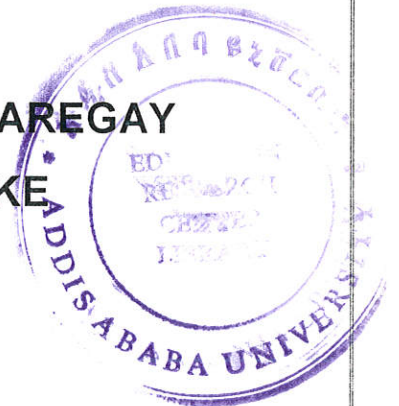


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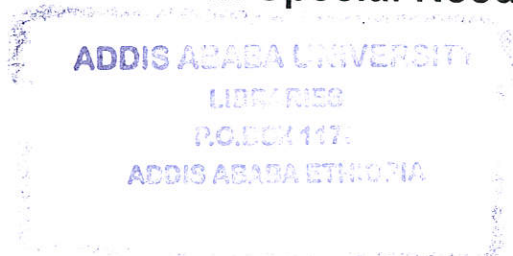
**PSYCHOSOCIAL FACTORS INFLUENCING  
ACADEMIC ACHIEVEMENT OF SOUTH TIGRAY  
HIGH SCHOOL STUDENTS**

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**A Thesis Submitted to the School of Graduate Studies of  
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## **ABSTRACT**

*This study was made to find out the most important psychosocial variables [father involvement, mother involvement, mother education, father education, academic self concept, parental self-concept, social self-concept, general self-concept, and socioeconomic status of parsons'] that affect the academic achievement of South Tigray Senior Secondary school students.*

*The sample was formed of 255 senior secondary school students currently studying in two government schools [Tilahun Yigzaw Senior Secondary School and Korem Senior Secondary school] of which 163 were Males, and 92 were Females. Multiple regression and step-wise regression analysis was employed to find the contribution of each predictor variables in predicting academic achievement of students.*

*The result of multiple regression and step-wise regression analysis indicates that academic self-concept, father involvement, and parental self-concept have significant and positive effect on academic achievement of students. The proportion of variance in academic achievement by the three predictor variables was 43.5%, 12.4%, and 6.9% respectively. The combined effect of the three predictor variables has 68% variance in academic achievement.*

*The result indicates that all the above mentioned psychosocial variables correlate positively with academic achievement. But, the correlation between academic self concept, father involvement, and parental self-concept correlates more strongly with academic achievement,  $p < .05$ .*

*The result suggests in this particular study educational intervention strategies geared to raise academic achievement would probably be more likely to succeed if they focus on enhancement of academic self-concept, parental self-concept of students and, parental involvement.*



## CHAPTER FOUR

### DISCUSSION .....47

#### 4.1. Psychosocial factors as Predictors of Academic Achievement .....47

##### 4.1.1. Academic Self-Concept and Academic Achievement .....48

##### 4.1.2. Home Related Factors and Academic Achievement.....49

###### 4.1.2.1. Parental Involvement and Academic Achievement.....49

###### 4.1.2.2. Socioeconomic Status and Academic Achievement.....52

##### 4.1.3. School Related Factors and Academic Achievement.....54

##### 4.1.4. Sex Difference and Academic Achievement .....55

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATION .....58

#### 5.1. Summary.....58

#### 5.2. Conclusion.....60

#### 5.3. Recommendation.....62

### REFERENCES .....64

#### APPENDIX-A – Self-Esteem Inventory Scale for Students (In Amharic).....69

#### APPENDIX- B - Self-Esteem Inventory Scale for Students (In English).....75

#### APPENDIX- C – Parental Involvement for Students (In Amharic).....79

#### APPENDIX- D– Parental Involvement for Students (In English).....86

#### APPENDIX- E – Interview Questionnaire for Teachers .....91

#### APPENDIX- F – Focus Group Discussions Guide for Students .....92

## CHAPTER TWO

### METHODOLOGY .....26

- 2.1. Samples and Sampling Technique .....26
- 2.2. Tools of Data Collection .....29
- 2.3. Data Collection Procedures .....31
- 2.4. Data Analysis Procedure .....31

## CHAPTER THREE

### RESULTS .....32

- 3.1. Educational Background of Respondents Parents .....32
- 3.2. Analysis of Quantitative Data .....34
  - 3.2.1. Inter-correlation of predictor variable and outcome variable .....34
  - 3.2.2. The Combined Effect of Psychosocial Variables on Students  
Academic Achievement .....36
  - 3.2.3. Relative Contribution of Psychosocial Variables in Predicting  
Students' Academic Achievement.....38
- 3.3. Analysis of Qualitative Data .....40
  - 3.3.1. Home-related Factors and Academic Achievement.....40
  - 3.3.2. School Related Factors and Academic Achievement .....44

# CHAPTER ONE

## INTRODUCTION

### 1. 1. Background of the Study

For a long time, educational psychologists have been trying to find out factors that affect the academic achievement of students. The factors that affect academic achievement range from psychological factors to environmental factors. Accordingly, research has focused on the examination of psychological constructs such as self-concept (general self-concept, parental self-concept, academic self-concept, and social self-concept) stress, anxiety, and depression.

Other researchers emphasized the role of social factors on students' academic achievement. These include, parental involvement, parental socioeconomic status, parental educational background (Rice, 1992). The literature identifies many factors that account for the variance in achievement including individual attributes (psychological) and the school, home, community and society (social). In general psychosocial conditions or status of students and school related variables are found to be major contributing factors to students' academic achievement.

Because adolescence is a critical period in human life various psychosocial problems are observed during this period. Adolescence can be described as the developmental stage in which human beings undergo transition from childhood to adulthood. They are

mostly a product of psychological, social, and environmental factors. They develop within the multiple contexts of their families, communities, and country. Adolescents are influenced by peers, relatives, and adults with whom they come in contact, and by the religious organizations, schools, and group to which they belong. They are influenced by media, culture in which they are growing up, and by the world events [Bronfenbrenner, 1979]. Variables associated with each of these factors influence the academic achievement of all students' populations.

According to Rice (1992), students' academic achievement is affected by socio-economic status, family background, parental influence and relationships, and students' interest in school. Educators frequently point out the critical role of the home and family environment on academic achievement of students. Johnston and Juyone (1983), for example, suggested that a student might be in a better position to raise his or her level of academic achievement if he lived in a place where encouragement and support are provided for his study. Emphasizing this point, Bronfenbrenner (1979) argued that it is the home environment where the adolescent gets the first important psychological need though proximal instructions most families give little attention to school, psychological, and cognitive needs of their children.

According to Merrel (2001), children and adolescent who suffer from moderate to severe depression, anxiety, stress, or related psychological problems like self-concept and self-esteem may experience a decline in their school achievement. Needless to say, Ethiopia is one of the poorest countries in Africa with a per capita income. The country has suffered calamities such as, draught, famine, war, and envisions mental

degradation. Thus, the people in general and students in particular have countless economic, social, and psychological problems. Compared to other African countries our School Systems are characterized by poor facilities, qualities and various forms of disparities. Due to all these, students in high schools seem to experience psychosocial problems which can affect their academic achievement. The problems seem to be relatively more severe in the Northern part of Ethiopia due to famine, environmental degradation and long years of civil war. In fact, during my stay in Tigray for six years as a teacher, I came to know that Tigray is one of the most affected regions by the foregoing psychological, social, economic, and physical ills. Overall, the driving forces for investigating the psychosocial factors which influence learners' academic achievement in South Tigray were my own personal observations and experience.

## **1.2. Related Literature Review**

Academic achievement of students is influenced by psychosocial problems. Psychosocial variable includes Self-concept (parental self-concept, social self-concept, academic self-concept, and general self-concept), socioeconomic status of family, father education, mother education, mother involvement, and father involvement Rice (1992).

## **1.2.1. Psychosocial Factors and Academic Achievement**

### **1.2.1.1. Social Factors and Academic Achievement**

From the theoretical perspectives of human development different scholars wrote a lot about the development of a human being. Rye (2001) stated that human development always takes place in social and cultural context; where children and adolescent absorb, modify and reshape of their own frames of references the personal attitudes, perceptions, values, and self reflection. Besides this argument, he also reported that psychological problems of children or adolescents develop because of poor relationship with their significant others in their environment, as they don't get their psychological needs from them.

According to Bronfenbrenner (1979), adolescents and their behavior don't develop in a vacuum. They are mostly a product of environment and social influences. They develop with in the multiple contexts of their families, communities & country; peers, relatives and other adults with in whom they are in contact influence Adolescents. In a nut shell social, cultural, and environment determines the behavior of human kind which directly and indirectly influence the academic performance. There has been an endeavor to discover variables that seem to underpin academic achievement of students. For nearly a century researchers have studied academic performance in the context of people with out equal access to schooling and their low academic achievement.

According to investigations of academic performance in the context of what affects it, how it can be sustained, how it can be achieved (James 1990, Nettles 1991). They

asserted that for African, American academic achievement was related to many variables such as access, and financial resources personality and independence (and self-esteem (Guggenheim, 1969), and in Ethiopia Assefa (1999), added that psychological Variables such as attitude, interest, self- concept, self- efficiency. etc are found to have a profound impact on academic achievement of students. Other scholars also reported that academic achievement of students is associated with psychological as well as social variables. Such as self-esteem/Self-concept, socioeconomic status, parental educational background, financial stability was allied with academic achievement of students (Graham, 1994, Astin, 1982).

The academic performance of students can also be affected by a number of factors. Some studies have shown that factors associated with family background significantly affect the achievement of students (Chopra, 1967).

#### **1.2.1.1.1. Socio-Economic Status and Academic Achievement**

Socioeconomic status is measured in terms of parents' occupations, educational level, and household income. Academic achievement of low-income students in urban area is greatly related to their level of socioeconomic advantage. Shultz (1993) argued that socioeconomic status appears to be affecting achievement motivation desire which in turn affects academic performance. On the other hand other researchers like Henelesson, (1995), argued the most accurate predictor of students achievement in school is not the impact of social status, but the extent to which that student's family is to create a home environment that encourage learning. According to Henelsson (1995), socioeconomic status alone did not make best the academic achievement of students,

but how much the family of the students made the environment conducive for the best academic performance of the student.

Similarly Henelsson (1995) argued that not only the socioeconomic status of the family but how much the parents are motivated enough to improve the academic achievement of students is the most important factor for the best academic achievement of students. On the other hand Astin (1982) argued that students with parents of high level of income and education tend to have high grades and retention rates than students with parents of lower level income and education. Rosenberg & Simmons (1997), Steel (1992), is also supported this by saying that economic and social advantages contribute to academic achievement of students. Nettles, (1991), also reported that students from families of financial problems achieved lower grades than students with out of these problems. In brief they stressed that socioeconomic status and academic achievement are strongly related.

As socioeconomic status of their family increased their academic performance will be increased because if the socioeconomic status of parents is strong enough they are in a position to provide sufficient materials for their children. Otherwise students from low economic status family engaged them selves to par time work and this influences academic achievement of students negatively. Jacques (1987) explained that students were engaged in part-time employment to cover school fees and to fulfill other materials. On his study the effect of pare-time employment on academic achievement of high school students, he reported that the non-employed students, grade point averages were higher than the grade point averages of the employed students. This

implies that students expend their time not on doing of school and school related works but other non-school related works, so their grade point average is decreased.

According to Halak (1990), the most common reason for not attending school and low academic achievement of students was economy, the fees for school, and other related expenses like school uniform, etc in many schools are too high. The economical background of the family is very much essential for the well being of the child unless it creates a stress on the family which in turn affects the academic achievement of students. Abell & Gecas (1997) reported that stress from low socio economic background affecting parenting which in turn influences children's cognitive development. Parents' negative emotional states are directly linked to their punitiveness, inconsistency and unresponsiveness in their dealing with children. The parents lack sympathy to follow day-to-day activities of students. This is because of parents' engagement to fulfill the basic necessities of their children rather than day-to-day follow-up of their children academic achievement. Students' academic achievement is also affected by variables like financial aid, interaction with students, school climate, and school environment, and culture that are associated with academic achievement. Nettles (1991), reported that students with financial problems achieved lower grades than students with out financial problem.

#### ✓ 1.2.1.1.2. Parental Involvement and Academic Achievement

Different researchers based on differences in types of involvement by parents with their children have defined parental involvement differently. Grolnick and Slowiczek (1994), define parental involvement as the devotion of resource by the parent to the child with

in the given domain. Therefore, this definition recognizes a view that there is a difference between parents overall involvement with the child and involvement in the child education because parents value time, commitment, and availability of resources they may choose to, or be forced to, devote their time to and energies to domains differently (i.e. to school, social activities, etc).

Fehrman e.t, al., (1987), define parental involvement as variables that might be included under the general term parental involvement include parents' expectation of school performance, verbal encouragement or interactions of school performance regarding school work, direct reinforcement improved academic performance, general academic guidance and support. Similarly, other researches also identified parental expectations as significant to student performance in school and critical to student academic achievement.

Effective parenting practices associated with high levels of academic achievement include expectation that children earn high numerical grades on schoolwork. In addition the research suggest that child learning beliefs provisions for academically enriching home environments and standards of acceptable behavior in and out of school are equally important to academic achievement (Jencks and Phillips, 1998)

Parental involvement includes several forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations for example parent-teacher conference. They can become more involved in helping their children improve their school work providing

encouragement, arranging for appropriate study time & space, modeling desired behavior (such as reading for pleasure, monitoring home work and actively tutoring their child at home, outside the home parent can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom, or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community children.

Different studies indicate that parental involvement in children's learning is positively related to achievement. According to Jencks and Phillips, 1998, point out parental education will result in high achievement in families where there is high verbal interaction with children, an income and high achievement may go together only when parents spend money on intellectual stimulating materials. There are strong indications that the most effective forms of parents involvement are working directly with their children on learning activities in the home. To sum up considerably greater achievement benefits are noted when parent involvement is active. when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms or on field trips programs, which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them, using materials and instructions provided by teachers, show particularly impressive results.

Further, other studies show that; the more beneficial the achievement effects more intensively parents are involved in their children's learning. This holds true for all types of parent involvement in children's learning of all levels and ages of students. Along

similar lines, scholars have found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. Those is, if parents receive phone calls, read and sign written communications from the school, and perhaps attend and listens during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. The earlier in parent involvement begins, the more powerful the effects will be in the child's educational process. As for instance Fehrman, et al, (1987), study determines the effect of parental involvement on students' grades in high school. The result shows that the education of their children affected their grades in their high school study. According to the study, high school students would get high scores, if parents encouraged them monitored their daily activities and school progress and gave them general academic guidance and support. Children's school successes are determined with conducive home environment and parental involvement. On the contrary, youth who came from conflicting environment are more likely to be under achievers and school drop outs than those who came from cohesive, no conflicting families.

Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is harnessed, the greater the likelihood of higher student achievement. Early childhood education programs with strong parent involvement components have amply demonstrated the effectiveness of this approach. Therefore, the home environment is very much essential not only for the well being of the child but also for the best academic achievement.

Educators such as Johnston and Juyono (1983), mention the importance of the school and personal factors in determining the academic achievement of students. They identified the family background as the most important factor. They suggested that a student might be in a better position to raise his/her level of academic achievement if he/she live in a place where encouragement and support are provided for his/her study. Researchers for example, Bronfenbrenner (1979), argued that it is the home environment where adolescents get the first important psychological needs through proximal instructions through most families, give little attention to social, psychological and cognitive needs of their children. However, support was only possible if parents had an approvable income. Therefore, parental involvement and income are strongly related. For better involvement of parents with their children the parents must be equipped with enough income.

A study that involved with 1359 randomly selected students (aged 14-17 years); Chopra (1967), as cited in Mathewos (2000), examined the relationship between parental occupation and the academic achievement of high school students. There was a positive relationship between the parental occupation and the mean achievement scores of high school students. In another study, Chopra (1969) demonstrated that achievement in English, mathematics & Science had a positive relationship with economic background. That is the mean marks scored by the students in the higher social economic groups were significantly higher than those of the student from the middle and the lower socioeconomic groups.

Different studies identified parental expectations as significant to student performance in school and critical to student academic achievement. High expectations from parents are generally associated with higher levels of educational attainment.

Children parents' expectation, of school performance, verbal encouragement or interactions of school performance regarding school work, direct reinforcement improved academic performance general academic guidance and support. Similarly, other researches also identified parental expectations as significant to student performance in school and critical to student academic achievement. Effective parenting practices associated with high levels of academic achievement include expectation that children earn high numerical grades on school work. In addition the research suggest that child learning beliefs provisions for academically enriching home environments and standards of acceptable behavior in out of school are equally important to academic achievement ( Jencks and Phillips, 1998).

#### **1.2.1.1.3 School Practices, Parental Education, Socioeconomic status and Academic Achievement**

As defined in the literature school practices are consistently affecting educational outcomes of students. Such as the assignment of teachers, teacher expectations, learning opportunities, and disregard for learning styles and retention / suspensions that affect educational outcomes of students.

Teacher quality as determined by education, experience expertise and licensing has been shown as the single most significant factor contributing to student achievement. Researches dating from the early 1990s reveal that teachers' expertise- as measured by scores on licensing examinations, higher-level degrees, and experience account for a significant proportion of the measured variance in students reading and mathematics achievement scores. Another research on the impact of teacher quality on student achievement revealed that students' exposure to successive years of poorly qualified teachers during the formative educational stages impacts achievement long-term. Yet, the research also shows that students from low-income communities are often served by the least qualified teachers (Ferguson, 1998).

Teachers' expectations have been found to have a significant impact on student achievement. According to this theory, low teacher expectations of low income students results in a self-fulfilling prophecy, contributing to significant achievement gaps between low socioeconomic status students and better socioeconomic students (Ferguson, 1998) In general, low-income students tend to be under represented in advanced placement courses and over represented in special education programs. This trend starts in elementary school and continues through high school. Therefore, school practices of students affect the academic performance of students.

Several researchers have theorized that schools might in adversely contribute to the achievement gap as illustrated by those serving large numbers of minority students placing more emphasis on multicultural curriculums than preparing students for enrollment in advanced courses. In the same context, a decline in leisure reading

among students has been accompanied by a decline in reading scores (Ferguson, 1998). Those have an effect on the academic achievement of students. In addition, child rearing beliefs, provisions for academically enriching home environments, and standards of acceptable behaviors in and out of school are equally important to academic achievement (Jencks and Phillips. 1998).

Parental education and economic has an impact on student achievement although the exact nature is not clear. Phillips (1998) found that parental education and family socioeconomic status alone are not good predictors of student academic achievement. Ferguson (1991), posited that parental education accounted for about twenty four percent of the variance in students test scores, while socioeconomic status accounts for about twenty-six percent. Other scholars contend that dysfunctional home environment, low parental expectations, ineffective parenting, language differences and high levels of mobility might account for lower levels of academic achievement among students from lower socioeconomic backgrounds.

### **1. 2.1.2. Psychological Factors and Academic Achievement**

#### **1. 2. 1.2.1. Self esteem and Self Concept**

Self-concept and self-esteem are frequently used in a discussion of how people view them selves. For some researchers they have similar meanings (e.g., Derlega and J 1980; Marsh et al, 1983 as cited in Solomon 1999). Others discussed them separately (eg Coopersmith, 1967, Wylie 1974, Mussen et al, 1984).

By self, we mean the conscious reflection of one's own being or identity, as an object separate from other or from the environment. There is variety of ways to think about the self. The most widely used terms are self-concept and self-esteem. Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and refers to "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence" (Purkey, 1988).

Self-esteem is the affective or emotional aspect of self and refers to how we feel about or how we value ourselves (one's self-worth). Self-concept can also refer to the general idea we have of ourselves and self-esteem can refer to particular measures about components of self-concept. However, some authors use the two terms interchangeably. Franken (1994) states that "there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior". This supports the idea that one's paradigm or world view and one's relationship to that view provide the boundaries and circumstances within which we develop our vision about possibilities. This is one of the major issues facing children and youth today (Huitt, 2004).

Franken (1994) suggests that self-concept is related to self-esteem in that "people who have good self-esteem have a clearly differentiated self-concept. When people know themselves they can maximize outcomes because they know what they can and cannot do". We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done.

We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others (James, 1890). That is, self-concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. This dynamic aspect of self-concept (and, by corollary, self-esteem) is important because it indicates that it can be modified or changed.

Similarly, Franken (1994) states it is possible to change the self-concept. Self-change is not something that people can will but rather it depends on the process of self-reflection. Through self-reflection people often come to view themselves in a new, more powerful way, and it is through this new, more powerful way of viewing the self that people can develop possible selves"

Rosenberg and Simmon (1971) defined self-esteem as "negative or positive attitude towards one self and associated with emotional reactions. They further explained that a person with high self-esteem does not consider himself better or worse than others and low self-esteem means that the individuals respect for self considers himself worthy, in adequate and seriously deficient as a person. Other researchers defined Self-esteem as a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself Coppersmith (1967), as cited in Solomon, (1999), expresses as attitude of approval or disapproval and indicates the extent to which the individual believes him self to be capable, significant, successful and worthy.

The researchers of this study view them differently. Thus self-concept is somewhat broader and includes the many ways in which people can view themselves. According to Muses et al, (1984) the self-concept is a set of ideas about one self that is descriptive rather than judgmental our self-concepts involve how we view ourselves in relation to different roles. The importance of self-concept stems from its notable contributions to personality formation. Self-esteem has to do with social competence, since it influences how the person feels, how he or she thinks and learns values him self or herself relates to other and ultimately how he/ she behaves

#### **1.2.1.2. 2. Self Concept and Academic Achievement**

The evidence of all the studies on the effect of self-concept is the basic for the study of its prediction of academic success. Educational Psychology has been concerned with analyzing different types of relationships both associative and predictive that exists between self-esteem/self-concept and academic performance. The prediction of academic achievement at all educational settings has been the primary concern of many investigators.

Studies have examined the relationship between self-concept and academic achievement of students. For example Epps (1969), examined ability self-concepts and self-esteem as correlates of academic achievement of high school students. From the results of his study Epps reported that, students who were high in self-concept of ability and self-esteem achieved higher in their academic performance (GPA) than those who

were low in the trait. This implies that there is a positive relationship between self-esteem and academic achievement.

Rosenberg and Simmons (1971) working with 2625 elementary and secondary students they explored that the relationship between academic achievement and self-esteem by saying much of low self-concept unfolds in the context of negative academic experience. Similarly, Stevens in Hamcheck (1965) examined with college student and explored the relationship between self concept and school achievement. He found that positive feeling about the self are associated with good academic achievement (He used self-concept) and self-esteem interchangeably). Other researcher such as Marsh (1983) has shown that self-esteem is positively associated with academic achievement. Purkey (1970) concludes that there is no question that there is a persistent relationship between self esteem and academic achievement. As regarded by different researchers' self-concept and academic achievement are related to one another where students with low self-concept fail to participate in education, drops out, resist examinations, refuse to take part in discussion and become dogmatic.

Similarly, lack of sign of competence may inhibit learners from realizing actual competence, whether in examination, reading, note taking use of study time, creativity, critical thinking etc. Nelson Jones (Cited in Sylvie's et al., 1987, reported that poor current performance did not mean that future outcomes would also be poor (Guggenheim, 1969). From the concepts of Nelson poor academic performances are not persistent it is changed with early intervention.

Academic achievement leads to self-concept/self-esteem, but self-concept is a better predictor of being a low-track or high-track student. According to James (1890), it would appear that there is some intervening variable which personal expectations. According to James Self-esteem are equal to Success. That is, increasing self-esteem results when success is improved relative to expectations. Bandura (1997), states that one's self-efficacy is one of the best predictions of successful achievement. He also states that one's mastery experiences related success is the major influence on one's self-efficacy. As self-efficacy and self-concept are both constructed by one's conscious reflections, it would appear that educators and parents should provide experiences that students can master rather than attempt to boost self-concept directly through other means. An interesting corollary to this equation is that success is limited by expectations and self-concept.

This indicates that success, especially the limits of one's success, can be improved by increasing expectations and/or self-esteem. However, as noted by Gage and Berliner (1992), the research on the relationship between self-esteem/self-concept and school achievement suggests that measures of general or even academic self-concept are not significantly related to school achievement. It is at the level of very specific subjects (e.g., reading, mathematics, science) that there is a relationship between self-concept/self-esteem and academic success. The above idea suggests that success in a particular subject area is not really changing one's self-concept (knowledge of one's self) or even self-esteem (one's subjective evaluation of one's value or worth), but rather is impacting on one's expectation about future success based on one's past experience.

There are several different components of self-concept: physical, academic, social, and general. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in maths, science, language arts, social science, etc. The social self-concept describes how we relate to other people and the transpersonal self-concept describes how we relate to the supernatural or unknowns.

Marsh (1992) showed that the relationship of self-concept to school achievement is very specific. General self-concept and non-academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area. Byrne (1990) showed that academic self-concept was more effective than was academic achievement in differentiating between low-track and high-track students. Hamachek (1995) also asserts that self-concept and school achievement are related. The major issue is the direction of the relationship: does self-concept produce achievement or does achievement produce self-concept. Gage and Berliner (1992) state "the evidence is accumulating, however, to indicate that level of school success, particularly over many years, predicts level of regard of self and one's own ability (Bridgeman & Shipman, 1978); whereas level of self-esteem does not predict level of school achievement. The implication is that

teachers need to concentrate on the academic successes and failures of their students. It is the student's history of success and failure that gives them the information with which to assess themselves"

### **1.3. Statement of the problem**

Studies suggest that psychosocial variables such as anxiety, school practices, preschool education, parental expectations, parental education, parental involvement, depression, self-concept (academic self-concept, parental self-concept, social self-concept, and general self-concept) socioeconomic status of family, and interest in school affect students' academic achievement. (Rice1992).

Scholars, for example, point out that students with high academic self-concept are popular, co-operative and persistent in their school work. Similarly, if learners have supportive families, they manifest lower anxiety but higher expectations if future success indicates that there is a strong link between family support and academic achievement.

On the other hand, according to Coppersmith (1968), students with low self-concept not only set lower goals but also lag behind in their academic achievement. In addition to the psychological variables, Abell and Gecas (1996) state that socioeconomic status affect students' achievement motivation which in turn, affects their academic performance. In present day Ethiopia, psychosocial conditions are not conducive. Economically it is the poorest in the world. Educationally, the country basically

remained "the land of the thumb prints" (the National literacy Campaign coordinating committee, 1994).

Although one may hypothesize that these problems do lower students' achievement, there is little empirical evidence that documents the relative importance of each psychosocial variable.

Thus, the present study aims at bridging this gap in knowledge by answering the following research questions.

1. What is the combined contribution of self-concept (parental self-concept, academic self-concept, social self-concept, and general self-concept) parental involvement, parents' socioeconomic status, parents' education, to the prediction of students' academic achievement? Is the combined contribution statistically significant?
2. What is the relative contribution of self-concept (parental self-concept, academic self-concept, social self-concept, and general self-concept) parental involvement, parents' socioeconomic status, parents' education to the prediction of students' academic achievement?
3. Which of the psychosocial factors have relatively better predictive power?
4. Do psychosocial variables influence girls' and boys' academic achievement differently?

#### **1.4. Objective of the study**

The central objective of the study was to examine the extent to which psychosocial variables predict learners academic achievement. The specific objectives of the study were:

- To assess the contribution of psychosocial variables in predicting the academic achievement of learners.
- Examine the relationships between academic achievement and psychosocial variables.
- Investigate whether psychosocial variables predict girls' and boys' academic achievement differently.

#### **1.5. Significance of the study**

Psychosocial variables play significant roles in facilitating or refolding learners' academic performance. Obviously, education is a license which permits individuals to possess social, economic, and political positions. One's occupational opportunity is determined by the level of one's academic performance. Thus, to improve students' academic performance seems imperative to identify the variables which affect learners' academic performance. Scholars, time and again, spell out that psychosocial variables affect the academic achievement of learners.

Thus, the results of this study are hoped to help the school communities to understand the extent to which psychosocial variables predict the academic performance of high school students. This could help as a first step in the attempt to address students' academic problems. The finding may also help to make students aware of their own problems by identifying the sources and possible solutions for their problems. Finally, the findings may offer lessons to all stakeholders that they should give due attention to the psychosocial needs of students using the study as a baseline document.

### **1.6. Delimitation of the Study**

The study would have generated more valid information if it had included more regions and more educational levels in the country. However, due to time and financial constraints, its scope was limited only to regular high school students (from grade 9 through 12) in southern Tigray Zone. Besides, among of the various psychosocial variables that possibly influence the students' academic achievement, the study focused mainly on academic self-concept, parental self-concept, social self concept, general self concept, father involvement, mother involvement, socioeconomic status, father education, and mother education.

## 1.7. Operational Definition

1. **Academic achievement:** - Students percentage scores of eleven subjects [Tigrigna, Amharic, English, Maths, Physics, Chemistry, Biology, Geography, Civics, and Physical Education] added across subjects and divided by the number of subjects. The scores are obtained from school records.
2. **Psychosocial variables:** -Psychological and social factors that potentially influence students' academic performance are termed as psychosocial variables. More specifically, psychological variables include self-concept (academic self-concept, parental self-concept, social self-concept, and general self-concept), as measured by self esteem inventory scale. Social variables include father involvement, mother involvement, socioeconomic status, mother education, father education, as measured by questionnaire, interview and focus group discussion

100  
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## CHAPTER TWO

### METHODOLOGY

500

500

500 = 50  
500 = 50  
500 = 50

#### 2.1. Samples and Sampling Technique

South Tigray is one of the five zones which were found in Tigray region. Tigray in general and south Tigray in particular is selected for this research because of the following logical reasons. Tigray is an area where civil war has been taken place for a number of years. As the same time the socioeconomic status of the people is very much lower and it leads the students to various psychosocial problems, which in turn affect the academic achievement of students. The present researcher has been teaching in South Tigray zone for six years. This gave him firsthand experience to examine the psychosocial problems learners are confronted with. Among South Tigray zone high schools, Tilahun Yigzaw senior secondary school and Korem senior secondary school were selected purposively, presuming the two schools could be representative of the zone for the nature of the problems are similar across the region. From the two schools 255 students (163 males, and 92 females) were selected using random sampling technique. They were from grade nine to grade twelve students, aged 15-23. This comprises 10% of students' population. Four teachers, two from each school were selected (2 males and 2 females). Two school directors (one from each school) were purposefully selected for the open ended questions. The sample size by school and grade is summarized in Table 1 below.

**Table 1. Number of participants of the study taken from each school**

Grade	Tilahun Yigzaw S.S.S.				Korem S.S.S.				Total No of Students			Sample size 10%		
	No sec	No of Students			No Sec	No of students			M	F	Tot	M	F	Tot.
		M	F	Tot		M	F	Tot.						
9	9	408	204	612	4	179	101	280	587	305	892	59	31	90
10	8	392	128	520	3	106	98	204	498	226	724	50	23	73
11	4	162	98	260	3	105	90	195	267	188	455	27	19	46
12	4	162	98	260	3	105	90	195	267	188	455	27	19	46
<b>Total number of students from both schools = 255</b>														

For the purpose of collecting in-depth information, twelve students from each school were selected to participate in focus group discussion. To supplement the data obtained through focus group discussion, three teachers and one director from each school were selected for interview purposively according to the number of teachers in the school. Since it seems sound to let known to readers about informants background information the following table is presented.

**Table 2. Participants of the interview from both schools**

<b>Informant</b>	<b>Demographic Characteristics</b>
*Mt <sub>1</sub>	-Sex M, education BA, Service year 30 years
Mt <sub>2</sub>	- Sex M, Education EDPM, service year 15 years
Mt <sub>3</sub>	- Sex M, bachelor of Education in chemistry, service year 13 years.
** Ft <sub>1</sub>	- Sex F, Education B.Sc, and service year 9 years.
Ft <sub>2</sub>	- Sex F, Education B.Sc, and service year 10 years.
Ft <sub>3</sub>	- Sex F, diploma in home economics and service year 19 years
***D <sub>1</sub>	- Sex M, Bachelor of education In Biology, service year 14 Year
D <sub>2</sub>	- Sex M, Diploma in health and physical education, service year 12Year

\* Mt<sub>1</sub> - male teacher 1

\*\* Ft<sub>1</sub> - Female Teacher 1

\*\*\* D<sub>1</sub> - Director 1

## **2.2. Tools of Data Collection**

The necessary data for the study were collected using questionnaires (scales) focus-group discussion, and interviews. Each instrument is described below.

### **A. Questionnaires**

The types of questionnaire were used to collect data from students: Self-Esteem Inventory and parental involvement questionnaire.

#### ***Self-Esteem Inventory***

Culture-Free Self-Esteem Inventories (Battle, 1992) was used to assess students' Self-concept /Self-Esteem. The scale comprises four sub scales that assess students' global/general self-concept, (20 items), academic self-concept, (10 items), parental self-concept (10 items), social self-concept (10 items). Originally, the instrument comprises items that would be rated on a two-point scale or forced-choice format (yes or no) as used by Solomon (1999). For the present study, the items were rated on a five-point scale (strongly agree, agree, undecided, disagree, strongly disagree), so as to accommodate any responses other than a simple "yes" or "no". the sub scales were translated to Amharic inorder to make the statements easily understandable by the students.



## **Parental Involvement Questionnaire for Students**

The items in this questionnaire were developed on the basis of activities that can reflect parents' direct and indirect involvement in their children's schooling at home as well as at school. These activities are described as parents expectations and aspirations of their children's school performance, direct reinforcement of improved performance and progress, verbal encouragement, initiation and reward for better performance, general academic guidance, support and supervision, reducing workload at home and providing the child with cognitively stimulating activities and events such as talking about current events and educational values at home. Students rated the items on a three-point scale (never, sometimes, often) on the basis of their perceptions of their parents' level of involvement in their schooling both at home and at school. This tool is previously done by Admasu Saji (2004).

To collect additional information from teachers, and directors a similar questionnaire with open ended items was developed. The items pertain to psychosocial factors such as: socioeconomic status, parental level of education, and parental involvement.

### **B. Focus Group Discussions**

The objective of the focus group discussion that was held with students were to obtain additional information on students' problems and magnitudes of the problems, as well as to secure suggested solutions from the students' themselves.

## **2.3. Data collection Procedures**

In this research pilot studies as well as main study were conducted

### ***Pilot Study***

A pilot study was conducted on 78 students (58 males and 20 females). Its purpose was to check the clarity, appropriateness and understandability of the items of the questionnaires and focus group discussion points. It was conducted at Meskahezunan senior secondary school. After careful analysis of the pilot data, ambiguous questions and issues were revised, giving due attention to the clarity, simplicity, and appropriateness of the questions and points of discussion. The reliability of the self-esteem inventory scale is .7033. and the reliability of parental involvement is .9725.

## **2.4. Data Analysis procedure**

The researcher gathered both qualitative and quantitative data; it has been verified, consistently checked and entered into computer using the SPSS program. With regard to quantitative methods of data analysis the study employed multiple regression analysis, correlation, and stepwise regression to identify the unique and combined contributions of the predictor variables in explaining the dependent variable. Alpha was set at .05. Step-wise regression was applied for the evaluation of the relative contribution of each predictor variable in predicting the criterion variable. Multiple regression was applied for the evaluation of the combined effect of psychosocial variables to the prediction of academic achievement. The qualitative data was also transcribed and analyzed.

# CHAPTER THREE

## RESULTS

In this chapter, findings regarding the relationships and predictive powers of psychosocial variables and academic achievement are presented.

### 3.1. Educational Background of Respondents Parents

Table 3. Educational background of respondents mother or (female guardian) and father or (male guardian)

Father or male guardian			Mother or female guardian	
Level of education	Frequency	Percent	Frequency	Percent
No education	167	65.5	177	69.4
Primary Education	46	18.0	52	20.4
Junior Education	25	9.8	11	4.3
Secondary Education	25	5.1	15	5.9
TTI	2	0.8	-	-
Diploma and above	2	0.8	-	-

Table 3 shows the educational background of the respondents' parents. From the data one can see that the majority of fathers (65.5%) and mothers (69.4%) had no access to education. On the other hand, very few fathers (18%) and mothers (20.4%) were

reported to have access up to primary level education only. Regarding junior education, the figure went down markedly in such a way that a few fathers (9.8%) and mothers (4.3%) got access. The participation of fathers (5%) and mothers (6%) in secondary education was insignificant. Sadly enough, the involvement of parents in tertiary education such as TTI, Diploma and above (0.8%) turned out to be almost none. Thus, because two thirds of the mothers as well as the fathers of the students who participated in this study were almost illiterates, it appears that most students were not receiving academic support from parents.

## 3.2. Analysis of Quantitative Data

### 3.2.1. Inter-correlation of predictor variable and outcome variable

Table 4 shows intercorrelation matrix. Intercorrelation matrix is mainly used to evaluate the magnitude and strength of relationships between predictor variables and criterion variables.

**Table 4. The inter-correlation of the main variables of the study (N=255)**

	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	X <sub>7</sub>	X <sub>8</sub>	Y
Father education (X <sub>1</sub> )	1.00								
Mother Education (X <sub>2</sub> )	.667**	1.00							
Academic Self Concept (X <sub>3</sub> )	0.81	-.130*	1.00						
Parental Self Concept (X <sub>4</sub> )	-.153*	-.050	.238**	1.00					
Social Self Concept (X <sub>5</sub> )	.030	.026	.027	.071	1.00				
General Self concept (X <sub>6</sub> )	-.072	-.045	.236**	.219**	.125*	1.00			
Mother involvement (X <sub>7</sub> )	.180**	.242**	.067	.004	-.020	.161*	1.00		
Father involvement (X <sub>8</sub> )	-.172**	.253**	.375**	.162**	.332**	.209**	-.004	1.00	
Academic Achievement (Y)	.185**	-.166**	.660**	.439**	.269**	.420**	.144*	.573**	1.00

**Note** N = 225  
 \*p < .05  
 \*\*p < .01

Table 4 shows the Intercorrelation among predictor variables (father education, mother education, academic self-concept, social self-concept, general self-concept, parental self-concept, mother involvement, father involvement) and the outcome variable (academic achievement). Relatively, all predictor variables have significant relationships, showing differences in terms of strength. The link between academic achievement and some of the predictor variables such as academic self-concept ( $r=0.66$ ), father involvement ( $r=0.58$ ), and parental self-concept ( $r=0.44$ ) were moderate and significant. On the other hand, the correlations between academic achievement and other variables like father education ( $r=0.19$ ) and social self-concept ( $r=0.27$ ) were low and although significant.

### 3.2.2. The Combined Effect of Psychosocial Variables on Students' Academic Achievement.

Table 5 displays the results of multiple regression analysis. In order to evaluate the combined effect of all predictor variables (father education, mother education, academic self-concept, parental self-concept, general self-concept, social self concept, mother involvement, and father involvement) on the criterion variable (academic achievement) the independent variables were entered simultaneously.

**Table 5. Results of multiple regressions**

Variables	Regression coefficient (B)	Standard error of (SEB)	Beta ( $\beta$ )	t	P
Academic Self Concept	0.727	0.066	0.443	11.056	0.000
Father involvement	0.187	0.027	0.292	7.050	0.000
Parental Self Concept	0.435	0.068	0.240	6.397	0.000
General Self concept	0.176	0.039	0.172	4.508	0.000
Social Self Concept	0.226	0.070	0.123	3.208	0.002
Mother involvement	0.0521	0.021	0.089	2.452	0.015
Constant	-9.751				

**Note: only significant predictor variables are presented here.**

As shown in Table 6, the analysis disclosed six variables that make significant contributions to the prediction of students' academic achievement. Academic self concept ( $\beta = 0.443$ ,  $P < .01$ ), father involvement ( $\beta = 0.292$ ,  $P < .01$ ), and parental self-concept ( $\beta = 0.240$ ,  $P < .01$ ) have significant positive effect on academic achievement in descending order. The inclusion of the remaining variables, nevertheless, in the regression equation did not contribute in any significant way to the prediction of academic achievement.

### 3.2.3. Relative Contribution of Psychosocial Variables in predicting Students' Academic achievement

To evaluate the relative contribution of each predictor variable in predicting academic achievement, stepwise regression analysis was employed.

**Table 6. Summary of step-wise regression analysis of the predictor variables**

Step	Variables entered	R	R <sup>2</sup>	Adjusted R square	Standard error of estimate	R <sup>2</sup> increase
1	• Academic self-concept	0.660	0.435	0.433	7.1245	0.435**
2	• Academic self-concept • Father involvement	0.747	0.559	0.555	6.3092	0.124**
3	• Academic self-concept • Father involvement • parental self-concept	0.792	0.628	0.623	5.8053	0.069*

\* R<sup>2</sup> increase 0.069 [p<.01]

\*\* R<sup>2</sup> increase 0.124 [p<.01]

\*\*\* R<sup>2</sup> increase 0.435, [p<.01]

Table 6, presents the results of the step-wise regression analysis. Academic self-concept, parental self-concept, social self-concept, general self-concept, mother education, father education, mother involvement, father involvement were the independent variables considered in this analysis. That is, the variables: academic self concept, parental self concept, general self concept, social self concept, father education, mother education, mother involvement, father involvement were included in the step-wise regression analysis with the view to evaluating the relative contribution of each predictor variable in predicting academic achievement

The proportions of variance in academic achievement that was accounted for by academic self-concept (43.5%), father involvement (12.4%), and parental self-concept (6.9%) were statistically significant. The remaining variables (father education, mother education, social self-concept, general self-concept, and mother involvement) which were included in the regression model did not contribute significantly to the prediction of academic achievement.

The increase in the proportion of variance in academic achievement that was explained by father education, mother education, social self-concept, and mother involvement was not statistically significant (6.5%) ( $R^2 = 0.065$ ,  $p > 0.05$ ).

### **3.3. Analysis of Qualitative Data**

In this section analyses of the qualitative data which were obtained through interview and focus group discussion are presented. The results are presented in two sub-sections each focusing on home related factors and school-related factors.

#### **3.3.1. Home-related Factors and Academic Achievement**

In relation to home related factors, informants spelled out three major points: parental involvement, parental educational level and parents' socioeconomic status. Concerning parental involvement, a teacher stated that almost all parents do not follow their children's education. The teacher further explained that even educated parents have not developed the habit of monitoring their children's education

The second informant agrees partly with the above respondent. For him, although the majority of parents fail to follow their children's schooling, few of them have been involved in their children's education by buying reference books, asking school teachers about their children's academic performance and participating in school conference.

The third teacher, expressing his agreement with the second informant pointed out that some parents in urban areas participate in school conference. By contrast, according to him, parents in rural area do not take part in school conference.

All in all, according to the above teachers, lack of parents' active participation in various school activities and their failure to attend to the progress of their children's school performance play a debilitating effect on the teaching learning process in general and learners' performance in particular.

The other method employed by the researcher was focus group discussion. Interestingly, the responses obtained in the focused group discussion were almost similar to the information obtained through the interviews. One of the participants of the focus group discussion made clear that all rural parents do not look after students schooling. Unlike them, there are few urban parents who follow their children's schooling, arranging tutorial classes for their children and buying the necessary reference materials. The other participant, also shared the above view, but added that some parents do not have the slightest knowledge of their children's schooling let alone understands their academic performance. Their involvement is limited to the provision of food and shelter.

Oddly enough, the third participant indicated the presence of some parents who do not even provide the basic needs of learners. These students are compelled to carry out part time work to fulfill their basic necessities which, in turn shoulder two things at a time i.e., making a livelihood and learning. Obviously, the academic achievement of these learners is more likely to be poor.

From gender point of view, the present researcher attempted to get the views of female teachers, presuming that they understand the issue better than male teachers. Accordingly, female teachers who participated in focus group discussion reported that parents discriminate against female students. They feel that female learners are not as competent as male students. Consequently, parents force female students to engage in domestic chores. Due to this, female learners cannot study effectively. In fact, female students are not allowed to go, according to the participants, far from home. This is because parents assume that this is not culturally acceptable and this will expose them to rape and other problems. These circumstances inhibit girls from exchanging ideas through discussion and from studying in pairs or groups.

Other participants of the focus group discussion made known that female students have self perception problems. According to the respondents, girls feel that males outperform females. Hence, they are not as motivated as boys even if they have parental support.

Further more, according to some informants, most parents are illiterate. The circumstance becomes worse when we investigate the exposure of rural parents to education. Thus, parents, as pointed out by most informants, fail to facilitate their children's education. Irrespective of the above reality, however, an informant pointed out that students who have educated parents perform relatively well academically and exhibit good manner.

The ideas raised in the focus group discussion regarding parental education strengthened the above views. Due to lack of education, according to the participants, children are not getting the desired support from their family. In fact, most uneducated parents expect their children to perform domestic tasks. In comparison to boys more is expected from females. Female participants made it clear that parents believe that females can be successful in marriage if they are skilled at home related tasks. Hence, when it comes to girls' parents give priority to domestic chores over education.

Socioeconomic status of parents is the third component of home related factors that can affect the academic achievement of students. Education requires capital. Learners should satisfy their educational needs like school uniform, school fee, reference materials, basic necessities, and other school related expenses. According to the respondents, the community is very poor and it can't meet the above needs. In some cases, informants reported saying that there are times in which two or more students

use a school uniform. Sadly enough, learners also share an exercise book. All in all, the socioeconomic-status of parents seems to hinder learners' achievement seriously.

Participants of the focus group discussion generally accepted the above views. Nevertheless, a female participant uncovered that in relation to income generation some parents appreciate female students for they do the household activities which in some cases are source of income. The irony, however, is females academic performance is affected negatively compared to boys.

### **3.3.2. School Related Factors and Academic Achievement**

All respondents unanimously agreed that school related factors affect learners' academic achievement. For them, the teaching learning process of the schools is by and large, good. However, the schools face pressing problems in the area of qualified teachers, infrastructures, classroom, laboratory, and reference materials.

Regarding lack of qualified teachers, an informant noted that grade eleven and grade twelve students are being taught with diploma holders. On the other hand, if there are at all degree holders, they leave their job for better salary. This is also strongly supported by student participants in the focus group discussion. Eighty percent of the teachers, according to staff informants, are diploma holders. Schools attempt to

compensate the lack of skilled teachers using plasma television. The students are obliged to follow the program with insufficient explanation.

In the focus group discussion, education policy was also raised as a major school related factors. The change of school completion grade from twelve to ten was not at all supported by the community. They too pointed out that the use of mother tongue as a medium of instruction at primary level is said to create difficulty in attending the other levels of education on the part of the student.

Shortage of references and text books was the other problem raised by the participants. Both the staff informants and student participants of the focus group discussion agreed that the schools are full of out-dated books. In addition, the schools have very limited number of class rooms.

Finally, the importance of infrastructure was given prominence by the respondents. As they pointed out, the number of chairs and tables available in a classroom are not proportional to the number of students. One hundred or more students are obliged to attend the subject transmitted on plasma television in a class. Due to lack of chairs and tables, learners are compelled to sit on the floor. This leads students to frequent absenteeism which in the final analysis results in their poor academic performance.

Lack of laboratories, pedagogical center, and sufficient plasma were also raised as the major problems. All in all, to improve learners' academic achievement, there is a need to alleviate the above problems promptly. Otherwise, the quality of the teaching learning process in general and learners achievement in particular will be affected seriously which will, in turn, affects the attitude of learners and parents towards education negatively.

# CHAPTER FOUR

## DISCUSSION

In this section, the results reported in chapter four are interpreted and discussed in light of the purpose of this study. Accordingly, the results on the combined and relative contribution of psychosocial variables (parents' education, parental involvement, academic-self concept, parental self-concept, general self-concept, and social self-concept) to the prediction of academic achievement are first discussed. This is followed by discussion of the findings obtained from focus group discussion concerning sex differences and socioeconomic status of the parents.

### **4.1. Psychosocial factors as Predictors of Academic Achievement**

As revealed in the multiple regression analysis academic self-concept, father involvement, and parental self-concept have significant joint contribution to the prediction of high school students' academic achievement. The results have shown that the linear combination of all independent variables for the prediction of academic achievement have statistically significant relations. Moreover, the multiple regression has made clear that three variables (academic self concept, father involvement, and parental self-concept) explained 62.8 percent of the variance in academic achievement. The remaining 6.7 percent of the variance in academic achievement is explained by other independent variables (father education, mother education, general

self-concept, social self-concept, mother involvement). From this one may generalize that academic self concept, father involvement, and parental self-concept are important predictors of academic achievement. The contribution of each independent variable to the prediction of academic achievement has <sup>been</sup> is discussed below.

#### **4.1.1. Academic Self-Concept and Academic Achievement**

When we examine the magnitude of the relationship between psychosocial variables and academic achievement of students, the data revealed that academic self-concept and academic achievement are strongly correlated ( $r=.660$ ,  $p<.01$ ). Moreover, the step-wise regression analysis has revealed that academic self-concept by it self has statistically significant contribution to the prediction of academic achievement of high school students. It accounts for 43.5 percent of the variance in academic achievement of high school students. The results suggest that high and low achieving students are different in their academic self concept. This implies that academic self-concept has significant influence on the academic performance of high school students, and hence one can bring significant changes in academic achievement by improving academic self-concept. This result goes in line with the findings of other researchers (e.g.; Epps, 1969, Rosenberg and Simmon, 1971, Srevens, 1965) who reported using regression analysis that academic self concept is best predictor of academic achievement of high school students.

However, the result is inconsistent with the theoretical reasoning that academic self-concept is positively related to achievement (Gage and Berliner, 1992) who reported

that academic self-concept is not significantly related to school achievement. It is at the level of very specific subjects (e.g., reading, mathematics and science) that there is a significant relationship. Thus, the influence of academic self-concept exceeds global self-concept. This supports the notion that the impact of global self-concept on academic achievement is minimal which may be a function of specific area of self-concept.

According to different researchers (for example Shavelson et. al., 1976), the more closely particular facets of self-concept are linked with specific situations, the closer are the relationships between self-concept and behavior in specific situation. Thus, academic self-concept should be more related to academic achievement of students. Byrne (1990) showed that academic self-concept was more effective than general self-concept in differentiating in low track and high track students.

#### **4.1.2. Home Related Factors and Academic Achievement**

In relation to home related factors there are three main factors raised in focus group discussion that are found to be very important. These are educational level of parents, parental education, and parental involvement.

##### **4.1.2.1. Parental involvement and academic achievement**

The focus group discussion and information from the teachers, principals, and directors have revealed that parents have moderate level of involvement. One possible explanation for the above finding could be lack of knowledge and skills on

how to assist their children in their education on the part of parents. This might have played a great role in hindering parents from involving in their children's schooling. In relation to this, the results from students indicated that a substantial proportion (69.4%) and (65.5%) of female and male parents respectively had no knowledge and skills to help their children in their education.

In line with this, it appears that educated parents tend to have high level of involvement in their children's schooling than less educated parents. There are however, slight differences and inconsistency in findings of different researchers about the issue. For example, Grolnick and Slowiazek (1994), found that parents' education was unrelated to parent behavior for mother involvement factor and weakly but significantly related to father involvement factor. The findings of Grolnick and Slowiazek also revealed that parental education did not relate to different types of factors of parental involvement and involving parents would not be strictly restricted to highly educated families. The results of step wise regression also showed that father's involvement plays the most important role in predicting the academic achievement of students from all psychosocial variables considered in this study. Other researchers also reported that parents with greater education were more involved in the activities of schools such as attending parent teacher conference and other activities such as fund raising for the school. Thus, the results of the present study are consistent with the findings of Grolnick's and Slowiaczek's investigation.

However, the analysis of the intercorrelations between the study variables reveals that both father and mother education was significantly related with father involvement and

also father education was significantly related with mother involvement. This finding provides additional support to the findings of previous investigations (Stevenson and Baker, 1987., Grolnick and Slowiaczek, 1994).

The data also indicated that 0.8% and 0.8% of the father and mother respectively had post secondary education, 5.9% and 5.1% of the father and mother respectively had secondary education, and larger proportion 65.5% and 69.4% of the mother and father respectively have no education (see table 3). This may be one of the reasons as to why they had only a moderate level of parental participation in their children's schooling. Such parents may not help their children in their high school study because a large proportion of them had no education and very few had secondary education and post secondary education.

Similarly, the step-wise regression analysis confirmed that the three predictor variables from first to third taken together explained 62.8% of the variation in students' academic performance. When academic self-concept and father involvement were taken together they explained 55.9% of the variation in students' academic achievement. Father involvement contributes significantly to students' academic achievement. From parental involvement father involvement alone explained 12.4% of the total variation in students' academic performance. The results also showed that students from high father involvement group score significantly higher marks in their academic achievement than did students from average and low father involvement groups. This finding is partially consistent with the findings of other studies (Fehrmann, et. al, 1987) who reported high school students would get high scores, if parents

encouraged them, monitored their daily activities and school progress and gave them general academic guidance and support. There is a difference in mother and father involvement in the students' schooling. One possible reason for the differential relation of mother and father involvement with students' academic achievement may be the differential role of the mother and father in relation to their participation in children's education and child rearing practices in Ethiopia. In this regard, mothers may be responsible for early child care and home management while fathers are responsible for discipline and authority which seem to be more influential on the child's education. As indicated in Chester (cited in Ellior 1986), mothers are primary source of affection and care whereas fathers are primary source of discipline and authority.

#### **4.1.2.2. Socioeconomic Status and Academic Achievement**

The information obtained from teachers, directors and principals indicate that the community/people are very poor such that they can't satisfy the educational materials, school uniform, and daily meals of their children. It was mentioned that there are students who use a school uniform for two students interchangeably keeping at the gate of the school in morning and afternoon school shifts. The informants also indicated that they witnessed a student who falls down in the classroom because he did not eat breakfast. From the information gained from the informants, socioeconomic status plays a paramount role in academic achievement of students. The present result is consistent with findings obtained by other researchers. Rosenberg and Simmon (1997), Steel (1992), Nettles (1991), supported this by saying economic and social advantages contribute to academic achievement of students. They strongly stressed that, socioeconomic status and academic achievement are strongly related.

Socioeconomic status of parents affects students' academic achievement in south Tigray students. As far as the findings from the qualitative research are concerned students in South Tigray have faced challenges that affect academic performance. The factors are different in urban and rural settings. The problem that is mostly seen in rural areas is distance of the school. There are students who come from places that are 30 or more kilometers away. The other problems are poor economic background of parents. The parents do not afford to pay house rent for their children. This creates a problem for the students' lack of time to study and engaging in assisting house hold activities as part-time work. This is also supported by ideas raised by students in focus group discussion who stated that due to low economic status of our parents we have to go often in our residence on weekends to bring food and other items for school days. This prevents the students from studying on weekends. Similarly Jacques (1971) explained that students were engaged in part-time employment to fulfill their material needs. In his study of the effect of part-time employment on academic achievement of high school students, he reported that the non-employed students' grade point averages were higher than the grade point averages of the employed students. The result obtained in the study is inconsistent with findings of other researchers. For example, Heneleson (1995), reported that the most accurate predictor of students achievement in school is not the impact of social status, but the extent to which that students' family is to create a home environment that encourages learning. One possible explanation for the above findings may be parents' initiative ness to make the learning environment conducive for the students schooling.

### **4.1.3. School Related Factors and Academic Achievement**

According to Brenfenbrenner (1987), one of the immediate environmental factors at a micro level affecting academic achievement next to home is school. In order to see the contribution of school related problems; different efforts have been made to collect data from different sources. For example, besides the information from the informants and focus group discussion, classroom observation had been made and the result in the next paragraph has been obtained.

According to the results obtained from the informants the first school related contributing factors which is raised in the focus group discussion are lack of human and material resources to implement the new educational policy properly. According to the informants and focus group discussion, there is lack of skilled human resources. Even the insignificant number of degree holders leave for better salaries in private schools. The schools are compensating the lack of skilled teachers with teachers of summer in-service and plasma television. This shows teacher's quality as determined by education, experience, expertise, and licensing as has been shown by the single most significant factor contributing to students' achievement. The research on the impact of teacher quality on student achievement revealed that students' exposure in successive years to poorly qualified teachers during the formative educational stage has an impact on achievement (Ferguson, 1998).

In addition, the schools are constrained with lack of laboratory, classrooms, chair, desk, library, textbooks, and other teaching learning materials. The books available in

the library are outdated. Because of shortage of class rooms, they can not teach the students full day. Libraries have very narrow spacing and shelved with outdated books. Due to shortage of classrooms the laboratory is no longer functional but changed to serve as class room because of the increasing number of students.

#### **4.1.4. Sex Difference and Academic Achievement**

To begin with, in South Tigray community rural area out side cities, almost all families are subjected to under average living conditions. In this case, below average indicates, those people who do not get basic necessities properly. Average economic level indicates those people who can at least feed themselves and cover their living expenses. Rich people according to this thesis include those people who have more than enough to cover their basic needs. On top of that, there is large number of children in each family. Parents are unable to provide food and school materials for all their children, in most cases they prefer their daughters to stay at home doing different things and participating in some income generating activities to support the family. For large number of parents are economically dependent on older children, both boys and girls are encouraged to find some means of income to support their family. In this regard more is expected from girls.

In Ethiopia, several psychosocial factors are identified by different researchers (Almaz and Barbara, 1990, Assefa, 1991). Different reasons are given by these researchers as to why female students' academic achievement is consistently inferior to that of male students.

According to the researchers, first factor that negatively influence the academic achievement of female students is the subordinate position given to female education and competence. Educating females has not been traditionally valued by the society. This tradition is still prevailing in south Tigray zone in which the present study was conducted. This idea stems from the belief that females are naturally incompetent. As Almaz and Barbara (1990) underlined, parents, teachers, and the society have labeled females as timid, feeling inferior, absent from school, while they have labeled males as strong, zealous, adventurous, etc. On top of that the society expects females to get married than go to school. These kinds of perceptions are also present in the society of south Tigray which affect female student's academic achievement than male students.

The second explanation forwarded by those researchers is lack of study time; this idea is clearly expressed by Assefa (19991), Tsion and Wanna (1994). In Ethiopia females are mostly expected to marry and become house wives. So they have to learn how to manage household and other necessary skills by working with their mother's. Because of this the majority of their time is spent in house work rather than studying. Therefore, it is fair to generalize that the lack of study time contributes to poor academic achievement of female students.

Teacher expectation is also taken as a third factor for female inferior academic achievement. In Ethiopia teachers have different expectations for male and female students. Almaz and Barbara (1990) observed that teachers considered females as naturally weak in academic achievement, absent from school, timid etc and such

consideration may influence the interaction teachers make in the teaching learning process. This is also raised in focus group discussion of this study, and all of the participants agreed with the results reported by Almaz and Barbara (1990).

Girls need to serve their parents before they get married and leave the family. On top of that, families are economically dependent on their children. Thus, instead of sending their children especially their daughters to school, they mostly prefer to send them to cities so that children try to send money for their family. Generally all the eight informants agreed that girls in the selected school mostly give up schooling due to home related problems such as low economic and academic background of the family, and home responsibility.

In relation to home related factors all the eight staff informants provided almost similar response to the ones obtained from students in focus group discussion. According to staff and students' informants, besides the economic level of parents, their educational levels can play a significant role on students' academic achievement. According to them, since most of the parents are illiterate, they are not following their children's academic performance.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

The purpose of this study was to see whether or not psychosocial variables (academic self-concept, parental self-concept, social self-concept, general self-concept, father involvement, mother involvement, mother education, father education, and parental socioeconomic status) predict academic achievement of high school students. To this effect, the study investigated the combined and relative predictive power of the aforementioned variables using multiple regression analysis and step wise regression analysis.

The study was conducted in south Tigray Zone on 163 male, and 92 female students who were selected using stratified random sampling technique. The subjects were sampled from two high schools. The study made use of four instruments (the adapted self-esteem inventory to measure self-concept, parental involvement questionnaire, focus group discussion, and interview). Data on academic achievement were obtained from the record office of the schools.

Results of the correlation analysis indicate that all predictor variables had positive relation with academic achievement. The multiple regression and step-wise regression analyses revealed the combined and unique effects of the predictor variables.

The three significant predictor variables which contributed more to the academic achievement of students in south Tigray zone are academic self concept, father involvement, and parental self-concept. The three significant predictor variables contributed 62.8 percent of the variance in academic achievement.

The overall conclusions from the analysis is that the relationship between academic self-concept, father involvement, parental self-concept is stronger than the relationship between the other psychosocial variables and academic achievement of high school students in south Tigray zone.

The present study supports the general hypothesis that male and female students have difference in academic achievement. According to the present results, a female earns low scores in their academic performance than do males. Many scholars have considered the origin of sex differences in achievement. Many of these scholars have looked for the origin in female motivational deficits or in expectancy / attributional differences, arguing that females avoid "male achievement activities" because they lack confidence or because they are afraid of the consequences of success.

## 5.2. Conclusion

From the findings, therefore one may possibly arrive at the following conclusion.

❏ Academic-self concept, father involvement, and parental self-concept taken together do significantly predict the academic achievement of high school students. That is, they are jointly responsible for the variation among high school students in their academic achievement. Regarding the relative contribution of these variables to the prediction of academic achievement, of the nine variables academic self-concept is the strongest significant predictor of high school students' academic achievement while father involvement is the next strong significant predictor of the same dependent variable. The results of the study suggest that mother involvement, mother education, and social self-concept have very small or non significant contribution to the prediction of academic achievement.

❏ Based on the findings from teachers' interview it can be concluded that parents do not have significant knowledge and skill on how to get involved in their children's education despite the results from different sources (students, teachers, and school directors) indicated that parents' were involved moderately in their children schooling.

It can be concluded that attracting parents to school can bring parents and school together to work jointly for children's education. It can also be concluded that parents can improve their knowledge and skills on how to involve in their children's education as they communicate with their children's teachers. More specifically, as parents are attracted to the school they may be modeling the importance of the schooling and such behavior may provide the parent with information so that she or he can help the children manage his or her schooling.

The present study clearly showed that improvements of the parents participation particularly fathers' involvement in their children's schooling at home as well as at school is beneficial in the attempt to improve students achievement.

The study also suggested that there is a clear difference in the effect of involvement of fathers and mothers in students' academic performance. Targeting on barriers related to mother's involvement such as culture and gender biases is important to raise level of the mother's involvement.

### 5.3. Recommendations

On the bases of the findings the following are recommended

1. Parents, students, teachers, and educators in general need to give attention to the role of parents' involvement in their children's schooling. They should value parental involvement in children's schooling by contributing on their part in creating smooth home-school interaction
2. Parents help their high school children achieve higher grades through monitoring daily activities by keeping close track of how they are doing in school and by working closely with their students concerning planning for post high school pursuit.
3. Schools need to employ various means to have parents and teachers come together to work on the problems of children's learning by attracting parents to school.
4. The Ministry of Education and other concerned bodies need to give attention to improve parents involvement by providing relevant information to parents to raise the level of parental participation in their children's' education.

5. The academic and administrative staff of both Tilahun yigzaw and Korem senior secondary school should arrange counseling programs in the areas of selected variables like academic self concept, parental self-concept, and father involvement and their effect on academic achievement so that students would be well oriented and encouraged in their study. They should especially encourage greater female students' participation.

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# APPENDIX-A

በአደስ አበባ ዩኒቨርሲቲ የትምህርት ፋክሊቲ

የሳይክሎጂ ድህረ ምረቃ ትምህርት ክፍል

ከተማሪዎች መረጃ መሰብሰቢያ መጠይቅ

የመጠይቁ ዓላማ:- ይህ መጠይቅ የተዘጋጀው ተማሪው በራሱ ያለው መተማመን ከአካባቢ ከትምህርት እና ከወላጅ አንጻር ለማወቅ ለተማሪዎች የተዘጋጀ መጠይቅ ነው። ይህም በራስ መተማመንን ተማሪዎች የትምህርት ውጤት ጋር ያለውን ዝምድና እንዲሁም የተማሪዎችን ውጤት ከማገዝና ከማሻሻል ረገድ የሚያበረክተውን አስተዋፅኦ መጠን ለማጥናት ነው።

ለጥያቄዎቹ መልስ ስትሰጡ የራሳችሁን ሁኔታ ግንዛቤ ውስጥ በማስገባት መሆን አለበት። የምትሰጡት መልስ በሚስጥር ይያዛል። የርምፍ ስኬታማነት የሚወሰነው በሚገኘው መረጃ ስለሆነ ለጥያቄዎቹ በሙሉ መልስ እንድትሰጡኝ ትብብራችሁን ከወዲሁ አጠይቃለሁ።

አመሰግናለሁ

## ክፍል አንድ

መመሪያ:- ቀጥሎ ያሉት ጥያቄዎች የአንተ/የአንቺን የወላጆችህን/የወላጆችህን/ የወላጆሽን የግል ሁኔታ የሚጠይቁ ናቸው። ክፍት ቦታ ከፊታቸው ለመልስ መስጫ እንዲሆን ለተሰጣቸው ጥያቄዎች መልስህን/ሽን በተሰጠው ክፍት ቦታ ላይ በመጻፍ በመጻፍ በምርጫ መልክ ለቀረቡት ደግሞ የመልስህን/ሽን ፊደል በመክበብ መልስ/ሽ።

1. የምትማርበት/የምትማሪበት ት/ቤት ስም \_\_\_\_\_
2. የታ ሀ/ ወንድ  
    ለ/ ሴት
3. ዕድሜ \_\_\_\_\_
4. ክፍል \_\_\_\_\_
5. ቁጥር \_\_\_\_\_

6. የምትኖረው ከማን ጋር ነው።

ሀ/ ከእናተና ከማን ጋር ነው።

ለ/ ከአባነተ ጋር

ሐ/ ከእናተ ጋር

መ/ ከዘመድ ጋር

ሠ/ ሌላ ከለ \_\_\_\_\_

### ክፍል ሁለት

መመሪያ፡- ቀጥሎ የተማሪዎችን በራስ መተማመን የሚገልፅ 50 ጥያቄዎች ይዟል። እነዚህን ጥያቄዎች ተማሪው ከራሱ ማንነት ጋር በማገናዘብ ከተሰጡት አምስት አማራጮች አንዱን በመምረጥ ይህንን ምልክት/✓/ በማድረግ መልስ/ሻ።

ተራ ቁጥ.	ስለ ተማሪው ሁኔታ የሚገልፁ ነጥቦች	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1.	ብዙ ጊዜ ምቀን ቅገርት ሰዓተን /ጊዜዬን አሳልፋለሁ					
2	ብዙ ጊዜዬን ቤት ውስጥ በምሰራው ስራ ደስተኛ ነኝ					
3	ትምህርት ቤት ውስጥ በምሰራው ስራ ደስተኛ ነኝ					
4	ብዙ ጊዜ ከእናተ ጋር እጫወታለሁ /እቀልዳለሁ					
5	ቤተሰቦቼ ብዙ ጊዜ በእኔ አይበሳጩም					
6	ወጣት በሆንኩ ኖሮ ብዬ እመኛለሁ					

7	የትምህርት ቤት ስራ ሲበዛብኝ ወይም ሲከብደኝ ብዙ ጊዜ መስራተን አቆማለሁ					
8	ብዙ ጊዜ ከአባተ ጋር እጫወታለሁ /እቀልዳለሁ					
9	ብዙ ጊዜ ደስተኛ ነኝ					
10	አይነ አፋር አይደለሁ					
11	በራስ የመተማመን ብቃት በጣም ትንህ ነው					
12	ወንድ መሆን እፈልጋለሁ/ሴት መሆን እፈልጋለሁ ወንድ /ሴት በመሆኔ ደስተኛ ነኝ					
13	ብዙ ጊዜ አስፈላጊ የሆኑ ነገሮችን ለመስራት ስሞክር አይሳንልኝም					
14	የፍላጎትን ያህል በትምህርት ቤት ውስጥ እየሰራሁ ነው					
15	የእኔ ያልሆነ ነገር ወስጆ አላውቅም					
16	አብዛኛውን ጊዜ በራሴ አፍራለሁ					

17	ሰራሴ ብዙ ጊዜ እጠነቀቃለሁ /እራሴን ብዙ ጊዜ እንከባከበዋለሁ					
18	በት/ቤት ውስጥ ስኬታማ አይደለሁ					
19	ትኩረተን በአንድ ነገር ላይ ለማድረግ እቸገራለሁ					
20	ቤተሰቦቼ ጥሩ እንዳልሆንኩ እንዲሰማኝ ያደርገኛል					
21	ምፍፁም አልበሳጭም					
22	ጥሩ እንዳልሆንኩ ብዙ ጊዜ ይሰማኛል					
23	ብዙ ወንድና ሴቶች ከእኔ የተሻለ ምርጫ ናቸው ይበልጡኛል					
24	ብዙ ወንድና ሴቶች ከእኔ ተሻለው ይታያሉ					
25	ቤተሰባቼ ጥሩ ስላልሆንኩ ይጠሉኛል					
26	የማውቀውን ሰው ሁሉ አወደዋለሁ					
27	ልጆች ብዙ ጊዜ ለንደኝነት ይመርጡኛል					

28	አስተማሪዬ ብዙ ጊዜ ጥያቄ ሰጠይቅ ስሜን ጠርቶ እንደመልስ እድል ሲሰጠኝ ደስ ይለኛል					
29	ስለራሴ መለወጥ የምፈልጋቸውን ነገሮች መለወጥ ብኝል ደስተኛ ነኝ					
30	ብዙ ጊዜ ከቤት ለመጥፋት አስባለሁ					
31	እንደ ሌሎች ወንድና ሴቶች ደስተኛ ነኝ					
32	ትምህርትን ለማቆም ብዙ ጊዜ አስባለሁ					
33	ብዙ ጊዜ በጣም እጨነቃለሁ					
34	ወላጆቼ የሚሰማኝን ነገር ይረዱኛል					
35	መናገር ያለብኝ ነገር ከላ ብዙ ጊዜ እናገራሁ					
36	ስለምንም ነገር አልጨነቅም					
37	እንደሌሎች ጓደኞቼ ቆንጆ ነኝ					
38	እራሴን በጣም አውቃለሁ					

39	ቡትምህርት ቤት ውስጥ የምትለውን ያክል እየሰራሁ ነው					
40	ለሰዎች የገባሁትን ቃልኪዳን አጠብቃለሁ					
41	ወላጆቼ ስኬታማ እንዳልሆንኩ ያስባሉ					
42	እውነት ስለሆነ ነገር ብዙ ጊዜ ይሰማኛል/አስባለሁ					
43	ለሰዎች ምን ማለት እንዳለብኝ ብዙ ጊዜ አውቃለሁ					
44	አስተማሪዬ ጥሩ ተማሪ እንዳልሆንኩ ያስባሉ					
45	ወላጆቼ ይወዳኛል					
46	ምንም አይነት ስህተት ሰርቼ አላውቅም/አልሰራም					
47	ት/ቤት ውስጥ በምሰራው ስራ እኮራለሁ					
48	በቤተ ውስጥ ብዙ ጊዜ እበሳጫለሁ					
49	በህይወተ ተከፍቼ አላውቅም					
50	ሌሎች ጓደኞቼ መስራት አንደሚችሉት እኔም መስራት እችላለሁ					

## APPENDIX B

Culture Free self-esteem Inventory scale (CFSEI) from A, Battle (1981) used to measure self-esteem (global, academic, social, and parental self-esteem/self-concept) of subjects. It is self-report type of instrument which consists of 60 items for this study only 50 were selected, to which strongly agree, agree, undecided, disagree, strongly disagree were the given alternative to choose. The reliability of the instrument obtained in this study was 0.76.

**Part-I** .The following questions indicate your family status. Answer the questions

accordingly

1. Name of your school \_\_\_\_\_

2. sex    A) Male \_\_\_\_\_

          B) Female \_\_\_\_\_

3. Age \_\_\_\_\_

4. Grade and section \_\_\_\_\_

5. Which parent (guardian) do you live with?

5.1- with my nuclear (father and mother)

5.2- with my father only

5.3- with my mother only

5.4- with my relatives

5.5 Others \_\_\_\_\_

**Part-II.** The following questions are measure students' self-Esteem/self Concept

(academic, parental, general, and social). Answer by putting the sign (✓) one of the given five alternatives (strongly agree, agree, undecided, disagree and strongly disagree,

Roll No	Self-esteem/self-concept about students	Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
1	I spend a lot of time day dreaming					
2	I like to spend most of my time alone					
3	I am satisfied with my school work					
4	I have lots of fun with my mother					
5	My parents never get angry with me					
6	I wish I were younger					
7	I usually quite when my school work is to hard					
8	I have lots of funs with my father					
9	I am happy most of the time					
10	I am never shy					
11	I have very little trust in my heart					
12	I like being a boy/I like being a Girl					
13	I usually fail when I try to do important things					
14	I am doing as well in school as I would like to					

15	I have never taken any thing that did not belong to me					
16	I often feel ashamed of my self					
17	I usually take care of my self					
18	I am a failure at school					
19	I find it hard to make up my mind stick to it					
20	My parents make me feel that I am not Good enough					
21	I never get angry					
22	I often feel that I am no good at all					
23	Most boys and girls are smarter than I am					
24	Most boys and girls are better than I am					
26	I like every one I know					
27	Children pick on me very often					
28	I like to be called on by my teacher to answer questions					
29	I would change many things about my self if I could					
30	There are many times when I would like to run away from home					
31	I am as happy as most boys and girls					

32	I often feel like quieting school					
33	I worry a lot					
34	My parents understand how I feel					
35	When I have some thing to say, I usually say it.					
36	I never worry about any thing					
37	I am as nice looking as most boys and girls					
38	I know my self very well					
39	I am doing the best school work than I can					
40	People can depend on me to keep my promises					
41	My parents think I am a failure					
42	I always feel the truth					
43	I always know what to say to people					
44	My teacher feels that I am not good enough					
45	My parents love me					
46	I never do any thing wrong					
47	I am proud of my school work					
48	I often get upset at home					
49	I am never un happy					
50	I can do things as well most boys and girls					

## APPENDIX-C

በአደስ አበባ ዩንቨርሲቲ የትምህርት ፋኩክሊቲ

የሳይኮሎጂ ድህረ ምረቃ ትምህርት ክፍል

ከተማሪዎች መረጃ ማሰባሰቢያ መጠይቅ

የመጠይቁ ዓላማ፡- ይህ መጠይቅ የተዘጋጀው ወላጆች ወይም አሳዳጊዎች በልጆቻቸው ትምህርት ሂደት የማያደርጉትን የተሳተፎ መጠንና ከተማሪዎች የትምህርት ውጤት ጋር ያለውን ዝምድና እንደሁም የተማሪዎችን ውጤት በማሻሻል ረገድ የማያበራክተው አሥተዋፅኦ መጠን ለማጥናት ነው።

ለጥያቄዎቹ መልስ ስትሰጡ የየራሳችሁን ወላጆች ተሳተፎ ሁኔታ በመመርኮዝ ብቻ ነው። ስማችሁን መፃፍ አያስፈልግም። የምትሰጡት መልስ በሚስጥር ይያዛል። የምርምሩ ስኬታማነት የሚወሰነው በሚገኘው መረጃ ሥለሆነ ለጥያቄዎቹ በሙሉ መልስ እንድትሰጡኝ ትብብራችሁንን እጠይቃለሁ።

አመሰግናለሁ

### ክፍል አንድ

መመሪያ፡- ቀጥሎ ያሉትን ጥያቄዎች ያአንተን/የአንቺን የወላጆችህን /የወላጆችሽን የግል ሁኔታ የሚጠይቁ ናቸው። ክፍት ቦታ ከፊታቸው ለመለስ መስጫ አንደሆን ለተሰጣቸው ጥያቄዎች መለስህን/ሽን በተሠጠው ክፍት ቦታ ላይ በመጻፍ በምርጫ መልክ ለቀረበት ደግሞ የመቁስህን/ሽን ፊደል በመክበብ መቁስ/ሽ።

1. የምትማረበት/የምትማረበት ት/ቤት ስም
2. የታ ሀ/ ወንድ  
    ለ/ ሴት
3. ዕድሜ -----

4. የአፍ መፍቻ ቁንቋ

5. ክፍል

6. ቁጥር

7. ከሚከተሉት ወላጆች/አሳዳጊዎች ከየትኞቹ/ኛው ጋር ትኖራለህ/ትኖራለሽ

ሀ/ከአባተና ከእናተ ጋር

ለ/ ከእናተ ጋር

ሐ/ ከአባተ ጋር

መ/ከእናተና ከእንጀራ አባተ ጋር

ሠ/ ከአባተና ከእንገጀራ እናተ ጋር

ረ/ ወላጆቹ ከልሆኑት አሳዳጊዎች ጋር

ሰ/ ብቻዬን

ሸ/ ሌላ ክለ

8. ወላጆችህ/ሽ

ሀ/አብረው ይኖራሉ

ለ/ ተፊተዋል

ሐ/እናተ በህይወት የለችም

መ/ አባተ በህይወት የለም

ሠ/ ሁለቱም በህይወት የለም

ረ/ ሌላ ክለ

9. ወላጆችህ/ሽ ተምረው ያጠናቀቁት የትምህርት ደረጃ

ሀ/ የእናት/ህ መይም የሌላ አሳዳጊህ/ህ

ለ/ የአባት/ህ ወይም የወንድ አሳዳጊህ/ሽ

10. ወላጆችህ/ህ ሥራ

ሀ/ የእናተህ ወይም የሴንት አሳዳጊህ/ህ

ለ/ የአባትህ/ህ ወይም የወንድ አሳዳጊህ/ሽ

### ክፍል ሁለት

መመሪያ፡- ቀጥሎ ወላጆች አደዳጊዎች በልህደቻቸው የትምህርት ሂደት የመሳተፍ ሁኔታን የሚገልፅ ተግባራት ወይ ጥያቄዎች ተዘርዘረዋል። ጥያቄዎችን ስንት መልስ/ሽ በተሳትፎ ሁኔታና መጠን በመመርኮዝና ሪመነሻ ለአባት/ለወንድ አሳዳጊ/ህ እና ለእናትህ ወይም ለሴት አሳዳጊ/ህ ተሳትፎ በተናጠል በተዘጋጀው የመልስ ምሥጫ ቦታ ላይ እንደየተሳትፎአቸው መጠን ከተሠጡት ሶስት አማራጮች የምትመርጠውን ወይም የምርመርጭውን ይህንን ምልክት/✓/ በለመድረግ መልስ/ሽ

የእናትህ/ህ ወይም ሴትአደዳጊህ/ህ በቤት ውስጥም ሆነ በት/ቤት ለትምህርትህ/ህ ሂደት ያላቸው የተሳትፎ መጠን			ተቁ	የወላጆችን/የአሳዳጊዎችን ተሳትፎ የመመዘኛ ተግባሮች/ክንውኖች/	የአባትህ/ሽ ወይም ወንድም አሳዳጊህ/ሽ በቤት ውስጥም ሆነ በት/ቤት ለትምህርትህ/ሽ ሂደት ያላቸው የተሳትፎ መጠን	
ፈጽሞ አያከናውንም	መጠነኛ	ብዙ		ፈጽሞ አያከናውንም	መጠነኛ	ብዙ
			1	በት/ቤት የምትማራቸውን ወይም የትምህርት አይነቶች ያውቃል/ታውቃለች		
			2	አስፈላጊሲሆን ከትምህርት ሠዓት በፊት ወይም በኋላ ት/ቤት በመሄድ ከመምህሮችህ/ህ ጋር ስለ ትምህርትህ/ህ ሂደት ይንጋገራል ትንጋገራለች።		

			3	በት/ቤትላይ አያለሁም ሆነ በክፍል ውስጥ ይገኝኛል/ትገኝኛለች			
			4	በመምህራንና ወላጆች የጋራ ውይይት ላይ ይሳተፋል/ትሳተፋለች			
			5	በትምህርት ቤቱ ጉዳዮች ለምሳሌ ሥርዓተ ትምህርት በተመለከተ ውሳኔ ሰጭ በሆነው ጉባዔ ላይ ይሳተፋል/ትሳተፋለች			
			6	በትምህርት ቤቱ የጋራ አቅድ አወጣጥ ላይ ይሳተፋል/ትሳተፋለች			
			7	በትምህርት ቤት ውለህን/ሽን እና ምን እንደምትሠራ/ሪ ሠውቃለ።			
			8	ዘወትር ት/ቤት መሄድህን/ሽን ያለመሄድህን/ሽን ያውቃለ/ያጣራለ			
			9	በትምህርት ቤትህ/ህ የተሻለ መሥራትህን/ሽን እና ያለመስራትሽን በመክታተል ያረጋግጣለ			

		10	ምንትርፍ ሥዓትና ክትምህርት ቤት መልስ የት እንደምታሳልፍ ወይም እንደምታሳልፊ እና ምን እንደምትሠራ/ሪ ያውሃቃው።		
		11	እለታዊ እና ሳምንታዊ የጥናት እቅድህን/ሽን እንድታዘጋጅ ወይም እንድታዘጋጅ ይረዱሀል/ሻል		
		12	ምእቅድህ/ሽ መሠረት መሥራትህን/ሽን እና ማጥናትህን/ማጥናትሽን በቅርብት ይከታተሉሀል/ሻል		
		13	ግልጽ እና የሚደረስበትን የትምህርት ግብእንድታልም ወይም እንድታልሚ ያግዙሀል/ሻል		
		14	ዓላማህን/ሽን ከግብ እራድታደርሥ/ህ ያበረታቱሐል/ያተረታቱሻል		
		15	የተዘጋጁልህን/ሽን ደረጃና መመዘኛ በማሟላት ረገድ ባለህ/ህ ችሎታና በራስ መተማመን እንድታደብር ድጋፍ ያዳርጋሉ።		
		16	በአጠቃላይ በትምህርት ውጤትህ ወይም ውጤትሽ ይረካሉ		

		17	<p>በምትማረው/ረው ትምህርት ውጤት ላይ የሻለ ውጤት እንድታመጣ ወይም እንድታመጭ ያበረታቱሐል/ሻል</p>		
		18	<p>በትምህርት/ህ/ሽ ዝቅተኛ ውጤት ብታመጣ/ጭ እንኳን ተስፋ ሳትቆርጥ/ጩ ከበሬቱ የተሻለ ጥረት እንድታደርግ/ረ ያበረታቱሐል/ሻል።</p>		
		19	<p>በትምህርት/ህ የላቀ ውጤት ስታመጣ/ስታመጭ ያደንቁሐል/ሻል</p>		
		20	<p>በትምህርት/ህ የላቀ ውጤት ስታመጣ/ስታመጭ ይሸልሙሐል።</p>		
		21	<p>የቤት ሥራህን/ሽን እንድትሠራ/ሪ በማበረታታ በመርዳት ያግዙሀል/ሻል</p>		
		22	<p>ስለምትሰራው የቤት ስራህ አስፈላጊነት ይመክሩሃል/ይመክሩሻል</p>		
		23	<p>ትምህርት ሲከብድህ/ሽ በማስጠናት ወይም አስጠኚ በመቅጠር ያገዙሐል/ሻል</p>		
		24	<p>አመቺ የጥናት ቦታ ያዘጋጅለሃል/ሻል</p>		

			25	አስፈላጊ የሆነ መጽሐፍቶችን እና ሌሎችን የማበባ- መጸሐፍትን በበቂ ሁኔታ በቤት ውስጥ ያዘጋጅልሃል/ሻል			
			26	ከትምህርት ውጭ ለቤተሰብ የሚሠራውን የሥራ ጫና ይቀንሱልሃል/ሻል			
			27	ስለትምህርት ጥቅም አንተን/ቺን ጋር ያወያዩሃል/ሻል የመክሩሃል/ሻል			
			28	መጽሐፈትን ማንበብን/ማንበብሽን ያበረታቱሃል/ያበረታቱሻል			
			29	በመሥክ ትምህርታዊ ጉዞ ወይም በሌሎች ተጓዳኝ ተግባራት ላይ ይረዱሃል/ይረዱሻል			
			30	በትምህርት ቤት ውስጥ ለሚያስፈልጉ ወጭዎች ያገዙሃል/ሻል			

## APPENDIX D

### Parental involvement questionnaire

#### Part one

**Direction-** here is some items about students' background information and family characteristics. In some of the items you are required to write the necessary information in the blank space provided. When the questions are in the form of choices, you are required to indicate your response by circling the appropriate answer.

1. Name of your school \_\_\_\_\_

2. sex    A] Male

          B] Female

3. Age \_\_\_\_\_

4. Native Language \_\_\_\_\_

5. Grade and sections \_\_\_\_\_

6. Roll number \_\_\_\_\_

7. Which parents or guardian do you live with? You live with:-

A] Both your father and mother

B] Your mother

C] Your father

D] Your father and step mother

E] Your mother and step father

F] Foster parent [s] who is [are] not biological parent [s] relative[s]

G] Alone

H] Others \_\_\_\_\_

9] The heist level of education completed by your parents or guardians

A] Mother's or female guardian \_\_\_\_\_

B] Father's or male guardian \_\_\_\_\_

10] Parents occupation

A] Mother or female guardian \_\_\_\_\_

B] Father or male guardian \_\_\_\_\_

### Part II

**Direction**-below are items related to your parental involvement in your schooling at home and at school. You are requested to respond based on your perception about both your mother's and father's involvement but separately according to the level of each parents' engagement. Indicate your response by circling one of the following.

Never [1]

Moderate [2]

a lot [3]

The extent to which your mother or female care giver involved in your schooling both at home and at school			No	Activities /aspects of involvement	The extent to which your father or male care giver involved in your schooling both at home and at school		
Never [1]	sometimes [2]	often [3]			Never [1]	sometimes [2]	often [3]
			1	Knows the different subjects that I learn			
			2	Talks to my teacher before or after schooling concerning to my academic progress when ever it is necessary			

9] The highest level of education completed by your parents or guardians

A] Mother's or female guardian \_\_\_\_\_

B] Father's or male guardian \_\_\_\_\_

10] Parents occupation

A] Mother or female guardian \_\_\_\_\_

B] Father or male guardian \_\_\_\_\_

### Part II

**Direction**-below are items related to your parental involvement in your schooling at home and at school. You are requested to respond based on your perception about both your mother's and father's involvement but separately according to the level of each parents' engagement. Indicate your response by circling one of the following.

Never [1]

Moderate [2]

a lot [3]

The extent to which your mother or female care giver involved in your schooling both at home and at school			No	Activities /aspects of involvement	The extent to which your father or male care giver involved in your schooling both at home and at school		
Never [1]	sometimes [2]	often [3]			Never [1]	sometimes [2]	often [3]
			1	Knows the different subjects that I learn			
			2	Talks to my teacher before or after schooling concerning to my academic progress when ever it is necessary			

			3	Visits the class when I am learning in the classroom			
			4	Participates in parent-teacher conference			
			5	Participates in school's advising board for decision making such as curriculum decisions			
			6	Participates in school's mutual goal setting and program choice such as resources management and fund raising etc			
			7	Knows what I am doing in the school			
			8	Really knows whether I go to school or not			
			9	Keeps close track of how well I am doing in school			
			10	Really knows what I do with my free time			
			11	Help me organize my daily and weekly plan for study			
			12	Monitors my activities closely to ensure I followed the plan or not			

			13	Assist me to set clear and attainable academic goal			
			14	Encourages and help me to achieve the goal			
			15	Feels confident about my ability in meeting the standard set			
			16	Satisfies with my over all school performance			
			17	Encourages me for better school performance through out my school age			
			18	Encourages me to try hard even through I get poor marks			
			19	Praises me when I work hard academically			
			20	Reward me when I work hard academically			
			21	Guides and helps me in my home work			
			22	Discusses with me about homework requirements			

			23	Helps me with tutorial or gets a tutor for me whenever I get problems in my study and performance			
			24	Provides secure study room for study at home			
			25	Provides sufficient and relevant books and other reading materials at home			
			26	Reduce workload in the house			
			27	Talks about educational values at home			
			28	Encourages reading books			
			29	Helps with field trips or extracurricular activities			
			30	Raises money for school project when it is necessary			

## **APPENDIX E**

### **Interview Questionnaire for Teachers**

1. How do you explain the academic achievement of students in your school with reference to students in other school?
2. What do you think are the most common contributing factors for students' of low academic achiever?
3. How much do parents participate in parent-school conference?
4. How do you explain parents' involvement in academic endeavor
5. How much does socioeconomics status problem affect students' academic achievement in your school?
6. Can you approximate the grade level of most parents of your students?
7. How do you judge the availability of human and material resources in your school?
8. How do you judge the support provided by most teachers for students with low academic achievement?
9. How do you evaluate "the new educational policy"?
10. How do you judge the socioeconomics status of parents to provide sufficient school related materials for students?

## **APPENDIX F**

### **Focus Group Discussion Guiding Questions for Students**

1. How can you explain the reason for low academic performance of students?
2. Is parental involvement sufficient for best academic achievement of students?
3. How do you express about your confidentiality both in your class room and during examination time?
4. How much do you parents frequently follow your academic achievement?
5. Do you think that the socioeconomic status affects the academic achievement of students?
6. How much do you discuss with your parents about different school related issues in addition to other feelings?
7. How much do your parents provide money and materials for your school and school related activities?
8. What are the most contributing factors for low academic achievement of students?
9. What do you feel during exam time?



አዲስ አበባ ዩኒቨርሲቲ  
አዲስ አበባ፣ ኢትዮጵያ

ADDIS ABABA UNIVERSITY  
Addis Ababa, Ethiopia

ቀን  
Date \_\_\_\_\_  
ቁጥር      Psy/04/04/97  
Ref. No. \_\_\_\_\_

ለሚመለከተው ሁሉ

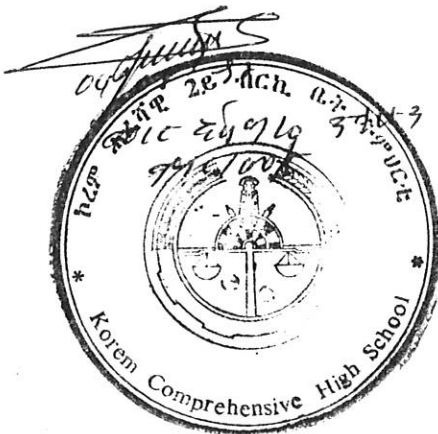
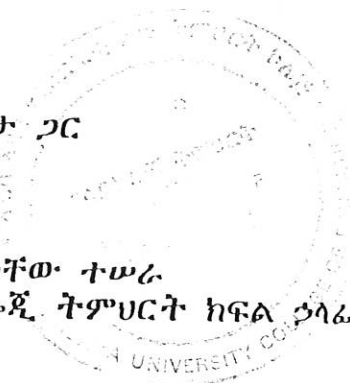
ተማሪ ጌታ ፍቅር አረጋግ የመ.ቁ. GSR 0253/96

የአዲስ አበባ ዩኒቨርሲቲ የ ሁለተኛ ዓመት የሳይኮሎጂ ተማሪ የሆነ/ የሆነች ለሳይኮሎጂ ትምህርት መረጃ እንዲሰጡ/እንድትሰጡ ወደ ድርጅታችሁ/ የትምህርት ተቋማችሁ የላክነው/የላክናት መሆኑን እየገለጽን ለምታደርጉለት/ላት ማንኛውም ዓይነት ትብብር በቅድሚያ እናመሰግናለን።

ከሰላምታ ጋር

*[Handwritten Signature]*

አንዳልካቸው ተሠራ  
የሳይኮሎጂ ትምህርት ክፍል ኃላፊ



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ቁጥር 12449 / 0222 / 21  
ቀን 07 / 08 / 97

ለአዲስ አበባ ዩኒቨርሲቲ የሳይኮሎጂ ትምህርት ክፍል  
አዲስ አበባ

ተማሪ ጌታቸው አረጋይ በ30/07/97 ዓ.ም. ጥናት ለማድረግ በቁጥር  
psy/04/04/97 የመ.ቁ GSR 0253/96 በተፃፈ ደብዳቤ ለት/ቤቱ በማቅረባቸውና ትብብር  
እንዲደረግላቸው በጠየቁት መሰረት የጥላሁን ይግዛው ከፍተኛ ሁለተኛ ደረጃ ት/ቤት  
አስፈላጊውን ትብብር አድርጎላቸዋል። በዚህም መሰረት ለጥናቱ የሚጠቅም  
በተማሪዎች የሚሞላ መጠይቅ በመበተንና በመሰብሰብ ከዚህም በተጨማሪ የት/ቤቱን  
መምህራን በመጠየቅ እና ተማሪዎችን በማወያየት ጥናታቸውን ማከናወናቸውን  
እንገልጻለን።

