

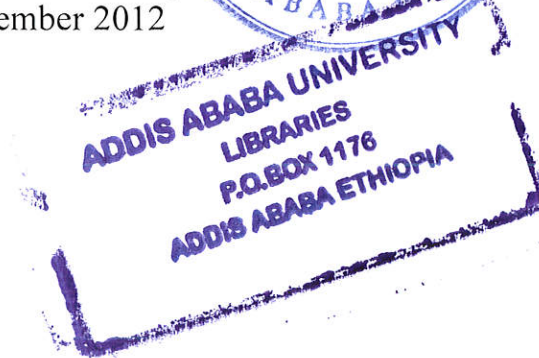
Academic Performance of Children in an Institutional Care:
The Case of Selam Children's Village

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ABSTRACT

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The purpose of the study was to assess the academic performance of children in institutional care and identify factors affecting academic performance. Academic performance refers to the semester average score of students. The questions addressed were: 1) how children perform academically? 2) What are the key factors driving or impeding academic performance? 3) What possible interventions can improve academic performance?

A total of 75 children of Selam Village No.1 from grade five to eight (2004 academic year) were included as primary respondents. The average score of 575 students in the same grade was analyzed for the last three semesters of academic year 2003 and 2004. Both quantitative and qualitative research methods were employed. Data collected from primary and secondary sources were processed using the statistical package for social scientists (SPSS). Statistical tests mainly comparing means and Somers's d test were used to see associations between variables.

The major findings include (1) village children have low academic performance compared to the total student population; (2) students' educational disciplines and habits have significant correlation with academic performance; (3) Level of satisfaction with caregivers and living environment didn't show statistically significant association with performance; (4) satisfaction with teachers is relatively low.

Structured psychological support, enhancing English proficiency and students' efforts, and more work to build strong student teacher relationship are recommended to improve academic performance of the students. Moreover, detail research is recommended to check findings that questioned the established theories and principles.

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Acronyms

AIDS:	Acquired Immuno Deficiency Syndrome
CRC:	Convention on the Right of the Child
CRIN:	Child Rights Information Network
DHS:	Demographic Health Survey
FGD:	Focus Grouped Discuss
FHI:	Food for the Hungry International
HIV:	Human Immunodeficiency Virus
MDG:	Millennium Development Goals
MoE:	Ministry of Education
MoWA:	Ministry of Women's Affairs
NGO:	Non-governmental Organization
TVET:	Technical and Vocational Education Training
UN:	United Nations
UNAIDS:	United States Agency of Intervention Development
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Fund

Chapter One: Introduction

1.1. Background and Overview

Education is a key factor in the development and welfare of all members of the society. As Hopper (1996) explains, education is a corner stone of economic and social developments. It provides economic growth, development and scientific inquiry. It is one of the means for sustainable development by increasing the production capacity of labour forces (Hopper, 1996; Lockhead and Verspoor, 1991, cited in Molla, 2009). UNESCO (1997) also explained that education is the most effective means that societies possess for scientific and technological advancement; reduce unemployment, democratizing the citizens and dissemination of socio-cultural inputs for controlling the challenges of the present and the future. Education is humans' best hope and most effective means in the quest to achieve sustainable development (UNESCO, 2008:3). Because of its indispensable role, education is perceived as a compulsory precondition for any kind of development both in developing and developed countries.

Education for all children is among the key movements being championed by the UN and its member nations. The Convention on the Rights of the Child (CRC) in its Article 28 and 29 recognizes the right to education. According to Article 28:1, State Parties are required to recognize the right of the child to education and with a view to achieving this right progressively and on the basis of educational opportunity (UN, 1990). This indicates that facilitating access to education is an act of fulfilling children's basic rights. As a practical step, the Millennium Development Goal (MDG) has ensuring universal access

to primary education for all boys and girls as one of the major goals and, accordingly, significant progress has been made so far. According to the Millennium Development Goals Report (2010), the total number of children out of school has decreased from 106 million in 1999 to 69 million in 2008. Enrolment in primary education is on rise (UN, 2010, p16-17).

Along with access to education, what inherently comes into consideration is whether children are performing and realizing their potentials through the process as desired. This is the attention of both parents/caregivers, teachers and the society at large. The CRC points out that education needs to promote the development of the child's personality, talents, and mental and physical abilities to their full potentials (CRC, Article, 28). This necessarily includes the academic performance of children, how well they are doing in their studies. Academic performance is about the knowledge acquired and skills developed in school subjects, generally indicated by mark obtained in tests in annual examination (Sunitha, 2005, p16).

Students' performance in school has to do with many factors including students' expressed attitude towards school, academic learning, and teachers; their own competence or lack of success in school, and their disinterest in school or reinforcement of appropriate school related behaviours, such as attending regularly, completing homework, reading and studying (Kauffman, 2001, p239). Motivation is very decisive as it is a major force in performance and development because it leads to the learning of new acts, skills, behaviours, ideas and concepts (Sutton-Smith, 1973, p 289).

Parental support and involvement which includes rendering general academic guidance and support; as well as monitoring daily activities, and school progress and participating in school events plays its own role in students' academic performance. Early encouragement and independence seem to strengthen the child's existing desire to achieve competence (Bloom, 1984, Keith, et al, 1986, cited by Sutton-Smith, 1973, p 289). If a child is smart, does well at school that means he or she is born with the right genetic makeup or is fortunate enough to have the supportive adults at home. While it is not up to the child alone to determine his or her success in life, the entire community must contribute to positive resilient outcomes (Makhonza, 2006, p 29).

Environmental factors particularly social learning plays an important role in academic achievement. As Wood (1999, p269) stated several studies indicate that IQ scores are not fixed but can be modified with an enriched environment. Studies also show that IQ scores and achievements are substantially higher when children from lower-class environments are adopted by middle and upper-middle-class families. Other evidence also suggests that environmental factors have a strong influence on IQ scores (Wood, 1999, p271).

According to UNAIDS 2000 report, communities affirm that the economic predicament of orphans and vulnerable children is mainly a manifestation of poverty. The most pressing need experienced by the extended family and community in their efforts to cope vulnerable children is their day to day inability to meet their own education and basic requirements. The Medical Research Council of South Africa (2001, cited by Makhonza, 2006, p4) also indicated that family factors are the most significant elements in relation to resilience of orphaned learners. According to this study, children who lived with both

parents were found to perform better academically. The single parent and any other type of parental structure affect the school performance more negatively than does the two parental structures. Higher academic achievement records are achieved by those who experience stable home environment and educational activities that are conducive to learning (Makhonza, 2006, p4). Unfortunately, orphaned learners are denied of the support and encouragement from the biological parents.

Academic performance of students has internal (intrinsic) and external (extrinsic) dimensions. Intrinsic factors refer to motivation to engage in an activity for its own sake (Renchler, 1992). It is choosing to do an activity for the sake of satisfaction derived from the activity itself. It is an active engagement to know about and complete something. It requires persistence and energy put forth by an individual student. Extrinsic dimension, on the other hand, indicates motivating factors that are external to the person. It mainly involves doing something for a tangible reward like good mark, reward, acceptance, prove competence, fear of failure etc.

This research was initiated with a focus on academic performance of children in institutional cares. It aims at examining how students are doing in schools and the factors that influence their performances. The factors mentioned above as a background were considered carefully while doing the study.

1.2. Statement of Problem

Once children are in school, the worry of their parents and other stakeholders is about how they perform. Educational performance is evaluated frequently by tests/examinations given to them. Promotion to the next grade level is determined by their performance in the present level. High performance is a source of hope and motivation for the student and the people around them. In the contrary, poor performance, in most cases, causes complaint, discouragement and hopelessness both on the students themselves and their families or caregivers. It is practically seen that good performance is judged positively whereas poor performance poses concern. The reason for concerns over poor performance as Etsey (2005, pp 1-2) describes is the necessity of fundamental knowledge and skills for students to be full stakeholders in and beneficiaries of development. The concern of parents is therefore the effect of poor performance in limiting possibilities of life both to contribute and benefit. Academic performance is viewed among the key determining factors for the success of student's future life. Given the role of academic performance in students' life, this study has a particular emphasis on understanding how children in an institutional care are doing academically.

As mentioned earlier, academic performance is either facilitated or impeded by different factors which need to be looked into so that appropriate intervention could be applied. Specifically, children in institutional cares have passed through various traumatic events; some lost parents, some were abandoned, even others were abused. Their life experience before they come to institution has various factors that do not foster good academic performance. Institutional cares, by and large, claim that they give all the support

possible with the resources they have. One of the motivations behind this research was therefore to delve into the favourable factors that contribute towards good academic performance of children. On the other hand, it also aims at knowing the hindering factors, too. Therefore, the study attempted to answer the following questions:

1. How do children in an institutional care perform academically?
2. What are the key factors driving academic performance of children in an institutional care?
3. What possible interventions can be proposed in order to enhance better academic performance?

1.3. Objectives of the Study

General Objective:

The general objective of the study was to know academic performance of children in institutional care and identify factors affecting performance.

Specific objectives:

- Assess how children in an institutional care perform academically;
- Identify factors that drive or hinder academic performance;
- Recommend possible interventions to enhance better academic performance.

1.4. Significance of the Study

The focus of the study has various stakeholders including students, caregivers and the institution giving the care; school and teachers; and the respective government bureau providing leadership. The findings of the study could help addressing:

1. Performance issues of children in an institutional care. This could be realized through addressing the needs/gaps identified and managing the driving factors behinds the gaps. This effort includes the students themselves and other key stakeholders mentioned above.
2. The capacity issues of caregivers and the institution in order to give facilitate better academic performance. This ultimately will have its own contribution to improve the quality of education in institutional cares.
3. Possible strategy and policy gaps. This could be handled at the higher level leadership of the institution and respective sector of the government.

1.5. Delimitations of the Study

The study is focused on academic performance of children in Selam children village no. 1 with the specific questions and objectives set above. However, the researcher was interested neither to evaluate the quality of care provided by the orphanage nor to look into all aspects of care provided. It is therefore out of the scope of this study to draw general picture on the care provided by the village.

Considering resource constraints as well as the interest to keep the study manageable by an individual researcher, the scope of the study was narrowed down to focus on students who are in grade five to eight. Furthermore, the study considered only those children who were living at the centre during the period of the study.

1.6. Limitations of the Study

The study, for the sake of manageability, has narrowed down academic performance to examination results of the last three consecutive semesters. Hence, other aspects of participation like class activity and involvement in extracurricular learning opportunities were not assessed on spot. However, the analysis of the test scores helped to see the overall pattern of performance.

The researcher administered the questionnaires and therefore there is a possibility that some of the respondents could have felt reserved to disclose some information especially weak areas because it was about personal performance. The fact that the research used actual test scores helped to validate some exaggerated assessments by individual respondents.

1.7. Operational Definitions of Terms

Academic performance: Students' examination result in school subjects for the last three semesters.

Children: A person from age zero to eighteen (UN Convention on the Right of the child).

Orphan: A child under the age of 18 who lost one or both of his or her parents.

Institutional care: Residential care also referred as child care institution, orphanage, children village or child's home, is an institution established by governmental, non-governmental or faith-based organizations in order to support vulnerable children who are left without appropriate parental care.

Chapter Two: Review of Related Literature

2.1. Introduction

There are various experiences, research works, theories, concepts and principles that drive the thinking and action on child care and holistic development. This section looks into details of residential care, academic performance and the factors around it. After assessing the works done so far, the conceptual framework of this study is presented.

2.2. Residential Care

Children become vulnerable for different reasons. Natural disasters, war, migration, poverty, death of parent, family breakdown, and HIV and AIDS are among the underlying reasons making children vulnerable and left without care. These factors are rampant in the African continent, and there are about five million orphaned and vulnerable children in Ethiopia only (FHI, 2010: p10).

Residential care also referred as child care institution, orphanage, children village or child's home, is an institution established by governmental, non-governmental or faith-based organizations in order to support vulnerable children who are left without appropriate parental care. Orphans, abandoned and unaccompanied children, children from poor families etc are typical beneficiaries of residential care. A residential care is characterized by a group living arrangement with paid caregivers (FHI, 2010:pp6-7).

According to UNICEF 2011 data, there are 153million orphans under the age of 18 years. Zooming in to Ethiopia, the study conducted by FHI indicated that 10% of children under age 18 live with neither parents, 12% live with their mothers only and 4% live with their father only. Distribution-wise, higher proportions of rural children live with both parents than urban children. The Somali region is reported to have the highest proportion of children living with both parents (79%), whereas the lowest proportion lives in Addis Ababa (49%). The same source shows that the country is a home to an estimated 77,000 unaccompanied child-headed households, second to Zimbabwe in sub-Saharan Africa (FHI, 2010, P22, DHS 2005, P15).

Residential care is among the alternative interventions to ensure the welfare and development of orphaned and vulnerable children, though taken as a last resort (Ministry of Women's Affairs, 2009, P47). The Child Rights Information Network (CRIN) has documented that the need for residential care came into being in Ethiopia in the 1950s for the main purpose of providing institutional support that mainly included meals, clothing, and educational support. Both government organizations and NGOs have been providing this support, especially after the drought and famine of the 1984/85. Currently, there are over 100 institutions existing to provide residential care services to unaccompanied children (CRIN, Ethiopia Country Report: 92; accessed on May 04, 2012 at <http://www.crin.org>).

FHI Study (2010) recognizes the severe drought of 1984/85 as the catalyst for the increase of institutional care in Ethiopia. In response to the drought, many child care institutions were established by both governmental and nongovernmental organizations.

Immediately after the 1984 famine, approximately 21,000 children in 106 institutions were cared for in institutional settings and about 31% of the institutions in operation today are reported to be started during this time. The same study revealed that there were 6,503 children in 87 institutions as of December 2008(FHI, 2010: 24).However, the scope of residential care is on progressive decrease in line with the change in the global trend from institutionalization to community-based care alternatives (CRIN, Ethiopia Country Report: 92; accessed on May 04, 2012 at <http://www.crin.org>).

Apart from the support it facilitates for children, residential care has been criticized for a number of reasons including low one-to-one attachment, susceptibility to abuse and high running cost (UNICEF, 2006). Triseliotis & Hill (1990) did a study Contrasting adoption, foster care, and residential rearing and concluded that those who were adopted and, to a somewhat lesser extent, those formerly fostered, experienced more intimate, consistent, caring, and closer attachment to their caregivers compared with those who grew up in residential establishments (in Brodzinsky Schechter (Eds.), 1990,p107). Colton (1992) in his comparative study of foster care and residential homes found out residential caregivers to make far greater use of inappropriate and ineffective techniques of control than special foster parents. He revealed that children's homes were generally found to be markedly less child oriented than the special foster homes. The finding confirms that the role of residential caregivers involves a heavy emphasis on control and supervision (Colton, 1992, pp25-37).

2.3. Institutional Care: standards in the Ethiopian Context

The guideline prepared by Ministry of Women's Affairs (MoWA, 2009) presents institutional care as a last resort of child care program compared to other alternatives such as community-based care, foster care or adoption. When institutional care is the option to be considered, the best interest of the child is advocated by MoWA and consequently acceptable standards that should be adhered to upbringing children are set.

According to this guideline, the overall objective of institutional childcare is to contribute towards the improvement of the physical, social, psychological well-being and ensuring self-reliance among children in the childcare institutions, by creating access to the fulfilment of their rights for basic and psychosocial services and seeking every other possible alternative placement for permanent upbringing of children. The specific objectives include: 1) Catering for the basic and psychosocial needs (food, shelter clothing, education, sanitation and health, play and recreation, counselling, emotional needs as well as social interaction) of children in the childcare institutions for their wholesome growth and development; 2) Enabling children to develop their skills and potentials to become self-reliant individuals valued by the community; and 3) Striving to solicit other options for placing the children in other alternative childcare programs with the view to enhance proper development of children (Ministry of Women's Affairs, 2009,p47).

The same guideline has set the following standards for eligibility to the childcare institutions: (1)Children who are double orphans (regardless of the cause of death of their

parents, sex, religion, ethnicity and disability status of the child) and who have no one to take care of them in the family or community; (2) Children who are single orphans, when the living parent is incapable of providing support to the child owing to illness, detention or any other valid reasons proved by relevant authority; (3) Abandoned children or children whose parents are not traceable; (4) Children whose parents are certified by the appropriate or accredited body as terminally ill or mentally incapacitated to take care of them, and (5) The child is under the age 18 years.

The types of services provided by childcare institution can be grouped into three categories: Basic Services, Psychosocial Services and Alternative Childcare Services. Lodging, food, clothing, health, sanitation, hygiene, and education are among the basic services facilitated by orphanages. Taking educational support closely, the major services include academic education, technical and vocational training, special care for children with disability, psychosocial support and life skills training. Further details on academic services include, (1) Provision of educational opportunities to all the children from kindergarten to higher levels of education; (2) Provision of all the necessary educational materials to the children; (3) Facilitating supportive educational services to children with educational difficulties; (4) Regular follow up the educational development of the children; (5) Facilitating reading room, preferably with necessary reading materials; and (6) Encourage and motivate children to perform better in their education.

The MoWA guideline does not require childcare institutions to build primary and secondary schools within their compounds. However, when schools are within the institution, the institution should actively encourage the enrolment of children from the

surrounding community in its school(s) to minimize the risk of isolating children under its care. No special uniforms should be imposed to the institutionalized children so that they should not be distinguished from other children living in the community.

2.5. Definition and Concept of Academic Performance

Education as a teaching learning process influences students' cognitive development, socialization and vocational preparedness. It is often viewed as a sequence of stages of intellectual, physical, and social development. Primary education helps children acquire the academic and social competencies they will need to be successful in the next stage of education and life after that. Ultimately, students acquire knowledge and skills, nurture social relationships and learn to carry social responsibilities (AED, 2010, p13). Academic performance is at the heart of educational outcome indicating whether education is bringing the expected competences and characters on students in a given period of time.

Various thoughts are reflected on academic performance with no significant deviation on basic elements like students' progress against a set measurement and achievement of goals set by educational institution. For most people, academic performance refers to how well a student is accomplishing his or her studies (Scott, 2012 at <http://www.ehow.co.uk>). The 'how well' of performance is objectively presented by the test score of students.

The Wikipedia explains it as an outcome of education, the extent to which student, teacher or academic institutions have achieved their educational goals. This definition implies that academic performance is the interest of individuals, institutions and the

government at large. Academic performance is not only an assessment of individual students but it carries message on performances of teachers, practicability of curriculum and effectiveness of educational policy.

The American center for disease control and prevention, in the review of association between school-based physical activity and academic performance, used academic performance broadly to describe factors that may influence students' success in school: cognitive skills, academic behavior and academic achievement. Cognitive skills and attitudes include cognitive abilities, information processing, attitudes and beliefs that influence academic performance.

Academic behavior includes ranges of behavior that may have impact on academic performance like attendance, task on time and scheduling. Academic achievement includes standardized test scores in subject areas such as reading, math and language; Grade point, classroom test scores and other formal assessments (Centers for Disease Control and Prevention, 2010).

This research views academic performance in terms of how students are doing in their school subjects; their classroom test scores taken as an indicator. The ultimate interest of teachers, parents and policy makers is the achievement of the child in and after school. Test scores are good data to understand the current performance, to predict the future and to do appropriate interventions to influence the future positively. Test score is a progress measure to know how students are doing. Orazem and Gunnarsson (2003, p9) indicated

that it is cognitive achievement that interests policymakers and measures the public or private return to investment in school.

Test scores are objective criteria to analyse the effectiveness of student's efforts, teachers' approach and the supports provided by parents and the school environment as a whole. Factors that play around children's performance can be measured and analyzed against test scores. A number of researchers have used this approach to determine/analyze these factors. For example, Stinebrickner (2007, p25) did a study on the effect of studying on academic performance and concluded that there is a relationship between study-effort and grade production (score in subjects). The effect of parents, teachers and peers on educational performance of children have been studied at different times using test score as a dependent variable (discussed later under factors affecting performance).

2.6. The Importance of Academic Performance in Primary School

Parents and other stakeholders see the benefits of schooling to children in term its future socioeconomic impact. Schooling may help children to obtain better jobs, improve their productivity and earnings on farms or in non-farm family enterprises, improve their access to services such as health care, or improve their voice in local government. There is an intrinsic value families place on education for their children (Schaffner, 2004, p15). This thinking gives more emphasis to the future impact of education on children. For such thinking, AED (2010,pp12-14) summarizes the role of primary schools as (1) preparing students to pass primary school-leaving examinations so children can move on to secondary education, 2) introducing the idea of subject domains, 3)introducing

languages of instruction to be used in secondary education, and 4) introducing tools for independent learning. For future impact view, success in primary school is defined in terms of passing school-leaving examinations, mastering language and competence in numeracy.

Others see primary schools as a holistic institution, a slightly different that the one discussed above. According to this view, primary schools provide children with the experiences, skills, and attitudes they need in the present instead of preparing them for some future stage of their lives. Success means children's awareness and understanding of rights, obligations and healthy living AED (2010, pp12-14).

The researcher advocates both views to be an emphasis of primary school without necessarily focusing on one or the other. Primary schools impact both the present and future of children. According to AED (2010, p14), success in primary schools is measured in terms of completion as measured by enrollment, attendance and graduation records; achievement as measured by periodic teacher-made assessments and examinations given at the end of the cycle, and transition rate measured by the number of children joining secondary school. In all the measures, children's performance is seen to be central and a point of emphasis starting from primary schools. This gives a good reason to efforts related to understanding the dynamics around educational performance in primary schools.

2.7. Assessment of Academic Performance

Parents believe good academic performance will provide more career choices and job security; schools care about their reputation which has direct relationship with how students' in their custody perform academically. For the government, academic performance is a means to measure progress and plan for improvements of the education sector (Bell, 2012, www.ehow.com). Measuring, documenting and reporting academic performance is therefore among expectations from educational institutions.

The teaching learning process involves assessment to appraise students' performance through applying measurement and evaluation procedures. Measurement is gauging the students' performance through administering tests and it is necessarily a quantitative process, whereas, evaluation is deciding on the goodness and badness of performance and is a qualitative process (Lefrancois, 2000, pp4 86-487).

Students' performance can be assessed using either a standardized test or teacher-made tests. According to Lefrancois (2000), a standardized achievement test is professionally developed and normed test that is designed to measure achievement and to provide some basis for judging the relative quality of that achievement, given the students' age and grade placement. Standardized tests are designed to provide teachers, school administrators and parents/caregivers with information about relative performance of individual students, classes or schools by comparing students' test results to the norm provided with the test. Teacher-made tests, on the other hand, are varieties of tests written, developed, or organized by teachers, usually for the purpose of evaluating students or assessing the effectiveness of instruction and they are used to assign grades.

Teacher-made tests give inputs for assessment to improve teaching and learning (Lefrancois, 2000, pp505-510).

Bell (2012) notes that academic performance evaluation has become more objective than it used to be, but not totally free of subjectivity. Bell further points out that standardized tests fail to recognize students with learning and physical disabilities that do not allow them to complete the test in the same manners or amount of time as other students. Teacher-made tests, too, are criticized for the reason that they may not consider individual differentiation and learning styles (Bell, M.J., 2012, at www.ehow.com).

This research aims at studying how students are performing in the subjects they take based on teacher-made tests. This is chosen for the reason that teacher-made tests are widely practiced in school systems of Ethiopia than the standardized achievement test.

2.8. Factors Affecting Academic Performance

The outcome of education is realized through years of efforts using inputs and defined processes. Ayele (2007, p115) summarizes this as follows:

...Education needs to meet minimum inputs (facilities, teaching materials, qualified teachers, parent and community support), process (effective leadership, monitoring and evaluation, accountability, community participation, effective teaching –learning and assessment) and outputs (high student learning, societal and individual returns) to successfully contribute to the economic growth of a country.

This evidences the journey of education to be a result of different factors which could be enhancing or impeding. School psychologists have traditionally focused on assessment, prevention, and intervention strategies for a myriad of factors that influence school

performance (Kennedy, 2004, p247). The factors can be broadly categorized in few groups taking key players into account. Accordingly, student, family, home, peer and school related factors are among the first elements to be mentioned. At macro-level, policy and socio-cultural dynamics can be mentioned which will not be focused in this study.

Student related factors:

The student's socio-emotional and mental health status has direct influence on academic performance and other aspects of life. Research has proved the relationship between performance and nutrition of children. As Sorhaindo and Feinstein(2006) in their research on the relationship between child nutrition and school outcome noted that (1) there is a complex interrelationship between nutrition, social and economic factors and health and education; (2)nutritional deficiencies prior to school entry have the potential to impact upon cognitive outcomes in school-aged and adolescent children;(3) children with nutritional deficiencies are particularly susceptible to the moment-to-moment metabolic changes that impact upon cognitive ability; and (4) nutrition, particularly in the short-term, is believed to impact upon individual behaviors that have the potential to affect school performance and interaction with peers, and to compromise self-esteem. On the other hand, the direct association of physical health with school performance is doubted by some researchers. A survey on Western Australian Aboriginal Child Health indicated the lack of strong association between physical health and educational performance.

The same research, however, has indicated socio-emotional wellbeing, school attendance, efforts exerted and language competence as key elements (Zubrick, et al, 2007, pp286-287).

Nickerson(2006) and his friends in their Analysis of the Factors That Impact Academic Achievement Among Asian American, African- American, and Hispanic Students, concluded that the time students spend and their study habits are key success factors. The time students give to reading books, participating in extra-curricular activities and doing assignments is indicated to be critical in order to achieve academically. Study habits include amount of time given for study and how it is done either privately or in group. Diaz, A.L, in the study on personal, family and academic factors affecting low achievement in secondary school, indicated that motivation and self-concept are among the personal variables studied most. Motivation, the student's own involvement in his own learning, is found to correlate positively with academic performance. In the same way, how the student position in the learning social environment has positive correlation with elements of performance.

Suttor (2010) summarizes student related factors as determination, work ethic, attendance, acceptance of positive criticism, social skills and indulging in adult or illegal activities. Apart from the student's academic gifts and talents, how he/she behaves in terms of these criteria either makes or breaks academic performance.

Parental and home related factors:

Researchers stress the undeniable importance of attachment, the bond between child and primary caregiver, in the life of a child. Attachment of infants to their parents/caregivers is categorized as follows:

(1) secure, in which infants use the mother as a secure base for exploration and seek contact with her after separation; (2) anxious–ambivalent (later called “resistant”), in which infants are unable to use the mother as a secure base and are often angry and push her away upon reunion; (3) anxious–avoidant, in which infants fail to use the mother as a secure base for exploration and avoid the mother upon reunion or approach her only indirectly. In more recent work (Main & Solomon, 1990) a fourth category was devised (disorganized–disoriented) in which there is no predictable or effective pattern of eliciting care giving behaviors by infants when stressed (Kennedy, 2004,p248).

The attachment children have at early age is believed to have effect on the relationship children develop out of family environment. This includes their relationship with teachers, peers and others who come on their way. If attachment was secure type, its continuation throughout life span is reported to be positive. Securely attached children relate more positively to both peers and adults, demonstrate greater ego-resiliency, engage in more complex play, and receive higher sociometric ratings than children classified as insecure (Jacobsen & Hofmann, 1997, as cited by Kennedy, 2004, p249). The other types of attachment have their own risk and demand intentional intervention.

The attachment theory has much to do with the respondents of this research as all of them have passed through difficult life situation sooner or later, though detail information was not taken about how many of them lost caregivers or abandoned during infancy. Their relationship with caregivers, teachers and peers needs to take the attachment theory into account theory.

Parental factors include the socio-economic status of parents, family structure and parental involvement in education of their children. Considine and Zappala (2002,pp92-93), indicated that low socio-economic status causes lower retention rates; lower higher

education participation rates; higher levels of problematic school behavior; less likelihood to study specialized maths and science subjects; and more likelihood to have difficulties with their studies and display negative attitudes to school. They further noted that the influence of family structure has been found to be only weakly associated with educational attainment although the time spent with parents, availability of both parents, expectation from children in a family and the overall nature of family child relationship are identified as factors affecting performance. Davis-Kean (2005) has found out the important role parental expectation plays on the academic performance of their children. This includes creating cognitive development stimulating and supporting environment as well as the continuous adjustment of the home environment with educational needs of children Davis-Kean, 200-303). Etsey (2005,p28) noted specific needs like provision breakfast, provision of school materials, meeting of basic needs, interaction with teachers as well involvement in parent teacher associations.

Makhonza (2006) in his study on factors which contribute to orphaned learners academic achievements has found out that family involvement in the life of an orphaned learner remain the most important factor which contributed to orphaned learners' academic achievement. He noted that the family factors like assisting with home works, making food available at home, and reading books other than school books at home in the life of an orphaned learner seemed to relate to good academic results. Learners who indicated to have these factors available performed better than those who do not have family support. Another interesting finding of Makhonza is that custodian type of care does not contribute to academic achievement of orphaned learners (Makhonza, 2006, p45).

School related factors:

School environment has multifaceted elements that have either direct or indirect effects on academic performance. Barry (2005,p5) notes that the school one attends is an institution that set the parameters of student learning experience and depending on the type of environment, school can open or close the door that lead to academic achievement. Etsey (2005,p6) considered the teaching and learning materials, textbooks, availability of professional teachers, payment of school fees, in-service training, regular staff meetings, preparation and vetting of lesson notes, and availability of infrastructure and materials as school related factors affecting performance of primary school students. The student teacher ratio, the relationship students have with their teachers, the curriculum and teaching-learning methods have also their own undeniable effect ((Zubrick, 2007,p 287, Estey, 2005,p2, Magdol L.). Worley (2007,p25) noted the importance of the relationship students have with their teachers. She cited Parsley and Corcoran and indicated the following four actions that contribute to a positive student-teacher ratio.

First, trust must be established between the teacher and the student. Second, students must know that teachers care and are concerned about each student as an individual. Third, teachers must create a learning environment where students feel comfortable taking risks. Finally, teachers need to create a classroom environment that supports and enables each student to feel that he or she belongs in the classroom (Parsley & Corcoran, 2003, cited by Worley, 2007,p 25).

Another school related factor is the school environment and facility apart from student teacher interaction. McGowen (2007, pp95-98) in his study on the impact of school facility on academic achievement found out that total learning environment has direct

impact on student achievement. He also concluded that school environment/facility has direct impact on the behavior of students. He also reported the indirect impact of school facility on student performance as it determines teacher's turnover rate.

Peer related factors:

Peer groups are among the key influencers of early life especially the window of the teenage. They are important socializing agents and adolescents' identities are closely attached with peer influence. Apart from the multifaceted positive effects of peers, there are negative influences that come through high peer pressure, the pressure to participate in certain activities or peer conformity, the degree to which an individual adopt actions sanctioned by the peer groups (Barry, 2005,p10). Magdo (1991,p 6) in a paper (unprinted) on risk factors for adolescent academic achievement has indicated three risk factors attached with peers: lack of friends, friends with school problems and friends with negative attitudes.

Adolescents who are popular as children are more likely to finish high school and more likely to go to college (Lambert, 1988). Dropouts rate themselves as less popular (Ekstrom et al., 1986)...

The friends of high school dropouts have more absences, lower grades, and less positive attitudes toward school. They are less popular and less likely to plan to attend college (Ekstrom et al., 1986). If dropouts maintain contact with friends who have stayed in school, however, these friends may provide moral support for returning to school (Mahan & Johnson, 1983)...

Attitudes and aspirations of peers (Marjoribanks, 1985) and peers' expectations and standards (Natriello & McDill, 1986) affect individual effort and achievement in school. Although peer influence is an important factor in some aspects of achievement, parents' influence is more important for others (Davies & Kandel, 1981). For example, parents have more influence than peers on plans for future schooling, but peers are more influential when it comes to attitudes toward school and time spent on homework (Steinberg & Brown, 1989).

Altshuler, and Poertner (2002) in their study on the child health and illness profile adolescent edition: assessing wellbeing in group homes and institutions concluded the following:

Youths living in group homes or institutions take more risks, have more threats to achievement, and have poorer peer influences.

The apparent inability of the system to provide this critically important function and protective factor [a helpful adult]...in the absence of the youths' parents is of concern. It is crucial to help these youth connect with an adult who can provide needed support and guidance as these youth transition into the community. It is disturbing to think that the environments in which these youth live are not providing them with such adult guidance....

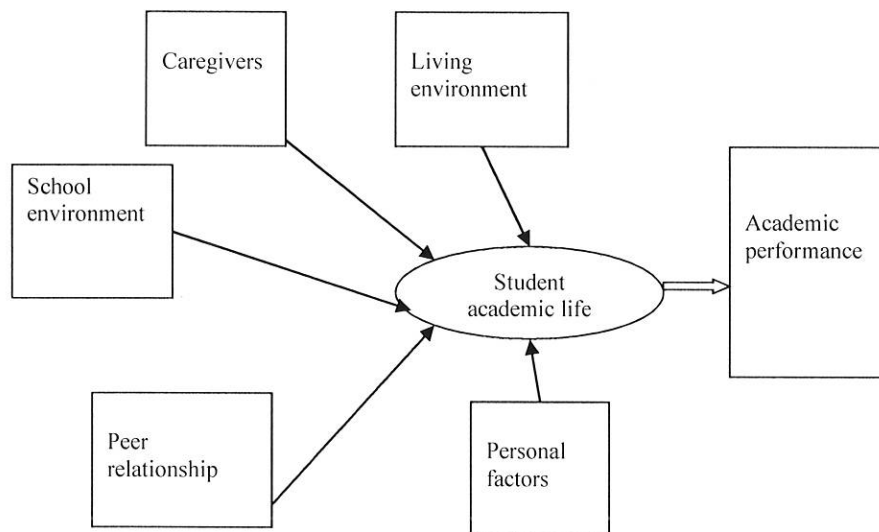
The place of peers in the life of adolescents is inescapable and hence its influence too. Its effect on academic performance depends on the nature of friendship, level of involvement and the place of adults' proper guidance.

2.9. Conceptual Framework of the Study

This research looks into how these factors are playing in the academic life of children in an institutional care. The fact that the biological parents are replaced by paid caregivers, the family and home environment is replaced by group care and the concept of community like neighbours, kinship and the living context is changed have its own impact on the child's holistic growth including academic performance, the subject of this study. The question of the study is then how do children in an institutional care perform academically and what are the factors affecting performance? The conceptual framework of the study considers the factors that are identified by psychological and educational researches, theories, principles and concepts as highlighted above. Therefore, factors related to students (personal level factors), caregivers (mommy, aunties, counsellors,

social workers), school environment (teachers, facility, and student-teacher relationships), and the living environment (the residential home environment, facilities, educational supplies and supports rendered) are included in the framework. It is also noted that, apart from the effect of each factor, the interaction between factors has its own impact on school performance as indicated by a two way arrows. The following diagram reflects the framework considered.

Figure 1. Conceptual framework of the study



As indicated in the diagram, the academic life of students is the result of various factors interacting with the students as well as with each other. The magnitude of the effect of each factor varies depending on the level of interaction they have with the student. The study is therefore focused on the determining the factors that have significant correlation with the academic performance of students in an institutional care.

Chapter Three: Methodology

3.1. Introduction

This chapter presents how the research was carried out in order to answer the research questions presented earlier on in section one. The study design and research methods employed, population and sampling, data collection tools and methodologies and data processing/analysis methods are presented briefly.

3.2. Study Design

The study was conducted using both quantitative and qualitative research methods. Quantitative was applied in order to analyze numerical data which was the obtained from secondary source. It was employed to see correlations of study variables with test results of students. Qualitative approach, on the other hand, was applied for non-numerical descriptions, interpretations and understanding of the underlying meanings and relationships. Perceptions of the students, caregivers and teachers were assessed using this approach.

3.3. Population and Sampling

The study population includes students as well as teachers and caregivers who are working with children closely. There are 309 children supported by Selam Children Village, of which 149 under the care of Selam Village No.1. There were 75 children in grade five to eight who were considered as questionnaire respondents of this study. Put otherwise, the study included all students in grade five, six, seven and eight. Moreover,

there were two focus group discussions (FGD) with care givers and teachers separately. The focus group discussions had six discussants each.

In addition to the direct response from questionnaires and FGDs, the scores of children from grade five to eight were collected for the last three semesters of academic year 2003 and 2004 (first semester) except grade five students for whom only first semester of 2004 was considered since they were in grade four last year, and hence out of the scope of the study. Including the respondents, the result of 575 students of Selam No. one primary school was analyzed.

As mentioned above, the study focuses on students between grades five and eight mainly for the reason that academic performance is what determines pass or fail to the next grade which demands students use of all their potential than in the first cycle which follows free promotion as Ministry of Education promotion policy. In addition to this, students at this level are more mature to be more intentional in exerting effort to perform in their education. All told, it is also capacity constraint like time and financial resource that forced the researcher just to focus on selected groups only.

3.4. Data Collection Tools and Methods

In order to address the study objectives, structured interview, focus group discussions and review of secondary data were employed. The physical set up of the orphanage was observed systematically. Six caregivers and six teachers participated in a focus group

discussion. Secondary data including academic results of students, and basic information on the village were reviewed.

Questionnaire was developed and tested on selected students of the centre who were not part of the study with an intention to see appropriateness of the questions and the time the questionnaire takes. After the interview, the feedback was used to revise the questionnaire. Accordingly, some questions cancelled, others were simplified without missing the intended objective to be achieved. Finally, the researcher with the help of a research assistant did the data collection after appropriate training on the tool.

As presented on the framework of the study (figure 1), the dependent variable of the study was school result of students for the last three semesters. The average score for each student in each semester was collected and processed. Personal factors, caregiver relations, peer influence, school factors and living environments were included as independent factors.

3.5.Data Analysis

The data collected through the questionnaires was coded, fed into computer and then analyzed using Statistical Package for Social Scientists (SPSS). From the features of SPSS, frequency table, cross tabulation and comparison of means were used mainly. Data interpretation and assessment of relationships between variables were tested using cross tabulation and Somers'd test. The needed inferences were drawn to answer the research question. The qualitative information from FGD was used for triangulation, validation and substantiation of the quantitative data.

Chapter Four: Findings of the Study

4.1. Background Information

Selam children village is located in Addis Ababa. It was established in 1986 by Mrs. Tsehay Roeschi with 28 orphans and nine workers with the aim of providing care for children who lost their parents due to drought. With time, Selam Children Village continued to grow caring for many children and employing hundreds. Apart from children's home, the village runs service giving institutions including two primary schools, one secondary school, a Kindergarten and a clinic, all focused on meeting the needs of the community.

Selam's vision is to enable orphans and needy children improve their lives and develop holistically. The mission of the institution is to (1) assist orphans and needy children grow holistically and enable them to become responsible citizens; (2) provide quality training and education on various vocations, and (3) manufacture and distribute appropriate technology via research and development.

This study was focused on academic performance of children of the village who are currently in grades five to eight. A total of 75 students living in the village were selected as questionnaire respondents out of which 58 (77.3%) responded. Moreover, the educational performance of 575 students from grade five to eight of Selam Children Village Primary School No.1 was collected, summarized and analyzed. The study covers the last three semesters of Academic Years 2003 and 2004.

Profile of the respondents:

As mentioned above, 58 children of Selam village did participate as questionnaire respondents. Majority of the respondents lie in their teenage with a mean age of 14.21.

The table below presents both gender and age distribution of the respondents.

Table 1. Age and Gender Distributions of Questionnaire Respondents

			Age						Total	
			11	12	13	14	15	16		17
Sex	Female	Count	0	3	6	11	3	2	1	26
		%	.0%	5.2%	10.3%	19.0%	5.2%	3.4%	1.7%	44.8%
	Male	Count	1	1	8	8	5	5	4	32
		%	1.7%	1.7%	13.8%	13.8%	8.6%	8.6%	6.9%	55.2%
Total		Total count	1	4	14	19	8	7	5	58
		% of Total	1.7%	6.9%	24.1%	32.8%	13.8%	12.1%	8.6%	100.0%

Except one student, all the respondents have lived in the village for five years and above and over 2/3rd have lived for over 10 years which shows they have a long time experience of the village life. Their educational level show a parallel relationship with their stay, over 3/4th of them is in grade seven and eight. The summary is presented here below.

Table 2. Duration at the Village with Education Level of Respondents

			Duration at the center				Total
			<5years	5 to 10 years	>10years	Don't remember	
Education level	5th	Count	1	3	4	0	8
		% of Total	1.7%	5.2%	6.9%	.0%	13.8%
	6th	Count	0	1	5	0	6
		% of Total	.0%	1.7%	8.6%	.0%	10.3%
	7th	Count	0	4	16	1	21
		% of Total	.0%	6.9%	27.6%	1.7%	36.2%
	8th	Count	0	10	13	0	23
		% of Total	.0%	17.2%	22.4%	.0%	39.7%
Total		Count	1	18	38	1	58
		% of Total	1.7%	31.0%	65.5%	1.7%	100.0%

From the table above, it could be seen that majority of the respondents have over five years in the centre and hence they can share about their academic care provided for them. On the other hand, the Village had these years as an opportunity to extend academic care deemed necessary. This serves as a foundation for the objective of the study.

4.2. Performance of Students

The academic performance of 575 students in grade five to eight was collected for three consecutive semesters of academic years 2003 and 2004 except for grade five for which it was only for the first semester of 2004. The means and standard deviations are presented here below.

Table 3. Average Test Score of Students for Three Semesters

a) All Students	Score1	Score 2	Score 3
Minimum	41.6	48.6	49.8
Maximum	96.8	95.9	96.0
Mean (M1)	68.911	69.656	70.548
Std. Deviation	11.9248	10.8326	10.9563
b) Sampled students			
Minimum	42.50	48.20	51.45
Maximum	88.10	90.00	93.00
Mean (M2)	60.4629	64.1588	65.7772
Std. Deviation	9.48878	9.74639	9.85295

From the table above, it could be seen that there is no big difference between the means of the three semesters for both groups. The maximum score is held by the students' out of the village for the three semesters included in the study. Comparing the Means for the two groups, the Mean of sampled students (M2) is consistently lower than the Mean for all students (M1). The difference between means is 8.4481 for Score1, 5.4972 for Score 2 and 4.7708 for Score 3. This shows that generally the academic score of the students of the village is lower than those students coming from the community.

Health status of the respondents:

The physical health of students is basic factor for their school attendance. The ability to see and hear are basic factors for quality class attendance. In line with this, the assessment of the respondents' health status shows that an overwhelming majority (93%) rated their general health status as "very healthy" whereas 6.9% indicated that they have some health problems. Specific responses on vision and hearing reflected the response on the general health: ability to see is rated 93.1% as very well whereas hearing is rated

100%. From this, it could be understood that the physical health status of the respondents for the indicators considered is good and under normal condition, detrimental effect on performance wouldn't be expected.

Language Competence:

Language competence plays its own role in facilitating/hindering the communication process between the teacher and students. As the respondents come from different parts of the country as well as some subjects are given in English, language competence was looked into. Their response shows that they can easily understand subjects which are given in Amharic (very good=91.4%), whereas, they indicated to have lower competence in understanding subjects in English (very good, 20.7%, fair 75.9% and poor 3.4%). As grade level increases, performance becomes dependent on English competence. Using Somers' d test, the correlation between language competence and academic performance shows positive association as time goes on, with Somers' d value=0.175, significance=0.007 for 2003 (first semester); whereas for the first semester of 2004, d value= .320, significance = 0.007.

Table 4. English Language Competence with Performance

			Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.	
Ordinal by Ordinal	Somers' d	Symmetric	.371	.119	2.680	.007
		English language competence Dependent	.320	.112	2.680	.007
		Student performance for first semester 2004 Dependent	.441	.141	2.680	.007

a Not assuming the null hypothesis. b Using the asymptotic standard error assuming the null hypothesis.

From the information given in the table above, it could be observed that English language competence is among the factors to be considered in studying how students are

performing. How students are doing in English subject has its effect on their general performance. However, looking into this in detail goes beyond the scope of the research.

Attitude, discipline and habit:

Students' attitude and academic behaviour are known to be among the key driving factors of educational performance. The research looked into these issues through specific questions focused on attitude, attendance, participation, study and doing home works. Majority of the respondents are happy being students most of the time (82.8%) whereas 27.2% are happy sometimes. Almost all (96.6%) see their school as a preferred place. One could see how positive are respondents in their being students as well as the school they are going to. However, the FGD participants from teachers and caregivers had indicated that majority of these students have low motivation towards education.

The student's attitude/perception toward their teacher is another element of motivation. The assessment in this regard shows that 69% of the respondents are happy by most of their teachers and the rest 31% are happy by only some of them. Further questions on the level how students feel encouraged and trusted by their teachers for good performance revealed some level of dissatisfaction. Only 58.6% of the respondents feel encouraged most of the time and the remaining 36% feel encouraged sometimes. Slightly over half (51.7%) feel trusted by their teachers for better performance and another half (48.3%) are not sure about this. In its general sense positive attitude and trust students have on their teachers is relatively low. The level of dissatisfaction reflected on FGD with teachers supports the response of the students. Teachers on the FGD reflected that children from the village are not hard working in their schooling as well as they are not properly using

the support rendered to them by the village. Moreover, they are often seen secluding themselves from the student community of the school.

Students' academic discipline and habit includes their attentiveness and participation in class, doing home works and assignments as well as study in their after school time. The table below presents how the respondents are doing in this regard. As could be seen, group activities, doing homework and studying after school are practiced by majority of them. Whereas class participation is mainly a once in a while practice.

Table 5. Respondents' Academic Effort

Response	Response rate			
	Class participation	Group activities	Doing homework	Study
Most of the time	18 (31%)	50(86.2%)	54 (93.1%)	84(82.8%)
Once in a while	35 (60%)	6(10.3%)	4(6.9%)	10 (17.2%)
Never	5 (8.6%)	2 (3.4%)	0(0%)	0(0%)
Total	58 (100%)	58 (100%)	58 (100%)	58 (100%)

Unlike response of the students, the focus group discussions with caregivers and teachers reflected that doing homework and study after school are areas of concerns. Discussants indicated that students lack motivation and willingness for such activities.

The cross tabulation between students' class participation and academic result have shown a significant degree of association. For 2004, Somers'd value is .337, $p=.011$; it was 0.25 with $p=0.028$ for the second semester of 2003. Accordingly, class participation could be taken among the factors affecting academic performance.

Table 6. Student Class Participation with Result

			Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	.341	.119	2.551	.011
		Respondents' class participation Dependent	.337	.118	2.551	.011
		Student performance for first semester 2004 Dependent	.345	.127	2.551	.011

a Not assuming the null hypothesis. b Using the asymptotic standard error assuming the null hypothesis.

The study pattern of the respondents was another area assessed. Accordingly, 56.9% most of them practice note taking while studying and 37.9% do it once in a while. With regard to using reference books while studying, 29.3% use most of the time, 55.2% once in a while and 15.5% do not use at all. Nearly half of the respondents (48.3%) seek the support of others while studying and 43.1% do it once in a while.

The responses on the study pattern shows that the effort to use study time effectively and systematically through note taking, referring support materials and seeking the support of others were found to be low compared to their response on study after school (82.8%). Their subject of emphasis during their study also shows that 70.7% spend more time on subjects they think easy (subjects with better test score) for them whereas 24.1% give equal emphasis for both easy and difficult subjects, subjects with lower test score. This indicates that majority of the respondents do their studies systematically, with ample time allocated for subjects they like most.

The effect of the study program that respondents' have shown a significant relationship with their academic result. The assessment of first semesters of 2003 has a Somers'd

value of .151, $p=.029$, whereas the second semester of the same year has Somers' d value of .160, $P=.017$. The following table also presents the year 2004 first semester result.

Table 7. Study program with academic result for 2004

			Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	.235	2.652	.008
		Whether respondents have study program Dependent	.165	2.652	.008
		Student performance for first semester 2004 Dependent	.409	2.652	.008

a Not assuming the null hypothesis. b Using the asymptotic standard error assuming the null hypothesis.

Not only having the study program, but also how they do their study has shown significant correlation with academic performance. Taking note while studying with performance has Somers' d value of .284 and .259 at $p=.022$ and .012 respectively for 2004 and second semester of 2003.

Aspiration:

Future aspiration of the respondents was also assessed and an overwhelming majority of them (81.0%) aspire to join college/university followed by technical and vocational training (TVET, 13.8%) and (5.2%) want to finish secondary school. The response shows that there is big aspiration on tertiary level education.

4.3. Relationship with Caregivers

Caregivers in the village are expected to give parental type of care as much as they could. The relationship they have with children plays a vital role in the holistic development of children under their care. The respondents confirm this, 82.8% say that caregivers are important to them. The degree of attachment respondents have with caregivers was asked and their response is summarized in the table below.

Table 8. Views of respondents about their relationship with caregivers

	Yes	No	Not sure	Total
Feel loved by caregivers	52(89.7%)	1 (1.7%)	5 (8.6%)	58(100%)
Feel there is positive expectation by caregivers	53(91.4%)	0(0%)	5 (8.6%)	58 (100%)
Availability of caregivers encouragement and support for better academic performance	57 (98.3%)	1 (1.7%)	0 (0%)	58(100%)

The response shows that there is strong relationship between children and their caregivers. Children feel loved, expected positively as well as encouraged and supported for better academic performance. Participants from FGDs have indicated that they are doing their level best by encouraging and rendering the needed support to see the success of their children academically.

On the other hand, sharing of problems with caregivers was rated lower than love, expectation and support; 56.9% share their problems with caregivers, 24.1% don't share at all and 19% may or may not share depending on the nature of the problem. However, the statistical test on whether caregiver relation has association with school performance

show that there is no statistically significant correlation. Viewing caregivers in terms of parental role, the finding is against the well-established fact that parental care, expectation, encouragement and support have direct influence on their children's performance. This could be explained because of small sample size.

4.4. Peer Relation

In connection to peer relation and influence, the students were asked whether they have friends and the level of their closeness. Majority of them (62.1%) have only a few friends, 24.1% have many friends and 13.8% do not have friends at all. Their level of attachment with peers was rated as very close (55.2%), moderately close (29.3%) and the rest 15.5% are not close at all.

Peer influence is among factors considered in holistic growth of children. The attitude of the respondents on peer influence show that 89.7% of them don't see their peers to have any negative influence on their education; instead, 58.6% of them get encouragement on their education most of the time and 27.6% get encouragement sometimes. The rest 13.8% don't get any support from peers.

Parameters taken by this research with regard to peer relation and school performance didn't show association. Statistical tests on the relationship of number friends, attitude towards friends, and level of attachment with test score don't show significant positive correlations.

4.5. Educational supply, support and conduciveness of living environment

The satisfaction of the respondents with regard to educational supply, support and the conduciveness of their living environment for educational performance were asked and the responses show that there is high level of satisfaction. Most of the conditions are rated as good and above which show that the village has fulfilled the supplies and conducive environment for education. The report below summarizes the responses.

Table 9. Satisfaction Rating

Criteria	Very good (%)	Good(%)	Poor(%)	Total(%)
Educational supplies (Pen, Exercise books..)	79.3	17.2	3.4	100
Text book	72.4	27.6	0	100
Reference book	55.2	41.4	3.4	100
Tutoring	65.5	34.5	0	100
Reward and motivation mechanisms	55.2	44.8	0	100
Time and place for study	70.7	29.3	0	100
Overall conduciveness (hygiene, attractiveness, etc)	70.7	27.6	1.7	100
Village principles and guideline	55.2	39.7	5.2	100

From the table, it could be seen that provision of text books, efforts on rewards/motivation and village guidelines are relatively assessed to be lower. The overall situation is rated high. Whether this level of satisfaction has some association with academic result was tested statistically and the result shows that there is no significant correlation.

Chapter Five: Summary, Discussion, Conclusion and Recommendation

5.1. Summary of Findings

Viewed in terms of the research questions, the data presented so far bring out clearly how students in residential care are performing in relation to the overall student population. Factors that showed significant relationship with school performance have been observed, whereas, some factors that have been attached with school performance didn't show strong correlation in this study. The major findings are summarized as follows.

1. **Performance:** In terms of test scores, test score of Selam Village Children is lower than that of the total student population. Their average scores for the last three semesters are less than the overall average scores. The maximum score is also held by students out of the village.
2. **Educational discipline and effort:** In terms of educational discipline, the students (respondents) believe that they have good educational habit: they do their homework, study after school, and attend class. English competence, class participation, and study program with note taking and using reference books have shown significant correlation with academic performance. With regard to how children are doing in terms of these criteria, dissatisfaction was reflected from the caregivers and teachers' side. They believe students can do more than they are doing now.
3. **Attitude and relationship:** There is positive attitude towards school and being a student. On the other hand, there is some dissatisfaction toward their teachers; specifically, encouragement and trust by teachers are much lower. Statistically, there

was no significant correlation observed between parameters of attitude and relationship with teachers and that of student results.

4. **Relationship with caregivers:** there is high level of satisfaction on the relationship respondents have with their caregivers. Caregivers' support and encouragement is rated by almost all the respondents. However, there was no significant correlation observed between relationship with caregivers and academic performance.
5. **Peer relationship:** There is positive assessment of relationship with peers. Majority of the respondents indicated that they get encouragement from their peers to perform well. Statistically, there was no significant correlation observed between relationship with peers and academic performance.
6. **Living environment:** there is a high level of satisfaction of respondents on the educational supply, availability support and the environment where they live in. Statistically, there was no significant correlation observed between satisfaction with living environment and academic performance.

5.2. Discussion

The finding of this study that children of the Selam village perform lesser than that of the total student population is in agreement with the findings confirmed so far. Various researches done at different times have reached at a fairly consistent conclusion that children in institutional and other types of replacement cares have complex social care, educational and developmental needs with possible mental health problems because of the acute and chronic trauma (Howe and Fearnley, 2003, cited by Vostanis, 2010). Prosser (1997, p11), in the study on family structure, substitute care, and educational achievement, has found

out that children who grew up in substitute care of any kind scored lower on standard measures of success than those children who lived with either single or both parents. Furthermore, it is indicated that children who are in a substitute care have more problems than those who are not and as a consequence, children of substitute care are less likely to graduate from high school. Ellis-Christensen (2012) has noted that parental involvement and parental motivation as success factors. About 70-90% of children who get A's or B's in schools report that they are encouraged by parents to do well in their education. Moreover, the parents help children understand the importance of school as well as they are around to help with homework and for other school related calls.

The relative low performance of the respondents' could then be looked into in terms their health status, the possible gaps because of missing biological parents and their educational support. The overall assessment of their health status shows that almost all of them (93.1%) are enjoying good physical health. Their response on vision and hearing ability has also confirmed this.

Based on the traumatic past they have had and their move to a new care environment, social workers give huge emphasis on socio-emotional and relational needs of children in an institutional care. Children raised in institutional cares face such problems because of early age of admission, longer stay, and impersonal staff-child reactions which are associated with negative outcomes (Brazil – Leite & Schmid, 2004; Eritrea – Wolff & Fesseha, 1998, 2005, cited by Vostanis, 2010,p559). Hodges and Tizard (1989) in their study on IQ and behavioral adjustment of ex-institutional adolescents evidenced behavioral and emotional difficulties of ex-institutional children than comparison

children. They further concluded that children who had spent at least the first 2 years of their life in residential care were likely at age 16 to have more social and emotional problems than other children, and more disruptions in their lives.

When it comes to the village, although this need has been given recognition and social workers are already employed to support in this regard, some gaps were observed because the social workers are doing a number of additional things that are seemingly important than the counselling support. There is no evidence of systematic approach for therapeutic intervention to address all children knowing that they have had complex past. As Vostanis (2010) noted therapeutic intervention comprises a mixture of theoretical models (attachment based), clinical descriptions and research evidence. Studies suggest short-term, more-focused and goal-directed interventions are associated with better outcomes. Because of this, there is little work done on the psycho-social needs of the children which is among the key factors that play for either success or failure.

The research showed that the health of the students does not significantly correlate with their school performance. One of the reasons for this is that almost all of them have the same response, the same health status and hence no room to analyze differences. This in turn could be because of the sample size. However, the finding is in agreement with Zubrick and his friends work (Zubrick , 2007,p290). They found out no significant association between the overall measure of physical health and academic performance of Aboriginal students. The researcher wants to note that all health issues were not covered and the conclusion drawn is just based on the overall physical health.

English language competence has shown significant correlation with school performance than Amharic language. The correlation becomes stronger as class level increases. This matches with medium of instruction being English for higher grades. In grade seven and eight, majority of the subjects are given in English. The shift from Amharic to English has its own challenge as children's English vocabulary is limited causing challenge to understand the teacher and text books. This finding is in agreement with Zubrick (2007,p296) who concluded that Academic performance was significantly associated with language spoken in the classroom. David and Ogunsiji (2009) have found out that English proficiency is a good indicator and predictor of academic achievement in high school. AED (2010,p19) has indicated that language of instruction that is not practiced in home and outside school is a barrier of school performance.

Some elements of students' attitude, discipline and habits as personal factors are seen to be among the predictors of academic performance. Participation in class, studying after class and systematic approach while studying have shown significant correlation with performance. Participation is a sign of active engagement which is more of intrinsic and interest based. Lefrancois (2000,pp 416-417) strongly advocates that educationalists need to foster interest and intrinsic motivation of students. As student engage more in their studies and classrooms, their sense ownership and intentionality increases which directly affects their performance.

Unlike the widely confirmed findings, the research didn't show strong association of participation in group work, doing homework and test results. This could be attributed to the sample size which resulted in majority of them responding the same practice. The

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other possible explanation is the nature of the groups the students take part in. As reflected in FGD with teachers, students from the village are mostly related with each other than the rest of the student body which indicates limited group dynamics and hence, limited additional inputs.

The finding on students' attitude toward their teachers did not come out with clear pattern. However, researches done at various times did confirm that student's attitude to be as one determinant of his/her academic efforts. Worley (2007, pp26) argues that effective teachers must address students' feelings, values, and attitudes as well as their cognitive ability. Viewed in terms of this, it could be seen that the student's attitude/perception towards their teachers needs more to be done as there are over 30% the respondents who are happy by only some of their teachers. The same attitude is reflected with trust and encouragement by teachers which are among the elements forming attitude. In its general sense positive attitude and trust students have on their teachers is relatively low which affects student motivation.

As presented in literature review, the place of parents in the academic success of their children is indisputable. This big need is generally assumed to be met by caregivers in the setting of an institutional care. The respondents indicated that they have strong relationship with caregivers including the support they get. However, the correlation between caregivers care and support with academic performance doesn't show correlation which could be attributed to sample size.

The research revealed that the students under discussion generally have limited relationship with friends. The discussion on FGD indicated that their relationship is more of confined within children of the village. The effect of this relationship on their academic performance didn't show significant association. However, taking into the response of majority of them, one could conclude that there is no negative influence from peers. Instead, 58.6% of them get encouragement from their peers which are a positive influence.

As mentioned before, one of the findings is the high level of satisfaction respondents have on their living environment. Although, this is a key input for academic efforts of students, its actual correlation was not seen from the statistical tests which is again could be because of the sample size. Inputs including facilities, supplies and support are known to be the foundational inputs in the journey of academic life (Ayele, 2007, p115). Their place is therefore undisputable, even though the levels of direct effect they have on academic performance need further research with bigger and diversified sample size.

5.3. Conclusion

The research looked into performance of children in residential care and various factors that determine their performance. Accordingly, the findings revealed that, despite of the support rendered and the high level of satisfaction in it, children in residential care perform lower than children from the community. The mean scores for the three semesters lie in the order of sixties which show a lot to be done to raise it higher to seventy, eighty and above. One of the possible gaps explain the low performance is the low level of psychosocial support compared to the needs children may have as a result of

the traumatic past they went through. The criteria set by MoWA helps to understand the type of children in residential care and the importance of facilitating intentional and strategic socio-emotional support.

Academic performance of children in institutional care has various factors playing around it, some of them with clear direct associations with test scores whereas other affect children's life in general without specific attribution to education. The research revealed English competence, class room participation, studying after school and systematic approach in studying have positive correlation with academic performance. These factors are evidences of motivation and good educational habits that need to be reinforced.

Student's perception towards teachers and teachers' dissatisfaction on the students' attitude toward education was observed to be a factor that could negatively affect performance. Children who have supportive relationship with their teachers demonstrate greater social competence with both peers and adults in school, are more frequently ensconced in supportive social networks, have fewer behaviour problems and demonstrate higher achievement orientation and academic performance (Kennedy, 2004,p251). There is a well-established principle that low student to teacher ratio gives an opportunity to give individual attention and hence create sense of encouragement, trust and care in the relationship. These are elements needed for better performance and the village may need to do more.

Unlike the well-established theories and principles, the research has revealed that factors like relationship with caregivers and peers, conduciveness of the living environment and

support rendered to children do not show positive correlation with academic performance. This doesn't mean that these factors don't have effect on education; rather they are not directly affecting performance. As indicated in the conceptual framework, it could be their interaction with other factors or the positive environment they create for the direct factors that contribute to performance. Strong study habit, for example, needs facilities, materials and others support (tutoring, coaching etc) which makes well facilitated living environment a necessity. All told, further research is needed on this with bigger and diversified sample size.

5.4. Recommendation

The analysis and discussions made so far lead to a recommendation of practical actions that could bring improvement in academic performance of children in the village. On the other hand, there are areas that require an in depth and further study. Accordingly, the following recommendations are forwarded.

- 1) Appreciating the background of children and the effect it has in aspects of life both today and the future, systematic and strategic psychological support would be appropriate to consider. This may demand empowering the village with manpower and equipping the existing staff.
- 2) English competence becomes increasingly critical as children go to higher grades and institutions. Realizing the direct effect it has on educational performance, it is recommended to give special emphasis as part of student support. Reading, listening and watching age appropriate and context-fit materials could help in this.

Promoting interactions in English at the village is also another possible mechanism.

- 3) Student's class participation and after school study efforts need to be promoted and strengthened as they showed direct effect on educational performance. This may require an intentional effort from teachers and caregivers as they are the frontlines to support and influence children for positive educational habit.
- 4) Further effort might be needed to build positive attitude in the students so far they can nurture positive relationship with their teachers, and the same intervention could be considered for teachers. This starts from appreciating the current gap and taking responsibility that all are players in this.
- 5) Further researches are recommended in the areas of (1) establishing the effect of interactions between factors on academic performance, (2) to check those findings that are against the established theories and principles with a bigger and diversified sample size and (3) how to support children improve their academic performances.

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Annex1. Frequency Table

AGE OF RESPONDENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11	1	1.7	1.7	1.7
12	4	6.9	6.9	8.6
13	14	24.1	24.1	32.8
14	19	32.8	32.8	65.5
15	8	13.8	13.8	79.3
16	7	12.1	12.1	91.4
17	5	8.6	8.6	100.0
Total	58	100.0	100.0	

GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	26	44.8	44.8	44.8
Male	32	55.2	55.2	100.0
Total	58	100.0	100.0	

Education level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5th	8	13.8	13.8	13.8
6th	6	10.3	10.3	24.1
7th	21	36.2	36.2	60.3
8th	23	39.7	39.7	100.0
Total	58	100.0	100.0	

Duration respondents have been at the center

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <5years	1	1.7	1.7	1.7
5 to 10 years	18	31.0	31.0	32.8
>10years	38	65.5	65.5	98.3
Don't remember	1	1.7	1.7	100.0
Total	58	100.0	100.0	

Health status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very healthy	54	93.1	93.1	93.1
	Have some health problem	4	6.9	6.9	100.0
	Total	58	100.0	100.0	

Ability to see notes from the blackboard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very well	54	93.1	93.1	93.1
	Moderate	4	6.9	6.9	100.0
	Total	58	100.0	100.0	

Ability to hear what the teacher says

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very well	58	100.0	100.0	100.0

Amharic language competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	53	91.4	91.4	91.4
	Fair	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

English language competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	12	20.7	20.7	20.7
	Fair	44	75.9	75.9	96.6
	Poor	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Attitude on being student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Happy most of the time	48	82.8	82.8	82.8
	Happy sometimes	10	17.2	17.2	100.0
	Total	58	100.0	100.0	

Undexplained absence from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	1	1.7	1.7	1.7
	Once in a while	16	27.6	27.6	29.3
	Never	41	70.7	70.7	100.0
	Total	58	100.0	100.0	

Whether respondents arrive on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once in a while	12	20.7	20.7	20.7
	Never	46	79.3	79.3	100.0
	Total	58	100.0	100.0	

Respondnets' class participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	18	31.0	31.0	31.0
	Once in a while	35	60.3	60.3	91.4
	Never	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

Respondents' involvement in team work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	50	86.2	86.2	86.2
	Once in a while	6	10.3	10.3	96.6
	Never	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Whether respondents do homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	54	93.1	93.1	93.1
	Once in a while	4	6.9	6.9	100.0
	Total	58	100.0	100.0	

Whether respondents study after school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	48	82.8	82.8	82.8
	Once in a while	10	17.2	17.2	100.0
	Total	58	100.0	100.0	

Whether respondents have study program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	52	89.7	89.7	89.7
	Once in a while	6	10.3	10.3	100.0
	Total	58	100.0	100.0	

Whether respondents take notes while studying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	33	56.9	56.9	56.9
	Once in a while	22	37.9	37.9	94.8
	Never	3	5.2	5.2	100.0
	Total	58	100.0	100.0	

Whether respondents use reference books while studying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	17	29.3	29.3	29.3
	Once in a while	32	55.2	55.2	84.5
	Never	9	15.5	15.5	100.0
	Total	58	100.0	100.0	

Whether respondents ask for others's support while studying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	28	48.3	48.3	48.3
	Once in a while	25	43.1	43.1	91.4
	Never	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

How respondents spend their study time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Spend more time on easy subjects"	41	70.7	70.7	70.7
	Spend more time on difficult subjects"	14	24.1	24.1	94.8
	Almost equal time on easy and difficult subjects	3	5.2	5.2	100.0
	Total	58	100.0	100.0	

The Highest education level respondents aspire to reach at

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary school certificate	3	5.2	5.2	5.2
Tand Vocational Trianing (TVT) Certificate	8	13.8	13.8	19.0
Collage/university Diploma or degree	47	81.0	81.0	100.0
Total	58	100.0	100.0	

Number of class respondents repeated so far

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	38	65.5	65.5	65.5
Once	19	32.8	32.8	98.3
Two times and above	1	1.7	1.7	100.0
Total	58	100.0	100.0	

Attitude of respondents toward their school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Like	55	94.8	94.8	94.8
neutral	3	5.2	5.2	100.0
Total	58	100.0	100.0	

Whether respndents see school as a prefered place

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very true	56	96.6	96.6	96.6
Somehow	2	3.4	3.4	100.0
Total	58	100.0	100.0	

Attitude of respondents to their teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Happy by most of them	40	69.0	69.0	69.0
Happy by some of them	18	31.0	31.0	100.0
Total	58	100.0	100.0	

Whether students feel encouraged by their teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	34	58.6	58.6	58.6
	Sometimes	21	36.2	36.2	94.8
	Not at all	3	5.2	5.2	100.0
	Total	58	100.0	100.0	

Whether studnets feel trusted by their teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	51.7	51.7	51.7
	Not Sure	28	48.3	48.3	100.0
	Total	58	100.0	100.0	

Whether respondents feel loved by caregivers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	89.7	89.7	89.7
	No	1	1.7	1.7	91.4
	Not Sure	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

Whether respondents share their probleme to caregivers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	56.9	56.9	56.9
	No	14	24.1	24.1	81.0
	It depned	11	19.0	19.0	100.0
	Total	58	100.0	100.0	

Whether students feel there is positive expectaion from caregivers to perform well academically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	91.4	91.4	91.4
	Not Sure	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

Caregivers encouragement and support to students for better academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	98.3	98.3	98.3
	No	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Whether caregivers are important to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	48	82.8	82.8	82.8
	Neutral	9	15.5	15.5	98.3
	Don't agree	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Whether respondents have friends at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Many friends	14	24.1	24.1	24.1
	Only a few friends	36	62.1	62.1	86.2
	No friend at all	8	13.8	13.8	100.0
	Total	58	100.0	100.0	

Attitude of respondents toward their peer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of them do bad things that affect my education perfor	1	1.7	1.7	1.7
	Some of them do bad things that affect my education perfor	5	8.6	8.6	10.3
	None of them do bad things that affect my education perfor	52	89.7	89.7	100.0
	Total	58	100.0	100.0	

How attached are repondents to their peers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very close	32	55.2	55.2	55.2
	Moderately close	17	29.3	29.3	84.5
	Not close at all	9	15.5	15.5	100.0
	Total	58	100.0	100.0	

Whether respondents have peers with bad practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	5.2	5.2	5.2
	No	50	86.2	86.2	91.4
	Don't know	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

Whether respondents have encouragement from peers to do well in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	34	58.6	58.6	58.6
	Sometime	16	27.6	27.6	86.2
	Not at all	8	13.8	13.8	100.0
	Total	58	100.0	100.0	

Satisfaction rate on educational supply

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	46	79.3	79.3	79.3
	Good	10	17.2	17.2	96.6
	Poor	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Satisfaction rate on textbook supply

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	42	72.4	72.4	72.4
	Good	16	27.6	27.6	100.0
	Total	58	100.0	100.0	

Satisfaction rate on referncebook supply

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	32	55.2	55.2	55.2
	Good	24	41.4	41.4	96.6
	Poor	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Satisfaction rate on tutorial supply

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	38	65.5	65.5	65.5
	Good	20	34.5	34.5	100.0
	Total	58	100.0	100.0	

Satisfaction rate on reward and motivational mechanisms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	32	55.2	55.2	55.2
	Good	26	44.8	44.8	100.0
	Total	58	100.0	100.0	

Satisfaction rate on time and place for study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	41	70.7	70.7	70.7
	Good	17	29.3	29.3	100.0
	Total	58	100.0	100.0	

Satisfaction rate on conduciveness of village facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	41	70.7	70.7	70.7
	Good	16	27.6	27.6	98.3
	Poor	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Satisfaction rate on village guideline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	32	55.2	55.2	55.2
	Good	23	39.7	39.7	94.8
	Poor	3	5.2	5.2	100.0
	Total	58	100.0	100.0	

Student performance for first semester 2004

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 80-89	2	3.4	3.4	3.4
70-79	6	10.3	10.3	13.8
60-69	17	29.3	29.3	43.1
50-59	28	48.3	48.3	91.4
Below 50	5	8.6	8.6	100.0
Total	58	100.0	100.0	

Student performance for second semsert 2003

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	13.8	13.8	13.8
90 and above	1	1.7	1.7	15.5
80-89	4	6.9	6.9	22.4
70-79	8	13.8	13.8	36.2
60-69	16	27.6	27.6	63.8
50-59	19	32.8	32.8	96.6
Below 50	2	3.4	3.4	100.0
Total	58	100.0	100.0	

Student performance for first semester 2003

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	13.8	13.8	13.8
90 and above	1	1.7	1.7	15.5
80-89	6	10.3	10.3	25.9
70-79	6	10.3	10.3	36.2
60-69	21	36.2	36.2	72.4
50-59	16	27.6	27.6	100.0
Total	58	100.0	100.0	

Annex 2. Questionnaire

Research on Academic Performance of children in an institutional care Questionnaire for Students

Questionnaire No. _____

Interviewer _____

Date of interview _____

Venue _____

Introduction

This research is focused on academic performance of children in an institutional care.

Children from grade four to eight are the intended respondents. A total of 78 children are selected as respondents. The information gathered will be analyzed and prepared in the form of a research paper.

You are kindly requested to give responses honestly and your response will solely be used for this research. No respondent could be traced once the questionnaire is completed. Thank you for your cooperation in advance.

Part I. General:

A. Age: ____ years

B. Sex: ____ Male ____ Female

C. Grade:

5th

6th

7th

8th

D. Time you have been in the center:

Below five years

Five to ten years

Over 10 years

Don't remember

Part II. Health status:

1. My rating of the overall health status I have:
 - Very healthy
 - Have some health problem
 - I don't know
2. I see well what my teachers write on the blackboard
 - Very well
 - Moderate
 - Challenged to see
3. I hear well what my teacher says a classroom
 - Very well
 - Moderate
 - Challenged to hear
4. How do you rate your understanding of Amharic?
 - Very good
 - Fair
 - Poor
5. How do you rate your understanding of English?
 - Very good
 - Fair
 - Poor

Part III. Academic discipline and performance

6. I'm happy being a student
 - Most of the time
 - Sometimes
 - Not at all
7. I have unexplained absence from school
 - Frequently
 - Once in a while
 - Never
8. I arrive late at school
 - Frequently
 - Once in a while
 - Never
9. I ask and answer questions in class
 - Most of the time
 - Sometimes
 - Not at all
10. I like group work in school
 - Most of the time
 - Sometimes
 - Not at all
11. I do my homework
 - Most of the time
 - Sometimes

- Not at all
12. I know how to do my homework
- Most of the time
- Sometimes
- Not at all
13. I study after school
- Most of the time
- Sometimes
- Not at all
14. I have a study program (If the answer is 'no', go to question 19)
- Yes
- No
15. I take short note when I study
- Most of the time
- Sometimes
- Not at all
16. I use reference books when I study
- Most of the time
- Sometimes
- Not at all
17. I ask the help of others when I study
- Most of the time
- Sometimes
- Not at all
18. How do you spend your study time subject-wise?
- I spend more time on subjects that are easy to me
- I spend almost equal amount of time on easy and difficult subjects
- I spend more time on subjects that are difficult to me
19. The Highest education level I aspire to achieve
- Finish Primary school
- Finish High school
- TVT
- University education
20. So far, I have repeated class repeat
- Never
- Once
- Two times

Other(mention) _____

Part IV. School and teachers

21. I like my school

- Very much
- Somehow
- I don't like it

22. My school is my best place

- Very true
- Somehow
- Not at all

23. What is your attitude towards your teachers?

- I happy by most of them
- I am happy by some of them
- I am not happy by most of them

24. My teachers encourage me to do better in my education

- Most of the time
- Sometimes
- Not at all

25. My teachers trust me

- Yes
- No
- Not sure

Part V. Relationship with Caregivers

26. My caregivers love and care for me

- Yes
- No
- Not sure

27. I talk to my caregivers if I have problems

- Yes
- No
- It depends

28. My caregivers expect me to do well in my education

- Yes
- No
- Not sure

29. My caregivers encourage and support me to perform well in my education

- Most of them
- Some of them
- Not at all

30. My caregivers are important to me

- Agree
- Neutral
- Don't agree

Part VI. Relationship with Peers

31. I have friends at school

- Many friends
- Only a few friends
- I don't have friends at all

32. Thinking of your peers or friends, which one of the following is true

- Most of them do bad things that affect my education performance
- Some of them do bad things that affect my education performance
- None of them do bad things that affect my education performance

33. How do you rate the level of attachment you have with friends or peers

- Very close
- Moderately close
- Not close at all

34. Do you have friends with bad practice (s), like drinking, smoking and the likes

- Yes
- No
- Don't know

35. My friends/peers encourage me to perform well in my education

- Most of the time
 Sometimes
 Not at all

Part VII. Educational supports

36. How would you evaluate the overall facility and support of the center in relation to your academic performance? Please complete the following table.

Criteria	Very good	Good	Poor	No service at all	Remark, if any
36.1. Educational supplies (Pen, Exercise books..)					
36.2. Text book					
36.3. Reference book					
36.4. Tutoring					
36.5. Reward and motivation mechanisms					
36.6. Time and place for study					
36.7. Overall conduciveness (hygiene, attractiveness, etc)					
36.8. Village principles and guideline					

37. If you have other observations or comments, please write them briefly

Thank you very much!

Interviewer's comment

DECLARATION

I, the undersigned, declare that this Master's Thesis is my original work and that all sources of materials used for the Master's Thesis have been duly acknowledged.

Name- Ferehiwot Zewdie

Signature _____

Date _____

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

Name Dr. Daniel Desta

Signature _____

Date _____

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