84.6			4	15.38	14	77.7			4	22.2

For item 6.1, 22(84.6%) of governmental school teachers and 14(77.7%) of private school teachers answered that there is a gap between the academic performance of grade 12 students of government and private school students. While 4(15.38%) of governmental school teachers and 4(22.2%) of private school teachers response also indicate as they do not have evidence.

FGD study participants agreed there was gap and suggestion has been forwarded as a possible recommendation as all stakeholders mainly Addis Ababa education Bureau needs to check its curriculum practice timely in order to curve or narrow the existing imbalance students' academic performance between government and private preparatory school.

All government and private study participant principals and vice principals were asked what view they have about the gap in between the academic performance of grade 12 students of both types of schools. All of them agreed there was gap. In connection with this item school leaderships were also asked to reflect about the degree of the gap. Some answered as the gap was very low and others said it has been low where some others responded as the gap was moderate and few of them said as the extent of the gap is very high. Generally as the discussion shows, there was academic performance difference between the students of the two types of schools.

Table 12: the responses of teachers about the extent of the gap between the academic performance of grade 12 students of government and private schools

No	Item	Response																			
		Government (26)									Private(18)										
		Very low		Low		Moderate		High		Very high		Very low		Low		Moderate		High		Very high	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
6.2	how is the extent of the gap?			1	3.84	2	7.69			23	88.4					15	83.3	3	16.6		

As the data in the table above showed, 1(3.84%) 2(7.69%) 23(88.4%) of teachers responded as the degree of the gap is low, moderate and very high respectively. 15(83.3%), 3(16.6%) of private school teachers also respectively ranked as it was moderate and high. This implies the extent of the academic performance status difference between students of both types of schools is moderately large gap.

Table 13: Experts`/Supervisors` response on factors affecting student`s academic performance

No	Item	Respondents (15)																			
		Government										Private									
		Very low		Low		Moderate		High		Very high		Very low		Low		Moderate		High		Very high	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
According to your responsibility and professional observation, and follow up and support experience point of view																					
1	external academic supervision is sufficient					9	60	6	40							9	60			6	40
2	teaching learning process effectively takes place					10	66.6	3	20	2	13.3							6	40	9	60
3	provision of tutorial is applicable			3	20	9	60	3	20			2	13.3			2	13.3	8	53	3	20
4	students interests' for learning is strong			6	40	9	60											12	80	3	20
5	planning and practicing capacity of school leadership is effective and participatory			3	20	7	46.6	3	20	2	13.3			2	13.3	2	13.3	9	60	2	13.3
5.	school leaderships timely supervise teachers and give timely feedback			10	70	3	20	2	13.3							2	13.3	9	60	4	26.6
6.	show equally for both types of school.	6	40	2	13.3	7	46.6					2	13.3			2	13.3	9	60	2	13.3
7.	Period allotment has no difference for both types o schools.	4	26.6	3	20	4	26.6	2	13.3	2	13.3			2	13.3	2	13.3	2	13.3	9	60
9	the turnover of teachers is	2	13.3	3	20	6	40	4	26.6							10	66.6	2	13.3	3	20

Regarding item 1, about external supervision and its sufficiency, 9(60%) and 6(40%) of ranked as moderately very high as and as it is also similar for both types of schools. This implies external supervision provided for both types of schools is moderately high. Of course, as the data show, there is still limitation.

For item 2. As the data in the table above showed, about the effectiveness of the teaching learning process experts and supervisors respectively ranked as 10(60.6%), 3(20%) moderate, high and very high in government schools while 6(40%) and 9(60%) also for private schools.

This implies external supervision is more or less equally provided for both types of schools. Concerning the actual field observation external supervision is equally given moderately for both types of schools although it is impossible to deny that it has limitation.

Concerning Item number 3, 3(20%), 9(60%) and 3(20%) experts and supervisors respectively ranked as the provision of tutorial is low, moderate and high in government schools, while, 2(13.3%), 8(53%) 3(20%) of them responded as it is moderate, high and very high in private schools.

This implies the provision of tutorial in both types of school is moderate. Generally, it is possible to say there are limitations in both types of schools.

Concerning item number 4, about the interest students show for their education 6(40%) and 9(60%) of experts and supervisors answered as it is low and moderate in government schools.

While 2(13.3%), 9(60%) and 2(13.3%) ranked as it is low, moderate and very high in private schools. Although it needs further research, all FGD participants also agreed that mainly government school students lack interest and confidence to use not only English but also Mathematics and History.

The data implies as students interest is moderate in both types of schools as experts and supervisors answered.

Regarding item number 5, 3(20%), 7(46.6%), 3(20%) and 2(13.3%) experts answered as the capacity of government school principals is low, moderate, high and very high. On the other hand experts and supervisors ranked as 2(13.3%), 2(13.3%), 9(60%) and 2(13.3%) as the capacity of private principals schools is low, moderate, high and very high.

This implies the planning capacity of principals of both types of schools is moderate. of course the data also indicate there is limitation of principals to plan and practicing it in a participatory way.

For item 6, 10(70%), 3(20%), 2(13.3%) experts and supervisors respectively ranked as low, moderate and high the extent school leaderships timely supervisors follow up and support teachers by observing and giving feedback.

Similarly, 2(13.3%), 9(60%) and 4(26.6%) of them ranked moderate, high and very high how school leaderships of private school conduct supervision and support teachers.

This indicates, school leaderships of both types of schools moderately conduct supervision and give feedback for teachers.

Regarding item 7, about the respect students give for teachers, 2(13.3%), 9(60%), 4(26.6% f respondents said very low, low and moderate how students in government school respect teachers .Whereas 5(33.3%), 6(40%), 4(26.6%) of them comparatively answered high and very high.

This showed the respect students give for teachers is better in private schools. For item 8, about the turnover of teachers, 5(33.3%), 6(40%), 4(26.6%) turnover respondents answered as it is low, moderate, and high in government schools. Whereas comparatively the turnover of teachers in private schools is 10(66.6%) and 5(33.3%) of them respectively answered as it is moderate and high.

This indicates the turnover of teachers in private schools exceeds as compared to the turnover of teachers in government schools.

Regarding item 9, about students interest 3(20%), 9(60%) and 3(20%) of experts answered as low, moderate and high in government schools. Where 6(40%), 4(26.6%), 2(13.3%) and 3(20%) answered as it is very low, low, moderate, high and very high.

As the data comparatively showed, although absenteeism is common for both types of schools, it is moderately higher in government schools and this may affect the academic performance of students. Leaders who are mainly in government schools are usually busy due to external affairs and the report they get from teachers may not always true due to lack of follow up and support. In addition, some teachers seem to work only for the sake of getting good mark in evaluation.

The application of school rule is other problem which is not fully respected in government school as compare to the practices in private schools. of course there are good rules and regulations in all types of schools but the application is very limited that students are careless about it in government schools For example, when there is a religious holly day students do not come at the eve-day and two or more days after it. Imagine how many holly days are there during the academic year. But this does not work in private schools. This is true. It is what is exactly observed and observing still. Some parents also raise question as why government schools do not practice like what private etc..

Table 14: How Experts and Supervisions ranked Factors That Affect Academic Performance Of Grade 12 Students of Government preparatory schools in Akaki Kaliti Sub City

	Item	Respondents (15)		Remark
		No/frequency	Percentage (%)	Rank
3.1	High turnover of teachers and lack of quick substitution	4	26.6%	4
3.2	Strong copying or cheating during examination	4	26.6%	4
3.3	Less or poor school leadership support for teachers	13	86.6%	1
3.4	Less monthly salary and residence of teachers	1	6.7%	8
3.5	Less or poor school facility	1	6.7%	7
3.6	Poor utility of time use because of bureaucracy	5	33.3%	3
3.7	Wastage of period is high	4	26.6%	4
3.8	The less or no students' attaining class study hard	6	40%	2

- As depicted in the table above totally 15 experts and supervisors were asked to prioritize or rank factors that affect students' academic performance from most serious problem to the least one and they ranked as 3.3, 3.8, 3.6, 3.7 ,3.2,3.1,3.5, and 3.4 accordingly with the frequency order
- As the above sequence showed 13(86.6%) of experts and supervisors answered school leaderships have deficiency in professionally assisting teachers is the most serious problem.
- 6(40%) participant agreed as the less monthly salary income and lack of residential facility for teachers is the second contributing factors for the low academic performance of students

- 5(33.3%) of respondents ranked the poor utility of time resources is the third place as it is also big challenges that threat students' academic performance.
- For item 3.1, 3.2 and 3.8 each 4(26.6%) respondents ranked as it is the fourth problem
- Similarly each 1(6.7%) of participants gave responses as factors indicated under item number 3.5 and 3.6 contribute negative impact on the academic result of students and its ranks fourth as the frequency showed .Similarly for factors listed under item 3.5 and 3.6 each 1(6.7%) participants assumed (factors) contribute negative impact and the frequency shows its rank is fourth. The researcher also believes that these factors are also among the many problems that has negative impact for an effective academic result of students

Table 15 PSTA's response about the gap between the academic performance of grade 12 students of governmental and private preparatory schools

No	Item	Response					
		Yes there is		No there is not		I don't know	
		No	%	No	%	No	%
	As to your opinion is concerned was there gap between the academic performance of grade 12 students of government and private school students	34	91.89	3	8.1	---	---

As clearly shown in the table above, 34(91%) study participant PSTA member agreed about the existence of gap in between the academic performance of grade 12 students of governmental and private preparatory schools where only 4(8.1%) answered as they did not know.

Table 16 PSTA's response about students of which type of schools' out performed

No	Item	Respondent					
		Government		Private		I don't know	
		No	%	No	%	No	%
	Students of which type of schools out performed	--	--	34	91.89	3	8.1

As it is indicated in the table 37(100%) PSTA members of both types of schools also responded that students of government preparatory schools perform low where only 3(8.1%) participants responded as they have no information

This in general implies the issue needs strong work from all concerned education stalk holders is expected to work as cooperatively as possible in order to narrow the gap.

Table 17: The Response of Members of Parent Student Teacher Association (PSTA) about factors that affect the academic result of students

No	Item	Respondents (37)																			
		Government(22)										Private (15)									
		S.D		DA		M.A		A		S.A		S.D		D		M.A		A		S.A	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Reasons private school achieve better performance																					
1	fulfillment of inputs like well trained teachers and principals					15	68.1	7	31.8							14	93.3	5	33.3		
2	Focus more on teaching learning			14	63.6	8	36.3											14	93.3	1	6.6
3	Strongly work on ethics	13	59	5	22.7	7	31.8											15	100		
4	Better qualifications of teachers					18	81.4	4	18							14	93.3	1	6.6		
5	Teachers effectively prepare and teach				86.3	3	13.6											15	100		
6	School leaders also are capable enough in their management / instructional leadership	17	77.2			5	22.7									1	6.6	14	93.3		
7	Application of rule and regulation	10	45.4	8	36.3	4	18									2	13.3	13	86.6		
8	No wastage of period	20	90.9	2	9													15	100		
9	School leaderships use or invest much of their work time being in their schools.	17	77.2	3	13.6	2	9											15	100		

Regarding to item 1, as the data in the table above showed 15(68.1%) and 7(31.8) government school PSTA members respectively ranked moderately agreed about what the input fulfillment of their school look like where as 14(93.3%) and 5(33.3%) of private school parent representatives answered as moderate and agree. In general PSTA's response in both types of schools showed moderately fulfills and in this regard some problem is being exhibited also in the field observation the size of the school compound can be mentioned.

Concerning item number 2, which type of schools due more attention for teaching and learning process, government school PSTA members respectively ranked as 14(63.6%) and 8(36.3%) PSTA members answered as disagree, moderately agreed how much is the focuses of schools where 14(93.3%) and 1(6.6%) of parent representatives of private schools responded as agreed and strongly agreed. This implies, private schools give due strong attention about students` learning as compare to that of the practice of government school parents.

As it is indicated under item number 3, in the table above government school PSTA members ranked their response as 13(59%), 5(22.7%) and 7(31.8%) answered as strongly disagreed, disagreed and moderate that their schools do lack to work on ethics. Whereas 15(100%) as their schools give due strong emphases on student` ethics. The response clearly showed that private schools give serious focus on student`s behavior and work as compare to what government schools do.

For item number 4, 18(81.4%) and 4(18%) government school PSTA members responded as moderately agreed and agreed about the qualification of teachers where as 14(93.3%) of private school PSTA members said moderate and 1(6.6%) of them answered as agreed.

As the data shows comparatively, this implies it is private schools give due strong emphasis for qualified principals and teachers. However, as the demographic information of this paper shows no more distinction is there mainly in the case of teacher`s qualification. Rather relatively it is government school principals and teachers exceed in qualification.

For item number 5, 19(86.3%) and 3(13.6%) of government school PSTA members answered as disagree and moderately agreed about how much teachers in their respective schools prepare themselves and teach where as 15(100%) of private PSTAs members agreed private school teachers prepare themselves and teach well.

As the data in the table showed, private school teachers prepare themselves and teach effectively as compare to teachers of government schools..

Regarding number 6, 17(77.2%) and 5(22.7%) of government school members of PSTA respectively responded as strongly disagree and moderately agreed about the capacity of their school leaderships have. Whereas 1(6.6%) and 14(93.3%) of private school PSTA members answered as greed and strongly agreed that their school leadership are capable to manage. This implies government school leaderships have some limitation.

Regarding to item 8, as the data in the table show 10(45.4%), 8(36.3%) and 4(18%) of respondents answered as strongly disagree, disagree, moderately agree about the application of rules and regulation of schools where as 2(13.3%) and 13(86.6%) of private PSTA members answered as moderately agreed and agreed that private schools put rules and regulation in to an effect.

This shows private schools strongly practice their rules and regulations of their schools.

Concerning item number 9 about wastage of period 20(90.9%) and 2(9%) of government school of respondent PSTA members answered as strongly disagreed and disagreed where as 15(100%) of private parent representatives answered as agreed that period wastage in their respective school has not been tolerable. This clearly indicated that time resource management is better in private schools.

Concerning item number 10 about principals utility of time, 17(77.2%), 3(13.6%) and 2(9%) of government school PSTA members answered as strongly disagree, disagree, moderately agreed that there is limitation in using work time being in their schools, where as 15(100%) of private schools' PSTA members agreed their respective school leadership use more of their work time being in the school.

This implies principals of private school utilize their work time as effectively as possible. The actual field observation also ensured that it is practical more in private schools.

Table 18: The reflection students have about the gap between the academic performance of grade 12 students of governmental and private preparatory schools In the study Area

No	Item	Response					
		Yes there is		No there is not		I don't know	
		No	%	No	%	No	%
	As to your opinion is concerned was there gap between the academic performance of grade 12 students of government and private school students	80	94.1%	3	3.5%	2	2.3%

As the data in the table shows 80(94.1%), 3(3.5%) and 2(2.3%) of participant students responded as the gap between academic performance of students.

This implies majority of students have information how the academic result of students of government and private schools have difference.

Table 19: Student’s Response about Which Types of Schools Out performed

No	Item	Respondent					
		Government		Private		I don't know	
		No	%	No	%	No	%
	Students of which type of schools out performed	6	7%	77	90.5%	2	2.3%

As depicted in the boxes of the above table, 6(7%) students answered as government schools out performed whereas 77(90.5%) of students responded as students of private schools out performed while 2(2.3%) of respondents expressed as they had no evidence whether there was gap or not. Generally speaking majority of participant students answered as private school students out performed.

Table 20: Students Response About Factors That Affect Their Academic Performance

N o	Item	Respondents(85)																				
		Government(53)										Private(32)										
		SD		DA		MA		A		SA		SD		DA		MA		A		SA		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	The home school distance effect			4	83	4	16.9							6	27	84	5	15				
2	The less interest of teachers							49	92.4	4	7.5			29	90	3	9.3					
3	Parental follow up was less							38	71.6	5	9.4			32	100							
4	Ineffective work of schools on English language							50	94.4	3	5.6	15		32	100							
5	Peer pressure					3	56.6	23	43.3							2	87	3	9			
6	The less effort of school leadership for academic performance of students					2	54.7	30	56.6	4	7.5	31	96	1	3.1							
7	Non attractively of text books	4	85	8	45	8	15					7	21	25								
8	School environment					3	58.4	20	37.7	3	5.6			20	62	1	37					
9	Less or poor guidance service							46	86.7	7	13			31	96	1	3.1					
10	Lack of Students' vision and interest					3	5.6	47	88.6	3	5.6					3	93	2	6			
11	Schools do not start teaching according to calendar							1	1.8	52	98.1	32										
12	Wastage of class(period)							51	96.2	2	3.7	32	100									
13	Poor socio Economic status of parents.					4	86.7	7	13.8							2	81	6	1			

According to the items indicated in the above table the students responses have been discussed as follow.

For an item 1, 44 (83%) of government school students ranked as they strongly disagreed as their academic performance was not affected due to the long distance they have from home to school and 16.9% of them said as it is moderate where as 27(84.3%) and 5(15.6%) of private schools respectively disagreed and moderate about the home- school distance.

This showed majority of students of both types of schools do not have problem of home school distance.

Regarding item 2 on the same table, respectively 49(92.7%) and 4(7.5%) of government school students agreed and strongly disagree as the academic performance of students is affected by the less interest of teachers where as 29(90.6%) and 3(9.6%) of private school students respectively answered as agreed and moderate about teachers' interest didn't affect their performance.

The data showed that there is less teaching interest of teachers and may contributed negative impact on students academic performance although the degree of the interest of teachers vary from school to school and from individual teacher to.

Regarding item 3, respectively 38(71.6%) and 5(9.4%) of government school students ranked as agreed and strongly agreed as the. academic performance is affected by lack of parental follow up where 32(100%) of private school students answered as they disagreed that their parents did not have short comings in supporting them(students).

The data sparsely showed the follow up and support of parents vary one from the other that mainly there was wide draw backs of government school parents as compare to private schools.

Regarding item 4, 50(94.4%) and 3(5.6%) of government school students agreed and strongly agreed respectively as their academic performance affected by ineffective schools work on English language respectively. While 32(100%) of private school students disagreed that their schools have no deficiency.

The responses of government school student as compare to the experience of private schools students showed the shortage of capacity of English language utility affects their learning and academic performance.

Concerning item 5, respectively 30(56.6%) and 23(43.3%) of government school student respectively answered as moderate as how peer presser affects their academic performance.

While 28(77.5%) and 3(9.3%) of private school students respectively answered as moderately agreed how peer pressure influences.

The data clearly showed although the degree varies, there is peer pressure in both type of schools that affects their academic result.

For item 6, 29(54.7%), 30(56.6%) and 4(7.5%) of government students respectively answered as agreed and strongly agreed as their academic performance was affected because of school principals that mostly they do not purposely plan and work for the improvement. Were as 31(96.8%) and 1(3.1%) of private school students strongly disagreed their respectively school principals have no weakness respectively.

Concerning item 7, 45(84.5%) and 8(15%) of government school students respectively answered as strongly disagree and moderate as students academic performance has been affected because of non attractive of textbook where 7(21.8%) and 25(84.3%) of private school students disagreed as the in attractively of text book has no more problem on their academic result.

But according to the researcher's actual observation, some text books are colorful where others are not and some students were also informally suggest as they are disappointed why it happened.

Regarding item 8, 31(84.5%), 20(37.7%) and 3(5.6%) of government school students respectively ranked as moderately agreed and strongly agreed as their academic performance was affected by school environment where 20(62.5%) and 12(37.5%) of private school students respectively disagreed and moderately agreed how much their respective school affects their academic performance.

As the data in the table showed the facility of school environment has no more impact on students` learning and performance but according to the actual observation the size of area of private schools is narrow as compared to government schools and they raise claiming for land to expand.

For item 9, respectively 46(86.7%) and 7(13%) of government school students responded as agreed and strongly agreed as their academic performance has been affected because of less or poor guidance service. Whereas 31(96.8%) and 1(3.1%) of private school students respectively answered as disagreed and moderate their school guidance and counselors have no limitation.

FGD participants also discussed about how guidance and counselors work. After broadly discussing all or five of them agreed as the activity is there nevertheless finally concluded the contribution of government school guidance and counseling had limitation as compared to the practice in private schools despite the existence of efforts of guidance and counseling in both types of schools its contribution is not so far strong, mainly in the government schools.

Regarding item 10, 3(5.6%), 47(88.6%) and 3(5.6%) of government students answered moderate, agreed and strongly agreed as their less or no interest and vision affected academic performance while 30(93.7%) and 2(6.2%) of private school students respectively answered as moderate and agreed that there is some problem of interest and vision.

This implies students of both types of schools have lack their own vision and goal.

As the actual field observation also shows, most of the students seem to think learning is only to complete grade 10 or 12. Only few students work hard in the class and eager to pass the national exam of grade 10 and higher education institution entrance exam. Frankly speaking these students may see their brothers, sisters and friends in their locality who didn`t get job for years after graduating from colleges or universities.

For item 11, respectively 1(1.8%) and 52(98.1%) of government school students respectively responded as agreed and strongly agreed as their academic performance of students was affected because of their Schools did not start teaching learning accordingly with the calendar. Whereas 32(100%) of students of private schools answered as strongly disagreed as their schools have no problem of utilizing the calendar.

This also tells mainly government schools were not opened and start the actual teaching learning process as early as possible accordingly with the provided academic calendar. The researcher also observed mainly government schools begin may be after twenty or sometimes at the end of the first month of the academic year. It is possible to imagine how much, learning periods could be lost.

Concerning item 5, 51(96.2%) and 2(3.7%) of government school students answered as agreed and strongly agreed about how wastage of period affected their academic performance. Whereas 32(100%) of private school students disagreed as wastage of period was forbidden in their schools.

Finally for an item 13 on the same table, respectively 46(86.9%) and 7(13.7%) of government schools students respectively answered moderate and agreed as their academic performance was affected because of poor socio economic status of parents whereas, 26(81.2%) and 6(18.7%) of private school students moderately agreed their parents economic status affects their academic performance.

These reflections clearly tell us there is Socio – Economic status influence on the academic performance of students although the degree varies.

Some of the students in governmental schools do not usually come to school as compared to private schools. There are some reasons as the researcher informally discussed with some students. For example, parents of students are at lower economic level that these students work to support themselves and their families as well. Surprisingly, few students even work in the day time once, twice in shifting or even more times during school days. Due to this reason they may not come regularly to school beside the carelessness of them is also there.

As tried to discuss in the above, some students of government schools students do not come to regularly while many more students come late to school. From researcher's experience he come to know the main reason for the students to come late is, some students work in factories even in the night while the others do a lot of things in the morning before coming to school. They shouldered responsibility to take care of their family issues Their parents in turn leave home early in the morning for work therefore they(students) lack who awake them. On the other hand, as the observation show there are also some students who are coming from far distance.

CHAPTER FIVE

Summary, conclusion and recommendations

5.1 Summary

As already indicated in chapter one the purpose of the study has been stated that it was to investigate the academic status difference between grade 12 students of government and private schools and to identify practices and factors that affect the academic result of students in Akaki Kaliti sub city and eventually to forward some possible solutions.

The following basic questions were to be answered

1. What is the academic performance status of grade 12 students of government and private preparatory schools?
2. What are the major factors that affect and make difference between grade 12 students of government and private preparatory schools?
3. Is there statistically difference between the government and private preparatory schools in the academic performance of students in Akaki Kaliti sub city administration?

Regarding the sex ratio of study participants all 12(100%) of principals and vice principals and 43(97.72%) of participant teachers are male while only 1(2.27%) of respondent teacher was female.

As regard to the sex ratio of principals and vice principals of the sampled schools, all 12 (100%) of them are male. Although the number of female teachers was very limited the questionnaire is dispatched for both types of sexes, almost 43 (97.72%) of respondent teachers were male where only 1(2.27%) was female. concerning the age of participants all 100% principals and vice principals are above the age of 30 where only 2(16%) principals are above the age of 40, 44(100%) of teachers are above 25 years old and above.

Concerning the qualification only 3(25%) government schools of principals and vice principals have master of art (MA) where 9(75%) of the rest government and private schools are first degree. Regarding teachers qualification atleast 3(11.1%) of government school teachers have second degree. This indicates minimum of qualification requirement is expected to be fulfilled mainly for the preparatory school level.

The research showed that 198(88.3%) participants answered about the existence of the academic status difference between grade 12 students of government and private preparatory schools in Akaki Kaliti sub city administration.

The observation also clearly indicated that there was disparity of practices between the two types of schools.

The paper also showed there are crucial and specific factors that affect academic performance of students mainly in governmental preparatory schools.

Almost all respondents agreed that there has been limitation in capacity and commitment of school leaderships to exercise. Their responsibility as expected.

Governmental school teachers lack interest and consequently they do not prepare themselves and teach well for instance, they had limitation of purposely fully plan their daily lesson. They do not also apply participatory way of approach and effective continuous assessment too in the teaching learning process.

Teachers do not continuously use teaching aid effectively they simply over emphasized it.

From teachers side still mainly in the government schools there was shortage of utility of English language they instead abundantly use Amharic language for those subjects their medium of instruction is English.

Dominantly students of government preparatory schools, have no confidence to communicate in English. They face problem of understanding the contents effectively and efficiently as possible. Consequently their academic performance could be less or poor relatively as compared to that of the result of students of private schools.

The research showed students lack vision, attention and interest not to attentively follow up their education.

There is poor follow up and support from parent's side mainly in the government school as compared to the practice of private schools may be because of less or poor socio – economic status, the non transparency of principles and lack of well awareness of role parents have in the education system.

Government schools lack putting rules and regulation of school in to an effect as compared to the practice of private schools.

The provision of tutorial in government school has not been well prepared and targeted the improvement of students performance when compare to the private schools practices.

Education system in general and teaching learning activity in particular depends on time budget for implementation of curriculum and syllabus. But mainly government schools lag behind in opening and starting teaching learning process accordingly with the given education calendar. The wastage of time has strong negative impact on the academic

performance of students to score according to the required standard because of wastage number of periods.

Government school leaderships lack transparency to involve stakeholders commonly in the discussion and commenting on school annual budget plan.

Government school principals do not continuously follow up and supervise and give timely feedback for teachers as compare to the practice of private school leaderships are doing.

- The researcher has tried all his bests to find answers for the already stated basic questions and the study result showed that 198(88.3%) of participants agreed that there was academic performance gap between grade 12 students of both government and private preparatory schools in Akaki Kality sub city administration. The status of academic result of private schools exceeded the result of students of government schools.

This paper also showed there were major and specific factors that affect the academic performance of students of both types of schools although the degree varies. The study also clearly indicated that there was disparity of practices between the two types of schools. In spite of the existence of education and training policy (ETP) and the national education curriculum which is nationally common for both types of schools.

Almost all respondents also agreed as the capacity and commitment of school leadership to practice was also big issue. Teachers lack interest to apply participatory approach in preparing themselves and teach. The less or in effective using teaching aid and wastage of period was also teachers deficiency.

The students vision and the less or limited interest of learning, un effective involvement and follow up and support of parents, the limitation of application of rules and regulation of students mainly in the government schools. The less or no need for sharing best practices of one school from the other. Provision of tutorial mainly in the government school was not focused at student's academic performance.

- Addis Ababa education bureau allocated or allowed result based aid (RBA) budget for tutorial purpose. The actual teaching learning practice did not begin accordingly with the given calendar rather start may be after two or three weeks or a month fundamentally it was strong problem of government schools.
- All respondents also agreed wastage of school time resource mainly in the government schools was serious problem indicating the wastage at the eve and the next days after the holidays are celebrated.

13(50%) government school teachers and 12 (66%) of private school teachers answered as principal and vice principals commonly prepare school annual budget plan accordingly with the nature of their schools.

The study also showed majority of government and private teachers agreed as principals and vice principals put students academic performance in the centre of their plan. However the actual observation mainly in the government school showed school leaderships invest much of their work time on routine activities.

5.2 Conclusion

As the summary of findings showed, the service year of majority of participant teachers, vice principals and experts is not longer than 10 years.

The research result depicted that the teaching learning process and practices mainly in the government preparatory schools was not as effective and efficient as the expectation that majority of students could not secure the required result to pass the higher education institution entrance as compared to the performance of students in private preparatory schools. Almost all study participants agreed that there is gap in between the academic result of students of both types of schools.

According to the undertaken study, affecting factors are numerous among which academic background of students from the lower grades, mainly government schools did not start the actual class accordingly with the academic year education calendar. Most of the teachers fundamentally in the government schools have limitation to apply participatory way of teaching learning approach, tutorial continuous assessment effectively. Teachers whose subjects are written in English and they over emphasized utilizing the language fully for medium of instruction and the students are not also confident and courageous to communicate the contents well as compared to the practice of private schools.

Parents mainly in the government schools also lack follow up and support compared to parents' participation in private schools.

Mainly government school Principals did not pass much of their work time being in the school. May be because of frequent meeting and intervention from top. So consequently they (principals) could not conduct well planned and effective clinical supervision and give timely feedback for teachers. Majority of government school students also seem lack vision and value of their own.

5.3 Recommendations

The study tried to incorporate education practitioners as participants of the study, that included school principals, vice principals, teachers grade 12 students and executive members of school wide PSTA, head of subject departments guidance and counselor and special needs education professional from governmental and preparatory schools and also experts and supervisors from the sub city education office grade 12 students, executive members of school wide PSTA members, head of subject departments along with observation and document analysis and focused group discussion .

The question of quality educations should remains crucial, therefore the following possible recommendations could be forwarded on the bases of the research findings.

The study 100% showed that there is moderately large gap between the academic performance of grade 12students of both government and private types of preparatory schools where the study has been under taken both types of schools.

Chaube and Chaube (2003:.257) under sub topic "... a comparison between state control and private educational institutions: described as the two types of schools push apart one another as follows: those who stand for state control over education are against private enterprises in education, they think that private educational institutions ignore the children`s interests and they work for earning money. In such institutions educational implements and means are generally in adequate and the standard of teachers is usually very poor. But in government institutions there is no dearth of educational facilities.

This also works for the current Akaki Kaliti sub city and private preparatory schools about how they won`t come together and work cooperatively as partnership. Hence, these and other schools need to work cooperatively work by sharing best experiences one from each other. School leaderships and supervisors are strongly concerned to bring schools together and strengthen the culture of partnership practice in order to narrow the gap between them.

As a means of strategy, it may also be advisable to establish secondary schools` cluster centers like those in the primary schools do. Both types of school leadership should strongly and positively think and incorporate the general and specific objective of the ETP and develop their

school based policy and cooperatively practice as professionally as possible accordingly with context of their environment.

The woreda and the sub city education offices are also responsible to strengthen schools' relationship and partnership hood among all types of schools.

School leadership have strong leadership functions and responsibility to facilitate, capacitating , follow up and support, initiate and enforce teachers to exercise participatory and continuous assessment way of teaching approach as purposefully as possible. So they (principals) should not overemphasize putting these duties into an effect.

- Chaneily, the top education management bodies also need to give due strong consideration for experience, minimum requirement and competency when placing or assigning school leaderships should be taken in to consideration because it is school leaderships who are focal persons and frontier accountable for their heavy responsibility to carry out rule, and regulation and also mobilize their community and other stakeholders at large. The high ranking personals of education office are ffrontile responsible figures for effective quality education to ensure the application of education policy and curriculum.
- It is still the responsibility of government school leaderships to formulate school based policy and put rule and regulation into an effect just like what non government schools are doing.
- Parents and students need to strongly participate in the preparation and application of students school rule and regulation.

It is known that teachers have the day to day communication with their classroom students and work opportunities and responsibility therefore, they(teachers) need to develop teaching interest and prepare themselves well ahead of the regular class just on behalf the national development.

Methodologically, relatively teachers still have heavy responsibility to give preplanned effective tutorial, continuous assessment, and utilizing teaching aids effectively and efficiently as possible.

Education institutions basically government secondary and preparatory schools should strengthen the participation of parents in particular and the community at large as transparently

as possible. It is also advisable that principals should publicize schools major functions and results on the public notice board.

From external supervision, service delivery point of view, effectively planning, follow-up and support school leadership rather than focusing on the number of teachers to be supervised advisable

To protect education wastage, all education stakeholders have strong responsibility to work cooperatively and they are accountable to enable and increase the interest of students to develop their vision, and identify their mission and value to work for success.

Fundamentally schools leaderships have very strong responsibility for those subjects their medium of instruction is English, to facilitate and establish language laboratory and exercise in order to enable both teachers and students to use as as effectively as possible.

From the application of the General Quality Education Improvement (GEQIP) point of view, school improvement program (SIP) is one of the six programs of the package. Fulfillment of necessary input and school facilities are the big issues that all concerned bodies mainly PSTA is strongly responsible to and encourage parents to follow and support their school children as continuously as possible and it is also advisable to assign focal persons at subject level. For each program of the general quality education package.

- In order to complete the portion in time, mainly government preparatory schools should not delay to be opened and start the actual class according to the academic year calendar.
- All mainly government schools should be free from frequent external bureaucratic intervention i.e. they (principals) need to have enough time to focus on their strategic plan and pass most of their time in their office rather than to being engaged them in meeting and other routine activities. So the concerned top education management should improve this problem.
- The role of guidance and counseling also needs to get strong focus basically in the government schools to practice like what private schools do. The counselors should get their job description for the place they are assigned too.

- Mainly students of government schools, “needs to get depth and wide ethical advice cooperatively by civic and ethical education teachers and guidance and counselor to enable them to give respect for their teachers and school community.
- It could also be argued that higher education institutions are required to forge and maintain positive and collaborative working relationships with preparatory schools in their vicinity. They seem to have a high stake in what is happening in preparatory schools for the good reason that they would be recipients of the products of the preparatory
- Schools in a year or two. In this regard, they could provide school leadership and teachers with training and awareness-raising on contemporary professional issues. In addition, they are expected to conduct impact assessment of their training of supervisors and principals who have obtained their second degree under their care.

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Appendix A
Addis Ababa University
Department of Educational Planning and Management (EDPM)
Questionnaires to be filled by Teachers
Dear Research Teacher

The fundamental aim of this questionnaire is comparatively to assess and examine the academic performance of grade 12 students, practices and factors affecting it in selected Government and Private secondary and preparatory schools found in Akaki Kaliti sub city administration and it is also to find out some possible solutions and recommend on the basis of findings. The information gathered through this questionnaire will be used only for academic purpose. Your response determines the success of the study. All Your responses will also be confidential! Hence you are respectfully asked to answer the next questions as freely as possible accordingly with their instructions

Note; There are six parts to be responded

- These are: -
- part I-General Information
 - Part II-The relationship of teachers with principals and vice principals in line with students academic performance
 - Part III-parents' Involvement
 - Part IV Teachers Methodology
 - Part V-The usage of English Language for Medium of Instruction
 - Part VI-The gap between the academic performances of grade 12 students of government and private schools.

Questionnaires are presented in both close- ended and open-ended forms. For close-ended question given in the tables, please mark an 'X' and indicate your response in the boxes. For open – ended questions comparatively write your additional opinion in the space provided under each table in line with each item.

- Types of schools refers those schools to government or private owned

Part I

General Information

A/ No need of writing your name

B/ Please, complete questionnaires by marking × against your response. For open ended items, write your answer in the blank spaces corresponding to the questions.

1. Type of school in which you are teaching _____

Government

Private

1.2 .Name of your school-----

1.3. Sex: Male Female

1.4. Age:

A. 18-25Years B. 36-35Years C. 45 Years and above

D. 26-35Years E. 36-45 Years

1.5. Marital status

A. Married

B. single

1.6. Educational Background

• BED BSC MA MSC

1.7 The Amount of your monthly income in Ethiopian Birr _____

1.8 Your Work Experience years in teaching:

1.9 Your current position other than teaching:

A. Head of department

B. Unit leader/ coordinator

C. If any other _____

Part II: The Relationship of Teachers with Principals and vice Principal

Instruction: The researcher hopes that you have enough information about secondary and preparatory schools and their activities. It is also known school leaderships have frontier responsibility for their organization to plan, organize, implement follow up, and make decision, report and then improve the result and behavior of students in collaboration with school community. Mainly with teachers Hence please rank the following 17 possible factors and

show how the principals and vice directors affect your practice and the improvement of academic performance of students as well

Note; the range of ranking extends from 1st more serious problems(very low) to 5th (least serious problems(very high)) mark an “x” in the box against your choice(give response comparatively for both types of schools)

1. Very low 2.Low 3. Moderate/Average 4. High 5. Very high

No	Item According to your observation, Principals and vice Principals	Response									
		Public					Private				
		1	2	3	4	5	1	2	3	4	5
1	commonly prepare the school strategic and annual budget and practices										
2	put students learning in the central part of the school annual plan										
3	effectively Involve school staff and parents/stalk holders as a whole to discuss and ratify school annual budget plan and publicize on notice board										
4	Efficiently invest much of their working time to follow up and support teaching learning process										
5	present students result by themselves for stalk holders to discuss in time										
6	effectively prepare checklist for clinical supervision and follow up, support, and give timely feedback for teachers										
7	Use effective meeting plan not to waste time.										
8	base themselves on tangible evidences when making decision										
9	strongly Work with members of the community & Parents, Students and Teachers Association (PSTA)										
10	have fitness and capacity of working with the Woreda and sub-city education offices										
12	have confidence and collaboratively work with teaching staff & supporting workers										
13	show effort to fulfill human material and finance resources and ensure accordingly with annual school calendar										
14	have commitment to begin the teaching learning activity just according to the given school calendar										
15	facilitate room for effective teaching learning process										
16	have ability of facilitating and training teachers by themselves										

Instruction Please would you explain your additional view or justification including solutions for your answers in the above. (For question 4)

2.1. If your answer for item no 24 may be very low or low what problems can be listed?

2.2. For item 24 what view do you have to forward as solution?

Part III. The Participation of Parents

Instruction: Please, rank the extent to which the following 5 possible factors parents influence and contribute for the improvements of academic performance and behavior of their children. Answer comparing both government and private secondary and preparatory schools. The range extends from 1st (strongly agree) (very low) to 5th (strongly disagree) (very high). Mark an "X" in the box against your choice.

1. Strongly Disagree 3. Undecided 5. Strongly Agree
 2. Disagree 4. Agree

No	Items	Response									
		Public					Private				
		5	4	3	2	1	5	4	3	2	1
	Parents										
1	involve actively and continuously follow up and support their school children because principals transparently invite them										
2	appear soon when they are called up on and admit the cases and give and constructive reflection for teachers after communicating										
3	have good respect for teachers										
4	equally show their school choice tendency for both types of schools										

Instruction: Please explain your additional view or justification including solutions for your answer

3.1 If your answers for item no 4 may be strongly disagree what can be your reason?

Part IV: Teaching Methodology

Instruction :from your teaching methodology point of view Please, rank the extent to which the following 7 possible factors affect the improvement of academic achievement of grade 12 students in comparison between government & private secondary & preparatory schools in you are teaching. The

range extends from 1st (least serious problems (Very Low)) to 5th (serious problems (Very High)). Mark an "X" in the box against your choice.

1. Very low 2. Low
 3. Moderate/Average 4.High 5. Very high

No	Item	Response									
		Government					Private				
	You as a teacher										
		1	2	3	4	5	1	2	3	4	5
1	frequently provide exercises for students and check										
2	use teaching aid frequently and efficiently										
3	effectively apply active learning teaching approach										
4	apply preplanned continuous assessment										
5	give well prepared tutorial continuously										
6	tell the students about the objective of the daily lesson always during introduction										
7	Summarize, evaluate and ensure whether students understood/captured the daily lesson or not										
8	Identify that home- school distance affects students' academic performance.										

Instruction: Please would you explain your additional view or justification including solutions for your answers in the above. (For question 8)

4.1. If your answers for item no 8 may be very high what problems you observed?

4.2. What solution you forward?

Part V: The Usage of English Language

Instruction: It is known that except Amharic all other subjects are given in *English* language in Secondary and Preparatory schools.

Currently how is your observation and experience about utility of English language in the schools? Please you are expected comparatively to rank both government and private secondary & preparatory schools

The range extends from 1st(least serious problem (very low)) to 5th (more serious problem(very high))

A. very high B. High C. Medium D. Low E. Very low

No	Item	Response									
		Public school					Private school				
	I observed that	1	2	3	4	5	1	2	3	4	5
1	students are confident to communicate in English										
2	teachers use English language dominantly for medium of instruction										

Instruction: Please would you explain your additional view or justification including solutions for your answers in the above. (For question 1, 2)

5.1. Additionally what do you explain why students are not confident to communicate in English, if your response for item 1 could be very high (serious problem)?

5.2. What reasons are there behind teachers constantly do not use English when teaching?

5.3. What do you advice students to utilize English language effectively?

5.4. What do you suggest for teachers to use English language as effectively as possible for instruction?

Part VI. The gap between academic performances of student's of government and private secondary schools.

Instruction: Read the question and underline the choice of your response.

6.1. Is their gap between the academic performance of grade 12 students of government and private school students?

- A. Yes, there is B. No, there is not C. I do not know

6.2. If your answer for question 6.1.1 may be "yes, there is" how is the extent of the gap?

- A. very high B. High C. Medium D. Low E. Very low

6.3. The result of which type of school students' academic performances is better?

- A. Government B. Private

6.4. What will be your suggestion as means of solution to narrow the gap between the results of the students of the two types of schools?

Appendix B

Addis Ababa University

Department of Educational Planning and Management (EDPM)

Interview to be responded by Principals and vice principals

Dear Research participant

The fundamental aim of this interview is comparatively to investigate the academic performance of grade 12 students, practices and factors affecting it in selected Government and Private secondary and preparatory schools found in Akaki Kaliti sub city administration and also to find out possible solution and recommend on the basis of findings. The information gathered through this interview will be used only for academic purpose. Your response determines the success of the study. Thus, you are kindly requested to respond the interview honestly. Your response will also be confidential!

Hence you are respectfully asked to answer the next questions as freely as possible accordingly.

Note; There are eight questions presented for you in order to responded

Thank You in Advance

Dear school leader:

As indicated above along side with fulfilling the course requirement this interview is meant to conduct a research on Academic performance of Grade 12 students and Factors Affecting it. In comparison to selected Government and Private Secondary and preparatory schools In Akaki Kaliti Sub-city Administration. The researcher is very much sure that your contribution has great influence and has more support in addressing of the desired research objective.

Part I General Information

1.1 Sex M F

1.2 Qualification _____

1.3 Work experience in teaching _____ in your current position _____

Type of school in which you are working

So Please Would you reply the following questions as genuinely as possible?

1. Do you agree that there is academics status difference between grade 12 students in government and private secondary and preparatory schools? If yes, how is the degree of the gap (very low, low, moderate/average, high, very high) and what indicators you mention?
2. What do you feel about the current trend of academic performance of students in your school? Is it increasing or not? What extent? Is it competent? If not why?
3. Do you think parents of your school have well awareness about their school children? And to what extent they follow up? How about students? Are they seemed to have vision?
4. What are the major challenging factors to your school management as far as academic performance of students is concerned from different perspective? Example teachers` period allotment of period, external intervention, time resource utilization bureaucracy (external frequent meeting) that hinders not to invest much of your time, for inner supervision, size of school area, etc... loosen parental participation.
5. Do you use much of your working time resource being in the school if not are there threatening factors please tell me
6. As body of school management how do you go about improving the existing strategy situation i.e. academic result of students? Do you have strategy for this?
7. Do parents raise question or opinion about their satisfaction on quality education and academic performance of their children /to what extent? (As compare to the result of other schools)

8. Do you cooperatively work with school community mainly with teachers? What extent teachers work with full of need?
9. What will happen on the psychological makeup of the people and on the national education out come from the gap between the two types of schools continue?
10. Would you forward some possible solutions you think for improving students' academic performance?

Thank You So Much!

Appendix C

Addis Ababa University

Department of Educational Planning and Management (EDPM)

Questionnaires to be filled by Education Experts/ Supervisors

Dear Research participant

The fundamental aim of this questionnaire is comparatively to assess and examine the academic performance of grade 12 students, practices and factors affecting it in selected Government and Private secondary and preparatory schools found in Akaki Kaliti sub city administration and also to find out possible solution and recommend on the basis of findings. The information gathered through this questionnaire will be used only for academic purpose. Your response determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response will also be kept confidential!

Hence you are respectfully asked to answer the next questions as freely as possible accordingly with their instruction

Note; There are four parts to be responded

These are: Part I-General information

Part II- Practices and challenges

Part III- Ranking the factors that affect students' academic performance

Part IV- The gap between the academic performances of grade 12 students of government and private schools.

Questionnaires are presented in close- ended and open-ended forms please use an 'X' to indicate your answer for close ended items given in the tables. To compare both types of schools write also your additional opinion for open-ended items in the space provided under each table.

Types of schools refers to government or private owned

Part I. General Information

A/ No need of writing your name

B/ for close ended items in the table Please, complete questionnaires by marking 'X' against your response. For open ended items, write your answer in the blank spaces corresponding to the questions.

1.1. Core process in which you are working

1.2. Job position/ Title: Expe supervisors

1.3. Sex: Male Female

1.4. Age:

1.4.1. 18-25Years 1.4.3. 30-35Years 1.4.5. 45 Years and above

1.4.2. 26-30Years 1.4.4. 36-40 Years

1.5. Marital status

1.5.1. Married 1.5.2. single

1.6. Educational Background

1.6.1. BED BSC MA MSC

1.8. The amount of your monthly income in Ethiopian Birr _____

1.9. Your Work Experience years in teaching: _____ in your current position _____

Part II. Practices and challenges

Instruction: please read and give your answers for the following 17 Questions given in the box depending on the items. For open ended items, brief answers will be expected. The range of ranking ranges from 1st more serious problem (very low) to 5th (least serious problems) (very high) mark an “X” in the box against your choice.

- Very low 3. Moderate/Average
- Low 4. Very high

Table 1 Factors Affecting Students’ Academic Performance

No.	Items	Responses									
		Public school					Private school				
		5	4	3	2	1	5	4	3	2	1
2.1	external academic supervision is sufficient										
2.2	teaching learning process effectively takes place										
2.3	provision of tutorial is applicable										
2.4	students interests’ for learning is strong										
2.5	planning and practicing capacity of school leadership is effective and participatory										
2.6	comparatively students’ academic achievement is										
2.7	there is wastage of time resource during school days because of bureaucracy and frequent meeting										
2.8	school leaderships (principal, vice principals) effectively and timely supervise teachers and give timely feedback										
2.9	the degree of copying or cheating examination by students is										
2.10	regarding school choice, society as a whole parents in particular show equally for type of school.										
2.11	the contribution of guidance and counseling in the school is										
2.12	period wastage is										
2.13	currently Period allotment for each teacher is										
2.14	the top education managing bodies, give strong considering for competence and experience when assigning school leaderships.										
2.15	the follow up and correct students absenteeism is										
2.16	the turnover of teachers is										
2.17	students show respect for teachers										

Instruction: Please would you explain your additional view or justification including solutions for your answers in the above. (For question 2.4)

2.1. If your answers for item no 2.4 may be very low what problems you observed?

2.2. Please write some solutions

Part III ranking the degree of factors that affect academic performances of students.

Instruction: some possible assumed factors that create gap are indicated in the table above the academic achievement of grade 12 students of government and private school. Therefore please read thoroughly all the items below and rank from the very serious to least serious problem

- 3.1. High turnover of teachers and lack of quick substitution
- 3.2. Strong copying or cheating during examination
- 3.3. Less or poor school leadership support for teachers.
- 3.4. Less monthly salary and residence.
- 3.5. Less or poor school facility.
- 3.6. Poor utility of time resource because of bureaucracy.
- 3.7. Wastage of period is high.
- 3.8. The less or no students' attaining class and study hard.

Part IV The gap between academic performance of students of government and private secondary schools.

Instruction: Read the question and underline the choice of your response.

4.1 Is their gap between the academic performance of grade 12 students of government and private school students?

- A. Yes, there is B. No, there is not C. I do not know

4.2. If your answer for question 6.1.1 may be “yes, there is” how is the extent of the gap?

- A. very high B. High C. Medium D. Low E. Very low

4.3. Whose academic performances are better?

- A. Government school B. Private School

4.4. What will be your suggestion as means of solution to narrow the gap between the results of the students of the two types of schools and to strengthen partnership between government and private secondary schools?

THANK YOU SO MUCH

Addis Ababa University

Department of Educational Planning and Management (EDPM)

Focused Group Discussion with Guidance and Counselor, Unit Leaders/Block Coordinators,
Heads of Departments (Mathematics, History English)

Dear Research participant

The fundamental aim of this discussion is comparatively to investigate the academic performance of grade 12 students, practices and factors affecting it in selected Government and Private secondary and preparatory schools found in Akaki Kaliti sub city administration and also to find out possible solution and recommend on the basis of findings. The information gathered through group discussion will be used only for academic purpose. Your response determines the success of the study. Thus, you are kindly requested to discuss on the items honestly. Your response will also be confidential!

Hence you are respectfully asked to participate as freely as possible accordingly.

Note; There are five questions presented for you in order to responded

**Thank You in advance
for your time and cooperation**

N.B the researcher is sure you know that, today, there are two types of schools in Ethiopian education context. These are governmental, private and other non government schools. It is heard that there is wide gap between the academic performance and behavior of students of the two types of schools. You may also have such information and can give view as one of the stakeholders of education.

First let us discuss on the general information about;

School in which you are working _____

Service year in teaching _____ **current position** _____ **Total** _____

Qualification _____

Sex _____

Age _____

Salary amount _____

Department _____

1. Do you agree there is academic performance gap between grade 12 students of both types of secondary and preparatory schools? How is the degree of the gap? (You can express in qualitative terms like very low, low, moderate, high, very high)
2. According to your observation, academic performance of which type of school is low?
3. What major factors can be mentioned from different perspectives for the existence of the gap? Example;
 - Guidance and counseling _____
 - Subject matter (students interest) _____
 - Language _____
 - Teaching staff (interest capacity) _____
 - School leadership (competency and capacity, time management, coordinating, leadership skill, problem solving, supervising, supporting and decision making. _____
 - School calendar (time utility)
4. Is the gap problem of education? If yes, what will be the effect? How about its positive effect?

- On psychological makeup of the society and learners...
- On national education outcome etc...

5. What solution can be mentioned? _____

Thank You

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በትምህርት አመራርና ዕቅድ ትምህርት ክፍል / Educational planning and management (Edpm) የቀረበ መጠይቅ

ለወላጅ ተማሪ መምህር ህብረት (ወተመህ) አባላት

ውድ የወላጅ ተወካይ የዚህ መጠይቅ ዋና ዓላማ የሁለተኛ ዲግሪ መመሪያ ወረቀት(Thesis) ለማሟላት የመጀመሪያ ደረጃ መረጃ (primary data) ለመሰብሰብ ሆኖ በተመረጡ የመንግስትና የግል ማለትም የደራሲቱ ቱሊ መሰናዶ፣ ፊታ አባይነህ 2ኛ ደረጃና መሰናዶ ፣ የኢትዮ ብሔራዊ 2ኛ ደረጃና መሰናዶ ፣ የስኩል ኦፍ አይትዳ 2ኛ ደረጃና መሰናዶ የመንግስትና የግል ት/ቤቶች የ12ኛ ክፍል ተማሪዎች ውጤት መካከል መራራቅ በመኖሩ የት/ቤቶች አተገባበርና ተፅዕኖ አድራጊ ምክንያቶች ላይ ጥናት በማድረግ ጥናቱ በሚያሳየው ውጤት መሰረት ጠቃሚ ይሆናል ተብለው የሚታሰቡ የመፍትሄ ሀሳቦችን ለመስጠት ነው። ስለዚህ እርስዎ የትምህርት ዋና ላለድርሻ አካል በመሆንዎ በነፃነት ስሜት ጥያቄዎችን በጥሞና በማንበብ ትክክለኛ ነው ብለው የሚያምኑበትን ምላሽ በመስጠት ይተባበሩ ዘንድ በትህትና እንጠይቃለን ስለትብብርዎ አስቀድመን ልባዊ ምስጋና እናቀርባለን።

አጠቃላይ መመሪያ

- 1.1. ስም መጻፍ አያስፈልግም
- 1.2. በአማራጭ ለቀረበ ጥያቄ መልስ/ሽ የ “X” ምልክት በሳጥን ውስጥ ይጻፍ
- 1.3 በተጨማሪ በማብራራት መመለስ ለሚሹ ጥያቄዎች በተሰጠው ክፍት ቦታ ላይ ይጻፉ

ክፍል አንድ :- አጠቃላይ መረጃ

1.1 ስም ሀ.ወ ለ. ሴ

1.2 የትምህርት ደረጃ -----

1.3 መተዳደሪያ ሥራዎ ሀ. በመንግስት

ለ. በግል ድርጅት ተቀጥረው

ሐ. በግል ድርጅት (በግል)

መ. በንግድ ሥራ

ሠ. በሌላ

(ይገለፅ) _____

1.4 የወከሉት ትምህርት ቤት ስም -----

ተ.ቁ	ጥያቄ	ምላሽ					ምላሽ				
		የመንግስት					የግል				
		ሀ	ለ	ሐ	መ	ሠ	ሀ	ለ	ሐ	መ	ሠ
	የተሻለ ውጤት በማስመዘገብ የተሻለው ትምህርት ቤት የውጤታማነት ምክንያት										
3.1	የትምህርት ግብአቶች በተሻለ በመሟላታቸው ነው										
3.2	በመማር ማስተማሩ ስራ ላይ ክፍተኛ ትኩረት ተሰጥቶ በመሰራቱ ነው										
3.3	በዋናነት በተማሪ ስነ ባህሪ እና ስነምግባር ላይ ተጠናክሮ ስለሚሰራ ነው										
3.4	መምህራን በትምህርት ደረጃ ስለሚሻሉ ነው										
3.5	መምህራን በጥሩ ዝግጅት ስለሚያስተምሩ ነው										
3.6	ለመምህራን የሚፈጸመው ወርሀዊ ደመወዝ የተሻለ በመሆኑ ነው										
3.7	የትምህርት ቤት ርዕሰ መምህራን በአመራር ዕውቀትና ክህሎት የተሻሉ በመሆናቸው ነው										
3.8	የተማሪ መተዳደሪያ ደንብ እና መመሪያ በትኩረት ስለሚሰሩበት ነው										
3.9	የሚባክን የት/ት ጊዜ ባለመኖሩ ነው										
3.10	ርዕሰ መምህራን አብዛኛውን የሰራ ጊዜያቸውን በት/ ቤት ውስጥ ስለሚያውሉ ነው										

መመሪያ:-በግልጽ በመንግስት 2ኛ ደረጃ ት/ቤቶች ተግራሚዎች አካዳሚያዊ ውጤት መካከል የሰፊ ልዩነት ሳይኖር በተቀራራቢ እየተረዳዱ እየተሻሻሉ እንዲሰራ ምን መደረግ አለበት ይላሉ? ሀሳብና አስተያየትዎን ይጻፉ

እናመሰግናለን

አዲስ አበባ ዩኒቨርሲቲ

በትምህርት አመራርና ዕቅድ ትምህርት ክፍል /Educational Planning and Management(EDPM)/

→ ለ12ኛ ክፍል ተማሪዎች የቀረበ መጠይቅ

ውድ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ የሁለተኛ ዲግሪ መመሪያ ወረቀት(Thesis) ለማሟላት የመጀመሪያ ደረጃ መረጃ (primary data) ለመሰብሰብ ነው። ይኸውም በተመረጡ ማለትም የደራሰቱ ቱሎ መሰናዶ ፣ ፊታውራሪ አባይነህ 2ኛ ደረጃና መሰናዶ ፣ የኢትዮ-ብሔራዊ 2ኛ ደረጃና መሰናዶ ፣ የስኩል ኦፍ አይጎዳ 2ኛ ደረጃና መሰናዶ የመንግስትና የግል ት/ቤቶች የ12ኛ ክፍል ተማሪዎች ውጤት የተለያዩ የተበላጠና የተራራቀ ነው በመሆኑም የመጀመሪያ ደረጃ መረጃ ለመሰብሰብና ዋና ዋና ተፅዕኖ አድራጊ ምክንያቶች ላይ ጥናት በማድረግ ጥናቱ በሚያሳየው ውጤት መሰረት ጠቃሚ ይሆናል ተብለው የሚታሰቡ የመፍት ሂሳቦችን ለመስጠት ነው። ስለዚህ አንተም /አንቺምየት/ ዋና ላለ ድርሻ አካል በመሆን/ሽ በነፃነት ስሜት ትክክለኛ ነው ብለህ/ሽ የምታምንበትን /ኛበትን ምላሽ በመስጠት ትተባበር/ሪዘንድ በትህትና እንጠይቃለን ስለ ትተባበርህ/ሽ አስቀድመን ምስጋና እናቀርባለን። የመላሾች መልስና ተጨማሪ ማብራሪያ በክብር ይጠበቃል።

አጠቃላይ መመሪያ

- 1.1. ስም መፃፍ አያስፈልግም
- 1.2. በአማራጭ ለቀረበ ጥያቄ መልስ/ሽ የ “X” ምልክት በሳጥን ውስጥ አስቀምጥ/ጪ
- 1.3. በተጨማሪ በማብራራት መመለስ ለሚሹ ጥያቄዎች በተሰጠው ክፍት ቦታ ላይ ጻፍ/ፊ

ክፍል አንድ :- አጠቃላይ መረጃ

- 1.1. ጾታ ሀ.ወ ለ. ሴ
- 1.2. የምትማርበት/ሪበት ት፣ህርት ቤት ስም _____
- g1.3. አሁን በምትማረው/ሪው የክፍል ደረጃ (12ኛ) ዲፓርትመንትህ/ሽ
 - ሀ. ተፈጥሮ ሳይንስ ለ. ማህበራዊ ሳይንስ
 - 1.4. የወላጆች መተዳደሪያ ሥራ
 - ሀ. በመንግስት
 - ለ. በግል ድርጅት ተቀጥረው

ሐ. በራስ የግል ድርጅት (በግል)

መ. በንግድ ሥራ

ሠ. በሌላ

(ይገለፅ) _____

1.5. የምትማርበት/ሪበት የትምህርት ቤት ዓይነት ሀ. የመንግስት ለ. የግል

ክፍል ሁለት: በመንግስትና በግል ትምህርት ቤት የሚማሩ የሁለተኛ ደረጃና መሰናዶ ትምህርት ቤት ተማሪዎች የትምህርት ውጤት መካከል ልዩነት በተመለከተ

2.1. በመንግስትና በግል ትምህርት ቤት የሚማሩ የሁለተኛ ደረጃና መሰናዶ ትምህርት ቤት ተማሪዎች የትምህርት ውጤት ልዩነት አለ?

ሀ. ልዩነት አለ ለ. ልዩነት የለም

2.2. ለ2.1 ጥያቄ መልስህ/ሽ ልዩነት አለ ከሆነ በየትኛው የትምህርት ቤት አይነት የሚማሩ ተማሪዎች ዝቅተኛ ውጤት በማስመዘገብ ይታወቃሉ?

ሀ. የመንግስት ለ. የግል

2.3. በሁለቱ ዓይነት ት/ቤቶች የተማሪዎች ውጤት መካከል ልዩነት አለ ብትል/ይ የመበላለጡ ደረጃ ምን ያህል ነው?

ሀ. እጅግ ከፍተኛ ለ. በጣም ከፍተኛ መ. መካከለኛ

ክፍል ሶስት ለተማሪ ውጤት ዝቅተኛ መሆን አሉታዊ ተፅዕኖዎችን በተመለከተ

መመሪያ 3.1 :- ከዚህ በታች በሰንጠረዥ ውስጥ ለተሰጡት ጥያቄዎች መልስ አሰጣጥ የተሰጠ መመሪያ ነው-

- A- እጅግ እስማማለሁ B- በጣም እስማማለሁ C- በመካከለኛ እስማማለሁ
 D- በአነስተኛ እስማማለሁ E- አልስማማም/አላውቅም

ተ.ቁ	ጥያቄዎች:	ምላሽ					ምላሽ				
		የመንግስት					የግል				
		A	B	C	D	E	A	B	C	D	
3.1.1	መኖሪያ ቤታችን ከትምህርት ቤታችን በመራቁ ነው።										
3.1.2	የመምህራን የማስተማር ፍላጎት አነስተኛ ነው።										
3.1.3	የወላጆች ክትትል እና ድጋፍ ዝቅተኛ ነው										
3.1.4	የእንግሊዝኛ ቋንቋ አጠቃቀም ክህሎት ላይ በትምህርት ቤት የሚሰራው ስራ አነስተኛ ነው። ስለዚህ በእንግሊዝኛ የመማሩ ሁኔታ ዝቅተኛ ነው										
3.1.5	የአቻ ግፊት ተፅዕኖ መኖሩ ነው።										
3.1.6	የምማርበት ትምህርት ቤት ርዕሰ መምህራን ለተማሪ ውጤት መሻሻል በአብዛኛው አተኩረውና አቅደው አይሰሩም።										
3.1.7	መማሪያ መፃህፍት ማራኪነት ይጎላቸዋል።										
3.1.8	በትምህርት ቤት አካባቢ አዋኪ ነገሮች መኖር።										
3.1.9	የተማሪዎች ምክር አገልግሎት (ጋይዳንስ) ጠንካራ አለመሆን።										
3.1.10	የተማሪዎች ራዕይ አነስተኛነት።										
3.1.11	ትምህርት ቤት በካላንደር መሰረት ተጀምሮ አለመጠናቀቅ እና የጊዜ ብክነት										
3.1.12	የክፍል ጊዜ ብክነት መኖር										
3.1.13	የወላጆች የማስተማር ኢኮኖሚ አቅም ዝቅተኛነት										

መመሪያ 3.2 :- ከአማርኛ ቋንቋ በስተቀር ሁሉም የሁለተኛ ደረጃ ትምህርት ዓይነቶች በእንግሊዝኛ ቋንቋ እንደሚሰጡ ይታወቃል። ከዚህ አንፃር የትምህርት ቤቱ የእንግሊዝኛ ቋንቋ ትምህርት አሰጣጥ ስርዓት ጠንካራ አለመሆን ምክንያቶችን ዘርዝር/ሪ።

3.3. የተማሪዎች የእንግሊዝኛ ቋንቋ አጠቃቀም ክህሎት ዝቅተኛ መሆን በትምህርት ውጤት ላይ የሚያስከትለው አሉታዊ ተፅዕኖዎችን ይዘርዘሩ።

3.4. ለተማሪዎች የእንግሊዝኛ ቋንቋ አጠቃቀም ክህሎት መሻሻል ምን መደረግ አለበት ትላለህ/ያለሽ ዘርዘር/ሪ።

3.5. በተራቁጥር 3.1.7 ለተጠቀሰው ጥያቄ መልስህ/ሽ ምናልባት እጅግ እስማማለሁ ከሆነ አመላካችንን ዘርዘር/ሪ

እናመሰግናለን

Appendix

The researcher tried to explore some secondary statistical documents. The evidences showed the academic performance of grade 8 and 10 students of government and private schools differs one from the other that it is private schools out performed. It is therefore obligatory to strengthen the lower grades should be taken in to consideration. The researcher attached this evidence as an appendix to look at.

Table-----2008/2016 Regional & National Academic

Performances of grade 8 student’s government & private schools

Types of school	No of schools	Total examinee			Promoted to grade “9”						Detained						
		M	F	T	M	%	F	%	T	%	M	%	F	%	T	%	
Government	19	1373	1807	3180	1080	78.68	1295	71.67	2378	74.78	293	2134	512	28.33	806	25.35	
Private	26	583	634	1217	576	98.80	630	99.4	1206	99.10	7	7	4	0.63	10	0.82	
Range										24.32							24.53
										%							%

Table-----Ethiopian General Secondary Education certificate

Examination Grade 10 Academic performance (2008/may 2016)

Types of school	No of schools	Total examinee			Promoted to grade “11”						Detained						
		M	F	T	M	%	F	%	T	%	M	%	F	%	T	%	
Government	7	1122	1339	2461	374	33.33	538	40.18	912	37.06	748	66.67	801	59.82	1549	62.94	
Private	5	389	440	829	317	81.49	401	91.14	718	86.61	72	18.51	39	8.86	111	13.39	
Range										49.55							49.55

(source: Akaki Kaliti Education office curriculum core process information division)

QUALITY EDUCATION FOR ALL!!!