



**FACTORS AFFECTING STUDENTS' ACADEMIC
ACHIEVEMENT OF PUBLIC SECONDARY SCHOOLS IN
BURAYU TOWN**

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Secondary Schools in Burayu Town**

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Abstract

The overall objective of the study is to assess the main factors that influence the academic achievement of students in public secondary schools of Burayu Secondary School, Dire Secondary School and Burka Nono Secondary School. To achieve this, the researcher employed descriptive survey research design because it is suitable to describe academic achievements by large number of the student in the schools of understudy. Purposive and simple random sampling techniques were employed to select appropriate samples for the study. Accordingly, simple random sampling for student and teachers, purposive sampling technique was used for principals, student parent teacher association and zonal education officer. The sample consists of 350 students, 90 teachers 3 principals, 2 teacher parent association members and 1 Zone educational officer. Close-ended types of questionnaire were administered to students and teachers whereas key informant interview and focus group discussion were applied to principals, student's parent, teacher association, and zonal educational officer. Then, the collected data was analyzed using descriptive statistics and narration depending on context of the gathered data. The findings of the study revealed that school facilities and learning equipments by students, students' learning and study habit, teachers' interest and preparation to teach were the major challenges among schools under study. In addition, socio-economic status, educational background and an employment condition of the family, have greatly affected students 'academic achievement. Based on the finding, summary, and conclusion were drawn. In addition, the researcher forwarded recommendations for stakeholders. Students shall take responsibility of their learning to attain good result in their future life, government, ministry of education, Oromia regional education bureau, the schools, governmental and nongovernmental organizations that work on improving quality of education shall fulfil learning equipments like textbooks, reference books, laboratory equipments, computer centre and digital library for their students. Finally, parents should follow up their children learning progress regularly.

Key words: *Student Academic Achievement, Learners Study Habit, Teachers Academic Rank, Parent Socio-Economic Status, Parent School Participation, Quality of Education, Parent Occupation, Learning Equipments.*

Abbreviations

AAU:Addis Ababa University

FGD:Focus Group Discussion

KII:Key Informant Interview

OECD:Organization for Economic Cooperation and Development

SES:Socio-economic Status

Chapter One

Introduction

This chapter deals with the concise discussion of background for the study, statement of the problem, objectives of the study, research questions, scope, limitation and delimitation of the study, significance of the study, definition of important terms plus organization of the study.

1.1. Background of the Study

Globally, the demand for secondary education is on escalation. Several young people complete primary schooling and large number seek opportunities to pursue learning in secondary schools then colleges or universities. The current world economies and classic labour markets need individuals with sharp knowledge, skills and competences, which is impossible to be developed by primary schools. Thus, secondary education paves the way for further educational development around the world (Sahlberg, 2007). However, school failure and students' dropout are the most pressing challenge in performance. In many schooling systems, tests or term-based examinations served as a measure of academic performance (Catherine, 2015). Education performance in school systems is measured by individual student performance as well as overall grades achievement against set standards. Combination of quality with equity is the basis of better performance in education systems. That is, personal or social situations including gender, ethnic origin or family background can never be hindrances to achieving educational potential (fairness) and each individual has the possibility of achieving a basic minimum level of skills (OECD, 2012).

In a wider spectrum, there are several factors responsible for poor academic achievement of secondary school students. Studies revealed that the overall student academic achievement and/or performance in a single subject are significantly affected by socio-economic status and parents' education (Farooq et al., 2011). The challenge of understanding English language and using for learning purpose is another factor posing tremendous effect on student academic performance in non-native countries using English as medium of instruction. Besides, many secondary schools especially in developing countries lack education aid materials such as textbooks, references and teacher guide books to ensure complete delivery system (Maganga, 2016). Furthermore, academic achievements are also affected by profession and professionalism, teachers' skills and abilities, library services and facilities, laboratories,

teaching-learning processes and strategies, terms and conditions, effective communication among individuals, technology usage and evaluation methods (Kapur, 2018).

In education and schooling system, students' academic achievement contributes to education performance within the school whilst the combination determine the overall school effectiveness. On the other hand, school effectiveness is influenced by factors including but not limited to, teacher quality, books and other materials, curriculum, teaching methodology, examinations, school facilities, school organization, education management, and teachability(Pennycuick, 1998). Other studies confirmed that poor academic performance in secondary school is a result of unfavourable working environments for teachers, poor supply of learning and teaching materials, high students-teacher ratio, and poor teaching methodology (Nghambi, 2014).

Factors contributing for poor academic achievement in secondary school of Ethiopia are almost similar with above-mentioned factors of different countries around the world. The research recently undertaken in Ethiopia confirmed that socio-economic status of the parents and parental educational level are among the responsible factors highly contributing for poor academic achievement (Daniel Basazen and Bamlaku Alamirew, 2017). Moreover, school facilities and instructional materials, teacher competency, interest and preparation to teach are also factors significantly affecting student academic achievement in Ethiopian secondary schools (Getachew Debele, 2018).

Apart from that, many scientific studies relate causes of poor academic achievement in Ethiopia to contribution of the students themselves in terms of educational aspirations and challenges of living in poor communities. Accordingly, children have demonstrated their agency in their capacity to aspire high and work hard to attain their ambitions but, poverty pose significant impact on potential achievements. In such situations, however the students make great effort to accomplish their aspirations, some have been unsuccessful, or have forced to modify their stated desires (Yisak Terefe, 2014). This author provides two assumptions in favor of above situations as the case in developing countries in general and Ethiopia in particular. He claims the first assumption as "poor people have low levels of aspiration and do not make any effort because they believe in 'fate' rather than hard work." The suggested solution for such challenge is including policies in a curriculum capable of raising educational aspirations. The second, "poor children, mainly in Africa, have 'unrealistic' aspirations." This could be due to the reason that poor family background, the community, lack of role model, and the overall situations of the country. It is strongly

suggested that students should be reoriented to overcome the situation. At the current level of globalization and technological advancement, education is a paramount step on which every human activity depends on. It plays a vital role in the development of human capital and has a great linkage with an individual's well-being and opportunity for better living (Ashagrie, 2017 cited from Battle and Lewise, 2002). Education is one of the most important social institutions that prepare students formally for entry into society and it is an agent of socialization. It is a fundamental human right as well as a catalyst for economic growth and human development as (Berhanu 2016 cited from Okumu et al., 2008). Due to these reasons, different nations of the world gave an emphasis for education to solve the social problems by producing dynamic and extraordinary generations through the process of education.

In support of this idea, Ethiopia launched the school improvement program to improve the factors that affect quality of education through enhancing students learning and achievement (MOE, 2006). Accordingly, educators, trainers, and researchers have long been interested in exploring factors and variables contributing effectively for academic achievement of learners. These factors and variables can be inside and outside of school, such as school facilities and instructional materials, a shortage of qualified teachers and experience, poor leadership and management, absence of attractive learning environments and unsatisfactory parents and local community involvement (Hilina, 2011 from Ayalew, 2009).

In addition to factors like socioeconomic backgrounds of student's parent, and different social related values and students' attitudes towards education are the factors that highly influence the academic achievement of learners. Socioeconomic status is one of the factors that influence the students' education and it indicates the position of the society in general and family in particular. It is often revealed as an access to resources plus issues related to prestige, power, education opportunity, health care and money that is mostly measured by three important variables i.e. educational background, financial situation and nature of parents' occupation in relation to social status of that particular community.

As Onyancha, Njoroge and Newton (2015) cited from American Psychological Association, APA (2001) described the relationship of family socio-economic status to children's readiness for school, across all socio-economic groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty these challenges can be formidable. Sometimes, when necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Another factor that should be given due consideration is the availability of instructional materials and school facilities.

According to MOE (2006) favorable condition and environment for education domain stated that school facilities will be a conducive and stable place where students learn without fear of provocation, abduction and rape; where the discipline of students is ensured and there is normal relationship between students and teachers. Planned measures will be taken for the provision of essential educational facilities such as adequate classrooms, learning and teaching books, reference books, laboratory, chemicals and science kit, sport articles and playgrounds, plasma TV, ICT center and material and the like considering the students with special needs in secondary school.

Timilehin (2012) cited from Mutiu (1994) and Ahmed (2003) showed that in most of the nation's secondary schools, teaching and learning take place under a most unconducive environment, lacking basic materials. These deteriorating conditions have encouraged incessant complaints from students, parent and community in general and between school facilities and school effectiveness. As Trouper (2016) also highlighted facilities as a major influencing achievement in the school system. The author emphasized that the availability, relevance and adequacy of these facilities contribute to students 'achievement while unattractive school buildings, crowded classrooms, no availability of playground, flowerbeds, and surroundings that have no aesthetic beauty can contribute to poor performance. Chijioke and Deebomi (2018) also reiterated the provision of adequate facilities for effective teaching and learning to take place.

In relation to with this teacher's qualification (competency) and experience also the crucial point to achieve student academic achievement. According to state in learning and teaching domain effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on student's academic achievement (MOE 2006). To show the impotence of qualified teachers, Ayalew (2009) has indicated that the teachers play decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reform is made, all will be of little or no avail without the required qualification and experience of teachers.

Teachers can make a difference in student's academic achievement in classrooms and initiated to do things with their own effort. The most important measurable impact of the schools on the desired competence of their students is not the curriculum or the available resources, but teacher's knowledge of subject matters and the methods they implement in teaching and learning .Next to teacher qualification and experience that can hinder academic

achievement is student's attitude toward learning. Attitudes towards school and learning are associated with academic achievement.

Considering all the above mentioned points, the Ethiopian Ministry of Education gives due emphasis on the academic achievement of students taking it as one of the educational goals of the newly developed strategies of the Ministry of education for the better life of the community and the people of the country. In line of this, the Oromia National Regional State has also adopted the strategies for quality education on the basis of the value of education for the nation's development and mobility (MOE, 2015). Thus considering the above facts into an account, there is a need to investigate on major factors that mentioned really affects academic achievement of the learners at Fentale and Gimbichu Woreda secondary schools.

Burayu town, which is among Oromia Special Zone surrounding Finfine and endowed with large number of secondary schools both public and private shares almost similar challenging factors of poor academic achievements mentioned above in case of developing countries particularly Ethiopia.

Table 1. shows that for the three schools the students who sat for grade ten examinations in 2011-13, majority of the students (63.6%) scored poor grades. This is alarming and it indicates that school performances in schools are poor. For Muktar Arebu Ketebo, (2018), as part of Oromia Special Zone Surrounding Finfine, the secondary schools in Burayu town suffer from poor academic achievement due to poor school leadership, lack of teachers' commitment and competence, poor teaching methodology, high rate of turnover, increased absenteeism, and poor school facility provision –teaching aids, inadequate tutorial classes and unbalanced students-section ratio. The poor achievements in examinations among public secondary students in Burayu town reflect the low achievements are related to the challenges listed below. Furthermore, According to Geremew Sime and Anbesse (2018), in Oromia Special Zone Surrounding Finfine, factors influencing students' academic performance can be grouped in three categories: (1) Student-related factors (students' motivation/aspiration, attitude and class attendance); (2) home environment-related factors –parental education, encouragement and socio-economic status and background; and (3) school environment-related factors –teacher characteristics, principal leadership behaviour and school facilities and resources.

1.2. Statement of the Problem

The study entitled ‘‘Factors Affecting Student Academic Achievement of Public Secondary Schools’’ will be undertaken in Burayu town, Oromia Special Zone surrounding Finfine. The distribution of educational attainment is different from countries to countries across their populations. In 2007, OECD has been reported that on average across the OECD countries 42% of the adult population have only completed upper secondary education. This is below average value and shows how education and school systems are ineffective.

In Ethiopia, presently, there is a kind of misperception, which is considered public schools only for low income or poor community group. The richest teach their students in private schools where there is quality education and those parents unable to afford the private school for their children only choose public or government schools. It is for this reason that private schools are on increase in most Ethiopian cities and towns than ever. However, the truth behind the reality is making business. In fact, it has created division between community groups as if public schools are for poorest whilst private ones for richest. There are narrative imaginations tried to convince people that private schools are known for trained teacher, materials, and overall better teaching environment than public schools. Of course, there may be situations in which this could be true but it is inconclusive. This created a challenging door to public school students to compare themselves with those in private schools, which adversely affect their academic achievement. The socio-economic status and background of the community especially parents has great contribution in students’ academic achievement. That is, the parental income level and educational background determine the motivation and educational aspirations of the students which significantly affect their academic achievements(Muktar Arebu Ketebo, 2018).

On the side of the school environment, most public secondary schools of Ethiopia in general and Burayu town, Oromia Special Zone surrounding Finfine in particular do not have attractive environment that motivates students for scoring. The school environment in this situation can better be described in three ways. In the first place, evidently, teachers profile and characteristics of many schools are supportive factor of low academic performance. In several cases, teachers in public secondary schools are not committed, rarely prepared for the classes, and are professionally poor. In the second place, school leadership of several public secondary schools is ineffective. This best demonstrates the limited school principal leadership behaviour and capacity manifested by inability of leading the school through integrating parents and students in academic affairs in ways that are more capricious. Thirdly,

the school resources and facilities are quite limited(Geremew Sime and Anbesse, 2018). To this end, the purpose of this study is to provide scientific findings on major factors that affect students' academic achievements in Public Secondary Schools of Burayu town, Oromia Special Zone surrounding Finfine area.

1.3 Basic Research Questions

The study intends to answer the following basic research questions,

1. What are the institutional or school related factors that hinder the students' academic achievement in Burayu town?
2. What are the personal or students related factors that hinder the students' academic achievement in Burayu town?
3. What are the economic factors that hinder the students' academic achievement in Burayu town?

1.4 Objective of the Study

1.4.1 General Objective

The overall objective of the study is to assess the main factors that influence the academic achievement of students in public secondary schools of Burayu town, Oromia special zone surrounding Finfine.

1.4.2 Specific Objectives

This study is going to achieve the following specific objectives

- Identify the students' personal problems subsidizing to poor academic achievements.
- Evaluate parents' socio-economic status and others contributing to students' poor academic performance.
- Analyse the activities and situations related to school environment challenging students' academic achievements.

1.5 Significance of the Study

The findings of this research were expected to elucidate factors that influence the academic achievement of students in public secondary schools of Burayu town, Oromia special zone surrounding Finfine. I hope that the research outcome gives essential insights to government, parents, students, and school communities about potential effect of different factors on

students' academic performance in public secondary schools. Upon the result of the study, all the stakeholders (students, parents and school communities especially teachers and principals) know their position where they are contributing for poor academic achievement of the students in each secondary school. Furthermore, the result of the study helps policy makers, education and development practitioners and curriculum developing institutions as essential reference. Finally and foremost, this study provides great information for researchers who are interested to conduct research in depth-wise and wider scope of similar thematic areas.

1.6.Scope of the Study

This particular study of ‘‘Factors Affecting Students Academic Achievement of Public Secondary Schools in Burayu town, Oromia Special Zone surrounding Finfine’’ addressed the potential role of students, parents and school communities in exacerbating poor academic achievement in the schools. Moreover, since poor academic achievement is wide, inclusive, and a crosscutting issue in all schools of different levels in Ethiopia, this study focused only on public secondary schools (9-10).The grades below and above 9-10, and private schools was not included in this particular study. This study was conducted in three public secondary schools namely Burayu Secondary School, Dire Secondary School and Burka Nono Secondary School (located in Ashawa Meda).Hence, the assessment is limited spatially and temporally to one town among 13 administrative special zones within surrounding Finfine and was limited to a cross sectional data. Besides, finance resource and time was critical limitation in the study concerning coverage due to large population where the sample sizes were drawn.

1.7 Limitations of the Study

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

1.8 Definition of key Terms

School: A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers.

Public school: School that is developed and maintained by public funds obtained from the government, parents and or community.

Secondary school: A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses.

Academic Achievement: also termed, as academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals.

Student Academic Achievement: The progress of students toward meeting academic benchmarks, generally measured by grades and test scores.

Principal: The educator who has executive authority for a secondary school

School community: Refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community.

1.9 Organization of the Study

The study is organized into five chapters. Chapter one includes the introduction part, problem statement, objectives, research questions, significance, delimitation and limitation of the study, definition of key terms and organization of the study. The next chapter reviews related literature. The third chapter deals with research methodology such as research design, sampling technique, sample size, instruments, data collection procedures, and data analysis. The fourth chapter presents results of data, data analysis and discussion. The fifth chapter presents summary of findings, conclusions and recommendations.

Chapter Two

Review of Related Literature

Introduction

This chapter deals with a review of literature related of the study. The literature review given in this chapter covers literature on determinants of poor academic achievement, major problems influencing academic performance, including: student-related problems, teacher related problems, socio-economic related problems and school-related problems.

2.1 Concept of Academic Achievement

Learners' academic achievement is normally considered by examinations or continuous assessment but there is no general conformity on how it is best tested or which aspects are most important. Academic achievement is the outcome of national the extent to which a student, teacher or institution has achieve their educational goals (Bhagwat, 2013).

Achievement, in its nature, is something that relates to an attainable goal, which could be seen as something, which was carried out successfully. It is a product of effort or series of efforts (Odeh.et al., (2015).

Eze (2009) described achievement as something, which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. Moreover, achievement is also defined as a systematic and purposeful quantification of learning outcomes. Achievement involves the determination of the degree of attainment on individuals in tasks, courses or programmers of which the individuals were sufficiently exposed. Accordingly, an achievement is a test for the measurement and comparison of skills in various fields of academic study.

Omeh (2010) looks at students'academic achievement as referring to a students'strong performance in a given academic area. A student who earns good grades or awards in science has achieved in the academic field of science. He more affirmed that education associations and schools monitor the overall level of student academic achievement to decide what, if any challenges, need to be made in the educational system.

2.1.1 Factors Related to Academic Achievements in General

Several studies have been carried out so far on factors determining students' academic achievements in various schools of different levels around the world. These are determinant

factors responsible for best performance and/or poor performance of the students in certain school and level. According to Irfan and Shabana (2012), students' academic performance influenced positively or negatively by three important factors. These are student's language-based (e.g. English language) communication ability and competence, school environment and learning facilities, and parents and teachers guidance.

The overall academic achievements as well as achievement in specific subjects such as Mathematics and English are significantly influenced by factors including but not limited to, socio-economic status and parents' education (Farooq et al., 2011). That is, students from high-income level, medium income level and low-income level parents can never perform equally. In most cases, students from high-income level and/or medium income level parents perform far better than of low-income level parents. Similarly, the intellectual status of parents is more important than the occupational position they hold as it determines the educational aspirations of their children. In support of this, it has once been discovered that mothers' literacy, fathers' literacy, parents' income, and domestic working hours has posed noteworthy influence on academic performance of the students (Daniel Basazen and Bamlaku Alamirew, 2017).

Apart from this, the recent study indicated that teachers' competence, teaching methods and quality of learning materials have significant positive and/or negative influence on secondary students' academic achievements in almost all subjects and overall academic achievements (Ganyaupfu, 2013). Furthermore, there are also several factors associated with students' personal situations responsible for academic achievements. These include, children's hope scale, self-satisfaction and worth of education subscales (Dukmak & Ishtaiwa, 2015).

2.1.2. Influences of Socioeconomic Status

Socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. According to Befekadu (2014) considering that poverty is one of the most important economic factors accounting for the low participation families are too poor to afford direct and opportunity

costs for their children to enroll in school. As economists tend to demonstrate, economic development normally boosts educational growth.

As Berhanu (2016) cited from Capraro & Wiggins, (2000), socio-economic status is the prevalent factor at the individual level of family situations and social class. It is one of the most extensive and significant factors that can affect students' academic achievement and success at school. Mostly, it is often measured by looking at the parental education, occupation, income situation, and facilities used by individuals separately or collectively at the level of society. Several scholars repeatedly claim the families' level of socio-economic status as it has positive correlations with the students' quality of academic achievement in the school at different times. Students' performance and achievement was correlated with family's background of socio-economic status.

Family background and its socioeconomic status is a key to a student's life and outside of school and also influences students' academic achievement. The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community, such as contacts within the community, group associations, and the community's perception of the family, (Saifi and Mehmood, 2011 cited from Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein 1993).

Educational level (it can be one of the parents, that is, either (father or mother), occupational status and income level. As Ayibatonye and Ikechi (2016) cited from (Eamon, et.al, 2005) that socioeconomic status of the child's parents determines to a great extent the success or achievement of the child academics. Recent research studies show that low socioeconomic status negatively affects academic achievement of the child in the school because when the resources are not provided to the students at the right time the students will be prevented access to vital resources, the situation may create additional mental, emotional and financial stress at home and results to the choice of school the child attends will become clog. Socioeconomic background remains one of the major sources of educational inequality in the present again educational success at whatever level depends very strongly on this pivot.

The social economic and educational status of a family determines the quality of academic achievement of a student. It is generally believed that children from high and middle socioeconomic status parents are better exposed to a learning environment at home because

of the provision and availability of extra learning facilities. Furthermore, Eneji, Ubom, Bassey, Obogo and Dunnamah (2013) cited from Croft (2002) suggested that household income is an important factor in determining access to education; this is so because educating a child attracts some potential costs right from during the registration of the pupils to completion. The researcher further explained that such costs include school cost of purchase of compulsory textual materials as introduced from the school, uniforms, travel equipment and the opportunity costs of sending a child to school.

In fact, it is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure. According to Amogne (2015) families with high SES often have more success in preparing their young children for school because they typically have access to a wider range of resources to promote, explore and support young children's mental and physical development. On the other hand, parents with low SES find themselves struggling to augment financial resources and lack time for their children in imparting values, good habits, manners, which may even end up in ignorance about immunizations or basic nutrition for their child.

The explanation for the poor academic achievement of student from low economics status families is that the parent has so much work and family responsibilities that require time, attention, and money where less attention is given to the education of their children (Aomgne, 2015 cited from Safin and Mehmood, 2011; Osonwa et al., 2013). It was found in Pakistan, for example, that students who lived in high-class areas performed better in secondary examination in comparison to those students who lived in underdeveloped areas. Socio economic status is most commonly determined by the parents As Juma (2016, p9) cited from Zhang (2012) examined students and their familie 'income in China. He studied in their early years (lower primary school children). The study measured students reading skills, verbal interaction and phonological awareness in relation to their families'level of income. The outcome showed that low-income children exhibited lower levels of cognitive-linguistic skills, lower verbal interactions and lower phonological awareness and generally lowers academic achievement than their counterparts from high and middle-income families. It also showed that children from high-income families were more proficient in reading skills than in low-income families although the research only examined early childhood pupils but this research focused on students in secondary schools.

As Juma (2016, p.9) cited from Sean (2013) presents in his comprehensive study how students from families with high income are having best performance than those from low-

income families. His study took place in United States of America. He posited that the impact of the parents' income could be shown in the early timing of the students' learning. He maintained that parents of higher income take their children to school earlier than they take their lower income counterparts to school. They can afford to take their children through preschool learning and this has greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low-income counterparts who do not afford preschool learning for their children and prefer having their children.

Gemechu (2014) also claimed as socio-economic status has an influence on the students' academic achievement at any level of education on the students. It is also studied that the economically destitute and unprivileged parents are less able to afford educational fees for their children at higher levels and consequently the students do not work at their fullest potential due to lack of necessary supplies needed for their education. In fact, this is true that we can notice it even though it is not common for all students. The researcher noticed the students whose family provided them necessary facilities for their education, but achieved not as good as those students who were not provided the facilities for their education.

As Aliyu, (2016) the most important predictor of educational attainment with the family is socio-economic status. The higher the socio-economic status of the children's family, the higher educational attainment will be realized. Research has shown the same pattern in America, Europe, Asia and Africa including Ethiopia. The relationship of the socio economic status to educational attainment is always consistent, no matter, whether our measure of status is parental occupation, parental level of education, family structure or the combination of these, Socio-economic status remains the most important predictor even in the face of that significant variables.

As Aliyu (2016) cited from Ford and Harris, (1997) also examined parental influence in African American students school achievement by focusing on specific socio-demographic factors, which socio-economic status of the family is one of them. They believed that children from high socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. This idea is supported by As Aliyu (2016) cited from Becker and Tomes, (1979) when they asserted that it has become well recognized that children from high socio-economic status parents ensure their children future earning by providing them a favorable learning environment, better education.

In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. Drummond and Stipek, (2004) while discussing their low income parents' belief about their role in children's academic learning mentioned that a few of these parents indicated that their responsibilities were limited to meeting children's basic and social emotional needs, such as providing clothing, emotional support and socializing manners. So the researcher want whether the socioeconomic status affecting student academic achievement in the understudy area.

2.2.Causes of Poor Academic Achievement

Poor academic achievement is a worldwide challenge, often recognized and observed in the local schools or colleges or universities at different levels. There are various reasons behind poor academic performance of students in specific subject level or entire subject scores. For instance, family and peer are often responsible for students' poor academic achievement in such a way that demoralizing and negatively affecting individual students (Algani & Eshan, 2019). Studies revealed that Cognitive ability, gender, prematurity and social factors are amongst the causes responsible to poor academic achievement during the early school years (Frank et al., 2010). There are several factors that affect performance in secondary schools such as poverty levels, parents' level of income, parents' level of education, household's chores and child labour and family structure and stability(Anonymous, 2017).

In more comprehensive sense, causes of poor academic achievements can broadly be categorized into three: (1) students' personal problem, (2) parents' socio-economic status, and (3) school environment and community. In some cases, there is also peer pressure resulting in students' poor academic performance in public secondary schools.

2.2.1. Personal or Students Problem

The students' personal problem is an essential cause responsible for poor academic achievements in many schools of different levels. Some factors responsible for poor academic performance are internal such as a learning disability that can be an obstacle to attain a certain academic achievement. In addition, a student may have a full potential of getting high grades but may simply not care about hard work or not care about education leading to low academic achievement.

It has also been found that there is an effect of physical activity on academic performance. Over the years, research has shown that vigorous physical activity by the learners regularly

creates an improvement on their academic performance. Researches revealed that lack of planning had caused low academic performance in school. Besides, lack of motivation during teaching and learning process had caused low performance in schools (Anonymous, 2017). Millins (1990) who stated, “If a person’s motivational force is blocked before reaching the desired goal, there was unconstructive behaviour or frustration”, augmented this.

The age of the student has also significant contribution in poor academic performance particularly in secondary schools as the level of enrolment increases alongside the age. For instance, according to Anonymous (2017), as learners grow older in age they tend to look for means of survival in terms of gainful employment, for the case of boys; and for girls they drop out of school for early marriage for bride price as well as attending to family cores.

Slowness is one of the factors that hinder academic performance; and in this case students are not quick to catch up with the study environment, they tend to be lazy and therefore cannot complete homework in time, failure to prepare so early possibly due to lack of clear set goals. All observed is insufficient work done on their class activities that ultimately lead to poor performance. Moreover, lateness and absenteeism came out as the major problems of the schools. Young individuals in the schools are often late and absent from school. The effect of lateness and absenteeism and irregular school attendance is that material that is taught is difficult to understand when studied on one’s own. Continued missing of classes also results in loss of content and knowledge. They lost in terms of what was taught. The result is that assignments and exercises are not properly and correctly done. Thus, the consequence is poor academic performance (Etsey, 2005).

Failure to spare enough time to class work and investing this quantity of time in other things like business activity, agriculture (planting and harvesting seasons), betting especially sports, watching television, spending time on social media not necessarily not doing some research work, long distance of travel to schools, failure of teachers to use all the time available to prepare learners among other factors. The learner’s improper time that does not allow proper study is also a hindrance for a learner to achieve most of his/her educational goals. A timetable provides a clear direction for one to systematically achieve in school activity. Therefore learners with no timetable tend to lose focus and direction that will eventually lead to poor performance (Ige & Ogunleye, 2016).

2.3. School Environment and Community

A better academic performance of children is important for a progressive education system that is required to transform society. All this can be achieved when all parties are involved in dispensing the needed services towards the learning of students. It is noted that countries with a poor and weak accreditation where thousands of students graduate with unaccredited degrees, certificates and diplomas. More so in many parts of the world, private and public schools operate with unqualified teachers, coupled with a poor state of infrastructure development set-ups.

Report indicates that a number of secondary schools are poorly managed and therefore operate with unqualified staff, no standard classrooms, libraries, laboratories, and poor boarding facilities; all this attributed to lack of proper regulation policies within the education sector. Raised is the fact that the quality of management in a school greatly affects the quality of education. So, most the schools in developing countries do not meet the required standards. Accordingly, schools are evaluated on five indicators, overall management, provision, management of structures, quality of staff supervision, quality of staff development, supervision of teaching and learning, quality management, and organization of boarding schools. The study revealed that only few of the schools have the required management structures and expected facilities across the whole specific country. It also revealed that very few or none meets the required standards of management and boarding facilities. It takes the administration to construct the management structures for the proper governance of schools for better academic atmosphere(Anonymous, 2017).

School environment is an important contributing factor to poor academic performance. This entails issues like school culture that promotes hard work, school funding to enable hiring of qualified teachers, and putting up school infrastructure. Poor infrastructure and congested classrooms are negative factors to academic progress. Schools that cannot afford to buy the required equipment and facilities end up offering less than the desired quality of education. Moreover, teachers have been found to have a profound effect on students' academic performance for instance when a teacher has little interest or lacks experience in teaching, s/he will lack the required competence to create effective teaching-learning process thus low academic achievement(Wahsheh, 2017).

Lack of proper teaching materials, poor teaching methods, lack of evaluation instruments especially those used for international purposes creates a gap between learning achievement

and what is required by society. In several cases, teachers are also paid a discouraging low salary and this affects their performance concerning attending to the learners. They work under difficult conditions that affects their commitment to their jobs and this at times result into brain drain, lack of proper attention, inadequate preparations and work stations are mainly left to head teachers to man(Anonymous, 2017).

2.4 Parents' Involvement in their Children's Education

Rafiq, Fatima, Sohali, Saleem and Ali (2013) stated that education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids (Rafiq, Fatima, Sohali, Saleem and Ali 2013).

The focus of this study is to examine a relationship (if any) between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement (Ibid). The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Rafiq, Fatima, Sohali, Saleem and Ali (2013) cited from Bryan, 2005).

As Jafarov (2015) cited from Christenson et al. (1992) stated how parents play a role in their children's education, in both home-related and school-related. Parental involvement is parental intervention in their children's education in order to be able to obtain information about their children's academic growth, participation, when they define parental involvement

(Jafarov, 2015 from Crozier, 1999). Family and community involvement frequently means helping reach goal defined by the schools (administrators and teachers) that reflect only school values and priorities.

According to Zenebe (2015) cited from (Henderson & Mapp, 2002) Parental involvement may vary from culture to culture and society to society. Their involvement may have different types, which might have differential influence on academic performance of their children. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside of their house, and providing coaching services for improving their learning in different subjects. Parents play an essential role in both the home and school environments.

Parental involvement in Ethiopia context, a more decentralized governance structure needed so that schools, as unique educational entities, can offer their local communities the services, programs, and activities, which they desire. If adults are going to develop this ownership and commitment to their local schools, the governance of education must be decentralized so they can participate in decision-making activities, at the local school level, which directly influence the quality and quantity of education offered to children as Habtamu (2016) cited from (Shaeffer, 1994).

Al-Matalka (2014) Parental involvement in school activities may have a positive influence on children's learning and cognitive growth. Research found that when families who were not very involved in their children's school became more involved in the school, their children's literacy improved. Many research's shows that parents' involvement in their children's education is an important component of student success and achievement. As Al-Matalka (2014) cited from Greenwood and Hickman (1991) study shows that parental involvement enhances child's educational aspirations, sense of well-being, attitude, improving grades and readiness for school.

There is little research about the underlying mechanisms through which parental involvement influences children's academic performance. The present study thus sought to extend the literature by examining potential pathways from parental involvement to students' achievement (Mutodi and Hlanganipai (2014). Research findings suggest those parents' attitudes, together with their behavior and activities with regard to their children's education, have an effect on academic achievement. The study specifically intends to establish the relationship between parental involvement and students' academic performance. Parents have

the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniably critical.

For that reason, factors influencing the academic achievement in this study were assessed in line with factors that influence students' academic achievement around the school setting. These include students' discipline, families' income situation, parents' education and motivation, class attendance, students' learning style matched with teachers' delivery style of the lesson, frequency of parents' follow up on their children's educational performance, parents' communication with the school administrators and teachers to arrive at their children's problem at school. Being role model for their children and motivating them to score high and rewarding students after their success are things that are expected from parents' involvement in the educational tasks of the children as the above scholars indicated.

2.5 The Effect of Family Education and Occupational Background on Academic Achievement of the Students

2.5.1 Family Education Background on student's Academic Achievement

Education has a fundamental role in nation as well as individual character building. It is a lifeline for any society and nation. Education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parents' education is such a motivating force for a child, which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and experienced than the children whose parents lack education. According to Asad khan, Iqbal and Tasneem (2015) cited from Jencks (1972) says that the family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation also have implication on the performance of children.

Kainuwa and Yusuf (2013) suggests that level of education influences parents' knowledge, beliefs, values, and goals about Students' academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents education, occupation or home background like; family income, language of the home, activities of the family and work methods while other studies looked at it from the teachers experience education school variables environment, structures, buildings, location and

students attitude study habit, interest. There is evidence that parents' education will affect students' academic achievement in schools.

As Taiwo (1993) cited by Kainuwa and Yusuf (2013) submits that parents' educational background influences the academic achievement of students. This, according to him, is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This was supported by Musgrave (2000) cited by Kainuwa and Yusuf (2013) who said that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favored attitude to the child's education and to encourage and help him or her with school work. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency.

To conclude this child from a well-educated family and with high socio-economic status is more likely to be performing better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well-seasoned teachers will handle his or her subjects Parents' education a level plays an imperative role in the academic performance of their children. Since educated parents can easily understand the hurdle in the way of their children's education and they know how to motivate and create their children interest in the academic activities. In the study conducted by Ahmad and Khan (2012) in Pakistan, significant relationship was found between parent's level of education and academic achievements of the children in secondary school. It was found that majority of children whose parents were well-educated have performed better in examination as compared to those children whose parents were less educated or illiterate.

In fact, this can be taken as an idea based on how much their educated families are dedicated to help their children at home and the time they give for them matters to ensure this conclusion since being educated family by itself is hardly enough for their children's academic achievement at school. However, the researcher disagrees with this idea that there are students who are from uneducated family background, but they became scholars, teachers

and physicians and successful in their academic performances. This might be resulted from the initiation their parents had to educate the students.

Thus, the academic achievement of the students at school is not the simple task just to be concluded as because of families' educational backgrounds rather the other factors would have considered. The researcher could answer the gap the other researchers could not fill. Hence, teachers related factors, students related factors, school related factors parent related factor like SES, family educational and occupation and challenges at home, social belief and value given to education are examined in this study. About parental occupation, a child from a well-educated with high socio-economic status is more likely to perform better than a student from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding.

2.5.2 Family Occupational Background on Academic Achievement

From the beginning parents are the primary persons involved in raising children in every society that is why the family is recognized as an important agent of socialization. Therefore, the importance of parent/family cannot be overemphasized. Usaini¹ and Abubakar (2015) stated that it was mainly through their efforts and abilities that children are socialized to become a productive citizen. Whenever parents possess the resources and skills apply them efficiently and joyfully for upbringing of their children. The entire society would benefit, and this brings joy and benefit to the nation and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community. Usaini¹ and Abubakar (2015) cited from Gachathi (1976) indicated that occupational prestige is a component of socioeconomic status encompasses both income and educational attainment. To him, occupational status reflects the educational attainment required to obtain a job and income levels.

When parents have a better occupation, they make adequate provision for their children education. They provide economic, social, psychological and emotional support to their children, and this would make it possible for the children to perform well in their educational attainment. Memo, et al. (2010) in their research found that there was significance relationship between parents' occupation and students' academic performance in matriculation examination. Students whose fathers have better occupation performed well in

matriculation examination than those students whose fathers have a less prestigious occupation.

Fathers with the high occupation are in a better condition to assist and encourage their children toward educational attainment. They can provide whatever is needed to support and encourage their children morally, intellectually, spiritually and psychologically. Nevertheless, parents with less prestigious occupation due to instability and financial problems cannot provide adequate modern facilities to enhance their children education. Mother's occupation also influences students' academic performance. It was observed that students with a mother who have better occupation performed well in matriculation examination than their peers from mothers with less prestigious occupation do.

Therefore, the influence of parents' occupation cannot be overemphasized, even though; other socioeconomic status variables such as income, education do affect students' academic performance. According to Charles (2013) occupational status measures social position by describing job characteristics, decision making, ability & control and psychological demand on the job. He suggested that a series of questions were asked to parents and guardians about the financial circumstances surrounding children school enrolment in Tanzania. According to Berhanu (2016) cited from Haralambos (2008) the attitude the young people have towards their parents' job and their commitment to achieve what their parents could achieve and even think to be beyond their parents' level of occupational status and accept that status of their families has its own influences on the students' learning. According to Berhanu (2016) from Payne's (2003) analysis of Neo-Marxist view, the schools in capitalist society help to preserve the position of dominant groups by teaching dominant ideology whereby children learn to know and accept their places in society so that there is no challenge to the class structure. If children are taught, what is right and wrong because of their norms and belief, their acceptance of what they have learned matters their learning strategy, styles and achievement at school. This is because of differences in socialization of culture and beliefs of the family. The effects of dominant ideology, socialization culture is high on the individual action to take place in every routine of the members of the society.

Rothman (2004) reported the critical factors associated with student's achievement as socio-economic factors which include parental educational qualification, neighborhood poverty, parental occupational status, and family income. He concluded that if we do not consider how educational policies complement of conflict with policies related to family welfare, work, poverty, housing and neighborhood conditions, then we would continue to face significant

obstacles in attaining the goal of narrowing the achievement gaps. This conclusion points to the fact that differences in socio-economic background of students breed achievement gaps.

In nutshell, the above listed and cited fact reveals that there are different factors that affect students' achievements affirmatively and pessimistically from internal and external environment of the school. Therefore, the above idea of scholars and review of related literature briefly revealed the nature of the points of the study and they firmly supports the idea of the researcher. Thus from the above points we easily conclude that it is obvious that there are various factor that influences students' academic achievement either in positive or negative way.

2.6 Summary of Chapter Two

Students' academic achievement can be seen by examinations or continuous assessment but there is no general conformity on how it is best tested or which aspects are most important. However, academic achievement is the outcome of national the extent to which a student, teacher or institution has achieve their educational goals (Bhagwat, 2013).

The term achievement, in its nature, is something that relates to an attainable goal, which could be seen as something, which was carried out successfully. It is a product of effort or series of efforts (Odeh.et al., (2015).

For Eze (2009), achievement is something, which is accomplished successfully, especially by means of exertion, skill practice or perseverance, which is based on a systematic and purposeful quantification of learning outcomes.

There are factors, which are responsible for best performance and/or poor performance of the students in certain school and level. These according to Irfan and Shabana (2012), are student's language-based (e.g. English language) communication ability and competence, school environment and learning facilities, and parents and teachers guidance. In addition to this, family and peer are often responsible for students' poor academic achievement in such a way that demoralizing and negatively affecting individual students (Algani & Eshan, 2019). Studies revealed that Cognitive ability, gender, prematurity and social factors are amongst the causes responsible to poor academic achievement during the early school years (Frank et al., 2010).

Moreover, there are some other external factors which are not directly caused by students are Socioeconomic status of the country at large and the family in specific and for Befekadu

(2014) considering that poverty is one of the most important economic factors accounting for the low participation families are too poor to afford direct and opportunity costs for their children to enroll in school. As economists tend to demonstrate, economic development normally boosts educational growth. Furthermore, Berhanu (2016) cited from Capraro & Wiggins, (2000), socio-economic status is the prevalent factor at the individual level of family situations and social class. These researchers findings revealed that children from high socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities.

Concerning school environment and the involvement of community, a better academic performance of children is important for a progressive education system that is required to transform society and to this end, the study revealed that only few of the schools have the required management structures and expected facilities across the whole specific country. It also revealed that very few or no meets the required standards of management and boarding facilities. It takes the administration to construct the management structures for the proper governance of schools for better academic atmosphere (Anonymous, 2017).

Regarding parents' involvement in their children's education, family has responsibility to socialize children for making them productive members of society and it is generalized that the more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids (Rafiq, Fatima, Sohali, Saleem and Ali 2013). The effect of family education and occupational background on academic achievement of the students and family occupational background on academic achievement are considered as some of the factors, which contribute to students' academic achievement.

Chapter Three

3.1 The Research Design and Methodology

3.1.1 Research Design

Descriptive survey was employed for its appropriateness to get broad descriptions of quantitative information and to identify major factors problems influencing students' academic performance. Both quantitative and qualitative approaches were used because mixed research method could neutralize or cancel the biases of any single method and it is used as a means for seeking convergence and integrating qualitative and quantitative data(Creswell, 2009).

The researcher also utilised this research design within a general concentrated school environments, to describe the attitudes of students, teachers, and parents, the school communities and head of Burayu education office towards key responsible factors of poor academic achievements in each secondary schools. In this design, the researcher observed and described what he finds using different statistical approaches (Akhtar, 2016). As the study expected to utilise both quantitative and qualitative data, mixed method approach was used integrating quantitative and qualitative approaches. The final goal of using mixed methods approach is understanding the benefit that, it neutralizes and/or cancels out the potential drawbacks of singular approach and increases methodological precisions for better conclusion(Creswell et al., 2003).

In broad sense, the potential advantages of using mixed approach over singular approaches are providing a researcher with a greater depth and breadth of information; opportunities for researchers to have an informed conversation or debate; and offering researchers with a greater scope to investigate certain issues using both words and numbers simultaneously(Almalki, 2016). In this study, a mixed method approach involving a one-phase timing (concurrent triangulation).That is, for better understanding of factors contributing to poor students' academic achievement son the perspectives of students, parents, and teachers and principal by the researcher, the approach involves the concurrent, but separate, collection and analysis of quantitative and qualitative data in sequential form(Cresswell et al., 2003; Creswell, 2006). In such mixed approach, the quantitative and qualitative data was complement each other, and the combination resulted in a more complete analysis the thesis.

3.2 Description of the Study Area

Oromia Special zone surrounding Finfine was launched in 2008 from districts and towns of South, West, North and East Shewa Zones. The purpose of separately creating this zone was two-fold. That is, to support any development and cooperation activities between Finfine City Administration and Oromia Regional State, and to control unconstitutional urban extension of this city on the lands of Oromia. The districts and towns in this zone include Akaki, Bereh, Burayu, Holeta town, Mulo, Sebeta Hawas, Sebeta town, Sululta, Walmara, Laga-Tafo, Gelan and Dukem(Terfa et al., 2020).

Burayu town, where this particular study is undertaken among the districts and towns found in the zone. It is the fastest growing town end-to-end with capital city of the country, Addis Ababa (Finfine). The town is under huge pressure of urban sprawl and considerable economic and demographic tensions. The population of Burayu town was 4,138 in 1984; 10,027 in 1994; 63,873 in 2007 (Census) and has grown to 150,000 in 2014 (estimated), proofing that the population of the town has increased by more than 36 folds within the past two consecutive decades(Degu Bekele et al., 2014). The reason behind rapid increasing of the population and demographic change is believed to many people are migrating from different parts of the country in search of job, and currently, dwellers of Addis Ababa are being pushed outwards on the lookout for inexpensive housing. The researcher picked the town as his study area for the reason that there were no or limited studies undertaken so far in this specific problem area in the town.

Table 1: Location of the Sample Schools

Specific Zone	Specific Area	Location	Sample School
Oromia Special Zone Surrounding Finfine	Burayu Mariam	West of Finfine	Burayu Secondary School
	Dire Sololiya	West of Finfine	Dire Secondary School
	AshawaMeda	West of Finfine	Burka Nono Secondary School

Table 2: Target Population and Sample Size

Type of respondent	Total population	Sample population	Sample population in percent (%)	Sampling techniques	Data gathering instruments
Student	2932	350	50	Simple random Sampling	Questionnaires
Teachers	139	90	50	Simple random Sampling	Questionnaires
Principals	3	3	100	Purposive Sampling	Interview
Zonal officer	1	1	100	Purposive Sampling	Interview
Student parent Committee	7	7	100	Purposive Sampling	Interview
Total	3082	451			

3.3 Sources of Data

Both primary and secondary data was used for the study. Primary data was obtained from sampled Burayu town public secondary school teachers, principals, Zonal officer and students. Statistics of students, reports, published and unpublished documents and internet sources was used as secondary data sources.

3.4 Sample and Sampling Techniques

There are three public secondary schools (Burayu Secondary School, Dire Secondary School and Burka Nono Secondary School) in Burayu town, and the three schools are purposively included in the study because of proximity to the researcher. According to Burayu town Administration Education Office, in three schools, there are 2932 (1188 students in Burayu, 803 students in Dire and 941 students in Burka Nono Secondary School) students (9-10). The total number of teachers in the schools is 139 (57, 38 and 44 teachers in Burayu, Dire and Burka Nono Secondary School respectively) and three principals, one in each school.

In stratified sampling technique , the population of size N is divided in to non-overlapping and mutually exclusive L sub-population (strata) of size $N_1, N_2, \dots N_L$ and a random sample of size 'n' is drawn from each stratum h , $h=1,2,3, \dots L$.

In this study, the total household is grouped into three schools (strata). Accordingly,

1. Burayu secondary school households (N1)
2. Dire secondary school households (N2)
3. Burka Nono secondary school households (N3)

In order to determine the sample sizes variability, confidence level and margin of error is taken in to account. The sample size is determined by using the following formula (Yamane, 1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n = is the sample size,

N= is the population size, and

e = is the level of precision

a) Students:

$$n = \frac{2932}{1+2932(0.05)^2} = \mathbf{350}$$
 students, from which 191 are male and 159 are female

Consequently, the sampling proportion and allocation will be:

1. Burayu Secondary School $n_1 = \frac{nN_1}{N} = \frac{350 \times 1188}{2932} = 142$
2. Dire Secondary School $n_2 = \frac{nN_1}{N} = \frac{350 \times 803}{2932} = 96$
3. Burka Nono Secondary School $n_3 = \frac{nN_1}{N} = \frac{350 \times 941}{2932} = 112$

b) Teachers:

$$n=139/1+139$$

$$(0.5)^2 n = \frac{139}{1+139(0.05)^2} = 90$$
 teachers, from which 54 are male and 36 are female

Thus, the sampling proportion and allocation will be:

1. Burayu Secondary School $n_1 = \frac{nN_1}{N} = \frac{90 \times 57}{139} = 37$
2. Dire Secondary School $n_1 = \frac{nN_1}{N} = \frac{90 \times 38}{139} = 25$
3. Burka Nono Secondary $n_1 = \frac{nN_1}{N} = \frac{90 \times 44}{139} = 28$

A total sample size = 350 + 90 + 3 (1 principal from each school) = **444**

3.5 Data Collection Tools

Both primary and secondary data was used for the study. As primary data collection instruments, survey questionnaires, field observations, key informant interview and focus group discussion was applied. Statistics of students, reports, published and unpublished documents was analysed and internet sources was intensively reviewed as secondary data collection mechanisms.

3.5.1 Questionnaire Survey

A questionnaire survey is a technique for quickly and efficiently gathering and analysing data from a population under study. It is the main data collection technique of the study to be carried out through ‘Afan Oromo’ and translated in to English for the households. To this end, 8 close-ended questionnaire items for teachers, 23 questionnaire items for students, and 18 questionnaire items for school principals were prepared by the researcher; and further modified after the pilot study. Finally, it was administered to the study subjects. A checklist of participatory activities, open questions for focus group discussion and key informant interview items as modelled in (Hammond, 1995).

3.5.2 Field Observation

In the field observation, both participant and non participant observation types were used. There was also being the possibility of using both as per the situation. Controlled observation is the situation in which the researcher observed the activities within the schools in the presence of a guide or target population. Nevertheless, uncontrolled observation by the researcher took place in the absence of guidance or target population. This enables the researcher to record personal data and take sufficient time alone to observe activities of students and teachers as well as of school principals in the targeted study area. This helped

the researcher for improvement of drawing conclusion and forwarding recommendations for concerned bodies as well.

3.5.3 Key Informant Interview

The researcher involved formal interview type as means of data collection from selected school actors like students, teachers, school director, teacher-parent association members and head of Burayu education bureau office. It was only forwarded to the concerned group or individual under study (principals, selected teachers and students) in three languages, English, Afan Oromo and Amharic, unlike questionnaire survey that intends to cover the total population in sample size. The overall purpose of undertaking key interview technique was to understand the issue deeply on the problem/s related to students' poor academic performance in the schools.

3.5.4 Focus Group Discussion (FGD)

In focus group discussion, the researcher first formed one group with ten members among the key respondents based on their background and role using written guide containing seven open ended questions. The member of focus group discussion constituted two teachers, two schoolteacher-parent association members, one principal, two-model family, two model students from each school and one head of education office in Burayu town. Then, the researcher provided them the topic 'factors affecting students' academic achievement of public secondary schools in Burayu town' and discussed among themselves creating focus group discussion table. The seriously recorded and analysed the idea forwarded from each group.

3.6 Data Collection Procedures

The researcher first obtained letter of permission for undertaking the research in these three schools from Burayu Town Administration Education Office. Then, based on the proposed activities and work schedule plan initially developed by the researcher, questionnaires, field observation checklists and interview and FGD guideline sheets was developed in consultation with researcher's advisor/s. The researcher carried out reconnaissance survey prior to data collection to get to know the sites, to inform the principals, and to scan overall schools' situations. Finally, the researcher gathered all the necessary data required for the research as per the gathering tools formerly specified and lastly, essential analysis and conclusion was drawn for results of data presentation and communication.

3.7 Methods of Data Analysis

Collected primary data through questionnaire was entered into computer and checked for completeness and consistency prior analysis. Then descriptive statistics was applied in order to analyse statistical values of mean, frequency variance and standard deviation. While inferential statistics was used to analyse the relationship. All collected data through questionnaire was analysed using the statistical package SPSS version 22.0 and MS office excel software, and the researcher applied considering the analysis, described this study was concluded. The other primary data collected through field observation, key informant interview and focus group discussion was thoroughly analysed using description and narration depending on context of the data gathered. The secondary data collected from statistics of students, reports, published and unpublished documents and webpage sources (journal articles, reports and conference papers) was sorted out and intensively reviewed along with objectives of the study.

3.8 Ethical Considerations

First, the researcher received an ethical clearance was obtained from Research Review and Ethical Committee Board of Addis Ababa University (AAU). Then, the researcher informed concerned officials about the purpose of the study and obtained verbal consent from households after brief explanation of the objectives of the study. Finally, the researcher carefully acknowledged all the data sources used to make this thesis.

Chapter Four

Data Presentation, Analysis and Interpretation

4.1 Introduction

In this chapter, the researcher tried to focus on the data analysis, presentation and interpretation, which are collected from three public schools; Burayu, Dire and Burka Nono secondary schools. Then, the researcher presented the data in tables and analyzed them in the form of paragraphs. The analysis aimed addressing both the research questions and the purpose of the study, which were trying to show factors that affecting students' academic achievement in Burayu town Oromia regional state. Then the researcher gave keen presentations in relation to the various issues affecting students' academic achievement mentioned in this unit.

4.2 Characteristics of Teachers and Students Respondents

The section included the respondent's gender and age. This was necessary in order to understand the informants and ascertain whether they would be effective for the study or not. Hence, it is organized as follows:

Table 3: poor academic performance of three secondary schools in Burayu town

No	School	Performace record					
		Grade ten			Grade nine		
		Total no of students	Fail	%	Total no of students	Fail	%
1	Burayu Mariam	190	89	46	183	47	25
2	Dire Sololiya	203	61	30	241	55	22
3	Ashewa Meda	177	78	44	202	43	21

Source: (Burayu town education beareau, 2022)

From this table, one can understands that tremendous amount of students scored poor result at grade ten leaving certificate examination. Fore example, 46% of Burayu Mariam school grade ten students failed to pass grade ten leaving certificate examination in the year 2012. The same thing true at grade nine level also. From the researchers own experience and the actual data from Burayu town education beareu almost a quarter of students from the three schools were found to show poor performance. Therefore, its fair to conclude that huge number of students at Burayu town have shown poor academic performance in the perspective academic year.

Section A: Biographical Information

Table 4: Demographical Information: Gender And Age For Student Respondents Plus Gender, Age And Marital Status For Teacher Respondents

No	Trait	Trait category	Respondents			
			Students		Teachers	
			Frequency	%	Frequency	%
1.	Sex	Male	191	54.57	54	60
		Female	159	45.43	36	40
		Total	350	100	90	100
2.	Age	<14 year	-	-	-	-
		15-25	333	95.14	13	14.44
		26-40	17	4.96	61	67.77
		41-55		-	16	17.77
		>56		-	-	-
		Total	350	100	90	100
3.	Marital status	Single	323	92.28	13	14.44
		Married	23	6.57	61	67.77
		Divorced	3	.85	16	17.77
		Other	1	.285	-	-
		Total	350	100	90	100
4.	Educational status	Grade Nine	181	51.71	-----	-----
		Grade Ten	169	48.29	-----	-----
		BA/BED/ BSC	-----	-----	71	78.88
		MA/MED/MSC	-----	-----	19	21.22

Based on demographic information about the participants from table 2, majority of the teachers are male with (60%) and students data also shows that male students with 54.7% are slightly greater than female students. Concerning marital status, majority of the teachers are married (67.77%) whereas only (23 %) of the students are married too. About educational status of the teachers 78% of them have BA/BED/BSC whereas (21%) of them have MA/MED/MSC and this shows that majority of the teachers are qualified to teach at the expected grade level.

Section B: Personal/Student-Related Factors

Table 5: Descriptive Results for Students' Learning Interest Related Factors

No	Item	Response rate in scales										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1.	I make myself prepared for subjects and classes	278	80	51	14	11	3	6	1.7	4	1.1	3.19
2.	I listen attentively to the lessons of my teachers	243	69.4	60	17.1	26	7.4	17	4.8	4	1.1	3.33
3.	I actively participate in the discussion, answering questions and clarifying things I didn't understand	179	51.1	101	28.8	33	9.4	20	5.7	17	4.8	3.19
4.	I strive to score best in tests, quizzes and assignments	91	26	141	40	57	16	46	13.1	15	4.2	3.09
5.	I get frustrated when the discussion is interrupted or the teacher is absent	163	46.5	126	36	48	13.7	9	2.5	4	1.1	3.44

Keys : (5)=Strongly agree, (4)= Agree, (3)= Undecided)(2)=Disagree, (1)=Strongly disagree, (F)=Frequency,(%)=Present

Table 2 presents results for factors that are related to students' learning interest. The findings revealed that majority of the respondents (x=3.19) mentioned that they make themselves prepared for subjects. Whereas, the rest (3%) were undecided, (1.7 %) disagreed and (1.1 %) strongly disagreed.

Similarly, under item 2 majority of respondents (x=3.33), with (69.4 %) strongly agreed and (17.1 %) agreed that they listen attentively to the lessons of their teachers. On the other hand, (7.4 %) of the respondents followed by (4.8 %) of the respondents indicated 'undecided' and 'disagreed', respectively. Only (1.1 %) strongly disagreed with the statement.

Concerning item 3, (x=3.19) of the respondents mentioned that they actively participate in the discussion, answering questions and clarifying things they did not understand. However, (9.4 %), (5.7 %) and (4.8 %) of respondents reported 'undecided' and 'disagreed' and 'strongly disagreed'. On the same fashion, about (13.1 %) of the respondents revealed their disagreement that they strive to score best in tests, quizzes and assignments. However, the rest (40 %), (26 %), and (16%) respondents reported agreement, strong agreement and undecided respectively.

Majority of the students also agreed (36 %) and strongly agreed (46.5 %), to the statement that they get frustrated when the discussion is interrupted or the teacher is absent. Whereas,

(13.7 %), (2.5%) and (1.1 %) of the respondents reported ‘undecided’, ‘disagreed’ and ‘strongly disagreed’, respectively. For each aspects in which students’ learning interest related factors can be investigated, their mean scores were above the intermediate value($x=3$).Generally, this finding can fit to the concept of (Skinner, 1985) in that students’ interest to undertake a certain task depends on expected interest, motivation and reward. Efficient learning will take place when there is strong learning interest by the learner. Here, interest can be affected by motivation, which can be conceptualized as students’ energy and drive to learn and work effectively to achieve to their potential at school and the behaviour that follow based on developed learning interest (Andrew, 2003).

Table 6: Descriptive Results for Students’ Study Habit Related Factors

No	Item	Response rate in scales										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1.	I do my assignments regularly	310	88.57	15	4.2	11	3.1	8	2.28	6	1.71	3.045
2.	I exert more effort when I do difficult assignments	36	10.2	155	44.28	51	14.57	59	16.85	49	14	3.09
3.	I spend my vacant time in doing assignments or studying my lessons	33	9.4	44	12.57	90	25.7	111	31.7	72	20.57	3.001
4.	I study the lessons I missed if I was absent from the class	66	18.8	81	23.14	54	15.4	100	28.57	49	14	3.05
5.	I study and prepare for quizzes and tests	43	12.28	61	17.4	144	41.14	77	22	25	7.14	3.034
6.	I study harder when I score lower to improve my performance	105	30	107	30.57	98	28	23	6.57	17	4.85	3.33
7.	I spend less time with my friends during school days to concentrate more on my studies	47	13.4	80	22.85	102	29.1	91	26	55	15.7	3.029
8.	I prefer finishing my studying and my assignments first before watching any TV program.	65	18.5	82	23.4	114	32.57	89	25.4	-	-	3.022
9.	I have specific place of study at home which I keep clean	43	12.28	61	17.4	144	41.14	77	22	25	7.14	3.034

Keys : (5)=Strongly agree, (4)= Agree, (3)=Undecided)(2)=Disagree, (1)=Strongly disagree, (F)=Frequency,(%)=Percent

Table 3 presents data, which sought to know factors related with students' study habits. The findings revealed that most of the respondents ($x=3.045$) reported that they do their assignments regularly; whereas, (3.1%), (2.28%) and (1.71%) were not decided, disagreed and strongly disagreed, respectively.

Furthermore, a considerable proportion of the respondents ($x=3.09$) expressed that they exert more effort when they do difficult assignments. However, (14.57%), (16.85%) and (14%) of the respondents reported 'undecided', 'disagreed', and strongly disagreed respectively concerning the raised issue. The result shows that significant number of students were not comfortable with doing assignments.

Concerning their view whether they spend their vacant time in doing assignments or studying their lessons a large number of the respondents ($x=3.01$) reported their agreement. However, small number of respondents (25.7%), (31.7%) and (20.57%) reported that they were undecided, disagreed and strongly disagreed on the raised issue.

Item 4 also showed (18.8%) and (23.14%) of the respondents 'strongly agreed' and 'agreed' consecutively that they study the lessons they missed if they are absent from the class ($x=3.05$). However, (15.4%), (28.57%) and (14%) of the respondents reported 'undecided', 'disagreed', and strongly disagreed respectively concerning the issue. The same is true to item 5, that a considerable number of the respondents ($x=3.034$) reflected their agreement (17.4%) and (12.28%) strongly agreed as they study and prepare for quizzes and tests. However, small number of respondents (41.14%), (22%) and (7.14%) reported that they were undecided, disagreed and strongly disagreed on the raised issue.

Majority of the students ($x=3.33$) also agreed (30.57%) and strongly agreed (30%), to the statement that they study harder when they score lower to improve my performance. Whereas, (28%), (6.57%) and (4.85%) of the respondents reported 'undecided', 'disagreed' and 'strongly disagreed', respectively.

As to item number 7, *'I spend less time with my friends during school days to concentrate more on my studies'*. Most of the respondents ($x=3.09$), (13.4%) and (22.85%) of the students, reported their strong agreement and agreement that they spend less time with their friends during school days to concentrate more on their studies. whereas, (29.1%), (26%) and (15.7%) were not decided, disagreed and strongly disagreed, respectively.

In table 3, it is also indicated that only (18.5%) and (23.4%) with the mean scores ($x=3.022$) of the respondents, 'strongly agreed' and 'agreed' that they prefer finishing their study and their assignments first before watching any TV program, but more than half of the respondents, (32.57%) and (25.4%) reported 'undecided' and 'disagreed.'

The last item also showed that($x=3.034$)a number of the respondents reflected their agreement (17.4%) and (12.28%) strong agreement as they have specific place of study at home, which they keep clean. However, small number of respondents (41.14%), (22%) and (7.14%) reported that they were undecided, disagreed and strongly disagreed on the raised issue.

Generally, the finding is in line with other researchers finding that study habits of the students might lead them into different situation to be possible factors(Crede&Kuncel, 2008).In addition to this, Students' attitude towards learning also influenced students' academic performance. However, Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them being successful in the future (Candeias, Rebelo& Oliveira, 2010).

According to Sejčová (2006), an important factor contributing to good results of students in individual subjects is their attitude towards them.Moreover, a study by Habte (1988) also found out strong study habits that results in good academic records of students is the most important factors that bring difference in academic performances in high schools and therefore, it is advisable to concerned bodies to help students to develop good study habits at high school that might be a better ground towards to their tertiary progress.

Concerning about their appealing personality with good sense of humour all three school Principals and majority of the students (60.2%) reported their strong agreement and a large number of the student respondents (25.14%) reported their agreement. However, small number of student respondents (8.85%) (3.7%) and (2 %) reported that they were undecided, disagreed and strongly disagreed on the raised issue. The overall mean score ($x=0.223$) shows that teachers have no appealing personality with good sense of humour.

The last item in Table 4 showed (44.28 %) and (34.57%) of the student respondents and two or (66.6 %) and one or (33.3%) of the school Principals responded 'strongly agreed' and 'agreed' consecutively that they are open to suggestions and opinions and is worthy of praise. However, (14.28%), (3.4%) and (3.4%) of the student respondents reported 'undecided', 'disagreed' and, 'strongly disagree' respectively concerning the issue.

Section C: Institutional or School-Related Factors

Table 7: Descriptive Results for the Responses of School Principals and Students on Teachers' Personality Trait as a Factor

No	Item	Actors	Mean	Mean average
1.	Has a good relationship with students and other teachers	Students	3.707	3.85
		Principals	4	
2.	Shows smartness, confidence and firmness in making decisions	Students	3.706	4.01
		Principals	4.33	
3.	Imposes proper discipline and is not compassionate in following the prescribed rules	Students	0.44	2.72
		Principals	5	
4.	Has an appealing personality with good sense of humour	Students	0.447	2.72
		Principals	3	
5.	Is open to suggestions and opinions and is worthy of praise	Students	0.706	2.68
		Principals	4.66	

Keys : (5)=*Strongly agree*, (4)= *Agree*, (3)= *Undecided*(2)=*Disagree*, (1)=*Strongly disagree*

Table 4 shows the results of 'school principals and students on teachers' personality trait as a factor.' Results of item 1 revealed that, majority of students and school Principal with average mean value of ($x=3.85$) reported their strong agreement and agreement with the statement that 'they have a good relationship with students and other teachers.' So majority of the school Principals also mentioned that they have a good relationship with students and other teachers.

As to item number 2, the overall mean score of ($x=3.706$) showed that majority of the students reported their strong agreement and agreement that they shows smartness, confidence and firmness in making decisions. Similarly, the school Principals score of mean value ($x=4.33$) also showed that they responded their strong agreement and agreement about the statement.

Furthermore, all three school Principals ($x=5$) expressed that 'they imposes proper discipline and are compassionate in following the prescribed rules. However, with mean value of ($x=0.44$) the students respondents expressed that 'they didn't imposes proper discipline and are not compassionate in following the prescribed rules.'

The average mean value of the 4th item is ($x=2.72$) which means majority of the school principals and students feels undecided whether they have appealing personality with good sense of humour or not. Similarly, the average mean value of the 5th item which is ($x=2.682$) shows that majority of the school principals and students are not open to suggestions and

opinions. This result can stick itself with the findings of by Fantaw (1991) that indicates that academic performance of students at tertiary level in Addis Ababa University is found to be influenced by factors like high school rank, degree of support, strong school attendance to student's profile, and the total of student's academic achievement.

Table 8: Descriptive Results for the Responses of School Principals and Students on Teachers' Teaching Skills as a Factor

No	Item	Actors	Mean	Mean average
1.	Explains the objective of the lesson clearly at the start of each period	Students	0.25	2.125
		Principals	4	
2.	Has mastery of the subject matter	Students	0.05	2.19
		Principals	4.33	
3.	Is organized in presenting subject matters by systematically following lesson plans	Students	0.06	2.36
		Principals	4.66	
4.	Is updated with present trends, relevant to the subject matter	Students	0.07	2.53
		Principals	5	
5.	Uses various strategies, teaching aids/devices and techniques in presenting the lessons	Students	0.5	2.415
		Principals	4.33	

Keys : (5)=*Strongly agree*, (4)= *Agree*, (3)= *Undecided*(2)=*Disagree*, (1)=*Strongly disagree*

Results revealed that, majority of student respondents(x=0.25)responded that they strongly disagree with the statement that the teachers explains the objective of the lesson clearly at the start of each period. Contrary to this majority of the school principals (x=4) responded that they agreed with the statement.

As it is seen from Table 5, majority of the student respondents reported(x=0.05) that they do not have mastery of the subject matter. However, the school principals response result (x=4.33) shows that majority of them thinks they have mastery of the subject matter.

In table 5, it is also indicated that (x=4.6)of the school principal respondents reflected their strong agreement that 'Classroom lesson is organized in presenting subject matters by systematically following lesson plans.' However, only (x=0.06)of the student respondents agreed with the statement.

In addition, the data in Table also indicated that, the majority of the student respondents reported that they don't believe the lesson is updated with present trends, relevant to the subject matter.' Only (x=0.07) of them believes it is. However, all the school principals (x=5) reported their strong agreement to the statement 'Is updated with present trends, relevant to the subject matter.'

Regarding item 5, almost all (x=4.33) school principals strongly agreed, (that teachers uses various strategies, teaching aids/devices and techniques in presenting the lessons. However, only (x=0.05) of student respondents believes accordingly. Generally, this finding is nearly agreed to the study by Aloset *al.* (2015) greatly emphasized the importance of having qualified teachers in the field of teaching, and said that success of any program is conditioned by the ability of the teacher to teach. If there is failure at this point, the whole structure fails.

Table 9: Descriptive results for the responses of school principals and students on actors like teachers' use of Instructional Materials as a factor

No	Item	Actors	Mean	Mean
1.	Use chalk and blackboard in explaining the lessons	Students	3.31	4.155
		Principals	5	
2.	Use workbooks/textbooks	Students	0.12	2.56
		Principals	5	
3.	Use power-point presentations (visual aids)	Students	0.11	1.38
		Principals	2.66	
4.	Use worksheets	Students	0.07	2.365
		Principals	4.66	
5.	Use field/lab materials for practical works	Students	0.5	2.25
		Principals	4	

Keys : (5)=Strongly agree, (4)= Agree, (3)= Undecided)(2)=Disagree, (1)=Strongly disagree

As it can be seen from Table 6, the majority of the students' respondents (x=3.31) and all (x=5) school principals with the mean average result of (x=4.15) responded they agreed that teachers use chalk and blackboard in explaining the lessons. Similarly all of the school principals with the mean result score of (x=5) reported their strong agreement that teachers use workbooks/textbooks. Whereas small portion of the student respondents(x=0.01) believes so, only half of the school principals (x=2.66) and small portion of student respondents (x=0.11) reported their strong agreement and agreement to the point that their teachers use

visual aids. On the other hand only small student respondents ($x=0.07$) believe their teachers use worksheets. Whereas, ($x=4.66$) school principals strongly agreed with the statement.

As to item 5, of the same table, only small portion of the students responded that ($x=0.5$) their teachers use field/lab materials for practical works. Whereas majority of the school principals respondents ($x=4$) agreed to this point. This finding is consistent to a study by Dewett (2007) that mentions good teachers are constantly on the alert for best methods and selection and application of instructional materials that will make learning meaningful.

Section D: Home Environment – Socio-Economic Status of the Parents

Table 10: Descriptive results for the responses of teachers and principals on students and their parents Socio-economic Factors

No	Item	Actors	Mean	Mean average
1.	Students enrol late in our school	Teachers	.66	2.33
		Principals	4	
2.	There is a trend of poor parents/students relationship in the home	Teachers	0.17	1.085
		Principals	2	
3.	Parents have concerned attitude towards the education of the student	Teachers	3.3	3.65
		Principals	4	
4.	Parents provide students adequate education materials	Teachers	3.7	3.51
		Principals	3.33	
5.	Parents supervise the students' academic work when return from school	Teachers	0.47	1.235
		Principals	2	
6.	Most parents of the students in this school are uneducated and very low-income earners.	Teachers	0.29	2.645
		Principals	5	
7.	Almost all the students of this school go to school on foot or by public transport rather than private/ of parents	Teachers	4.4	4.53
		Principals	4.66	
8.	Most students provided with no modern utensils and good communication networks at home	Teachers	2.1	2.38
		Principals	2.66	

Keys : (5)=Strongly agree, (4)= Agree, (3)= Undecided (2)=Disagree, (1)=Strongly disagree

Results reveal that, majority of teachers respondents ($x=0.66$) reported their strong disagreement with the statement that 'Students enrol late in their school.' Similarly, out of the three school Principals ($x=4$) agreed that Students enrol late in their school.

As to item 2, 'There is a trend of poor parents/students relationship in the home' most of the teachers respondents ($x=0.17$) reported, they don't believe there is a trend of poor

parents/students relationship in the home; whereas, (x=2) school Principals response also shows that they do not believe that there is a trend of poor parents/students relationship in the home.

Concerning whether parents have concerned attitude towards the education of the students, a large number of the teacher respondents (x=3.33) reported their agreement. However, still small number of respondents reported that they are undecided, about the raised issue. Similarly, only one school Principal responded undecided, the other two strong agreed with the statement.

The same is true to item 4, that a considerable number of the teacher respondents (x=3.7) reflected their agreement and strong agreement as parents provide students adequate education materials. However, out of the three school Principals only one agreed and the other two (66.6%) responded undecided about the statement.

Huge number of the teacher respondents (x=0.47) and school Principals(x=2) responded as they disagreed and strongly disagreed with the statement that 'Parents supervise the students' academic work when they return from school.'

Concerning item 6, '*Most parents of the students in this school are uneducated and very low-income earners* only (x=0.29) of teacher respondents agreed with the statement. However, all three school Principals(x=5) strongly agreed with the statement.

The same is true to item 7, that a considerable number of teacher respondents reflected their strong agreement and agreement (x=4.4) as almost all the students of their school go to school on foot or by public transport rather than private/ of parents. Similarly, (x=4.66) school Principals responded that they strongly agreed with the statement. From Table 7, it is also possible to see that a large number of teacher respondents (x=2.1) agreed that most students are provided with no modern utensils and good communication networks at home. Similarly, (x=2.26) school Principals responded their agreement with the statement.

This finding further ties with researcher like Hijaz and Naqvi as cited in (AmitavaRaychaudhuri, et. al., (July 2010), findings shows that numerous studies have been done to identify those factors which are affecting student's academic performance. The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools. Furthermore, a study by Escarce (2003) adds that low-income based students usually

attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure.

4.3 Interview Analysis

Based from the interview prepared for conducting a research on factors affecting student academic achievement of government secondary schools in Burayu town of Oromia regional state, the following information was analysed. For interview question requested to principals as what was the advantage of parents' participation in their children learning process and how often do parents involve in their children routine learning process, the following response was given. It is obvious that parent's participation and follow-ups about their children is doubtlessly pertinent. Nevertheless, the profile of each student in selected schools showed that a few number of parents are following their heir children's academic achievement while majority of the family are not even involving for the schools invitation. This is a clear factor in Burayu town in schooling organizations. In addition, it was raised that there is solid connection between family's economical income and children's academic success. All the principals of the subjected schools in the study area replied that poor parents don not even afford school material for their students and on the contrary, students out of rich family are not respecting school rules like wearing uniforms. This shows that economy is a clear factor on students' academic achievement among Burayu area selected schools.

The other factor is teachers' professional ethics on teaching. Some teachers are bored enough in the profession. Some are almost to retire. Some have skill gap. Some have problems with even bad professional ethics like chewing, drinking and smoking and coming with all these issues to school caused poor acceptance by students. Some complain the salary the country pays for. Totally, teacher related problems become a part of factors to students' academic achievement of Burayu area selected schools. The other factor considered as a current cause of students' academic achievement in the study area in particular and across the world at large is the arrival of the global pandemic COVID 19.

The principals said that students are busy of psychological tension thinking the death of somebody or family member, news of our country and the world about the quick spread of the pandemic. Moreover, learning materials like digital library, computers and televised delivery directly affect students' academic achievement in Burayu town. Last not the least, the family's employment or job occupation put pressure on students 'academic achievement in that those who have an income do support schooling and those who do not have do not.

This interview result communicates right with the finding of Young (1999), held the view that student performances are linked with use of library and level of their parental education. The use of the library positively affected the student performance as part of follow-ups to the right utilization of instructional material.

4.4 Analysis of Focus Group Discussion (FGD)

The topic of focus group discussion is ‘factors affecting students’ academic achievement of public secondary schools in Burayu town’ and the member constitutes two teachers, two school teacher parent association members, one principal, two-model family, two model students from each school and one head of education office in Burayu town. The researcher first introduced the topic and the following key concluding points were drawn.

- Factor related with teachers was incorporated as issue of professional ethics on teaching, academic performance ability, readiness, taking responsibility of the teaching profession, connecting teaching profession with the income, looking for more jobs like self-employed studies, shopping, and others are clearly discussed by the focused group about students’ academic achievement among selected schools in Burayu town.
- The awareness of students’ academic achievement by most family members is not improved yet in Burayu town.
- Joining globalization, less valuing the education, pressure from preceded graduates about employment in Ethiopia, and the likes inhibit students’ performance in selected schools in Burayu town.
- Lack of good organization of the schools, lack of the learning equipments and resources like textbooks, reference materials in schools of the study under focus hinder students’ performance in selected schools in Burayu town.
- Poor economy of the country at large and the family in particular is a dominant cause for students’ performance in selected schools in Burayu town.
- Current politics, global COVID 19 pandemic has its part for the students’ performance in selected schools in Burayu town. This is related to the study by Lokanath, M., and Abha, S. (2020). Aside from environmental factors, practically almost all of the respondents have indicated a variety of learning factors or combinations of learning factors that are affecting their learning during the COVID-19 pandemic. The above authors stated that students believe that online learning enabled them to complete their studies while the pandemic was occurring which is not equally possible in Ethiopian context.

4.5. Field Observation

In the field observation, the researcher used both controlled and uncontrolled types of observation. In using controlled observation, the researcher observed the activities like students' test results, mid exam papers and classroom activities within the schools in the presence of a guide or target population. In this case, their academic achievement result shows that there are problems to make the grades among students. Nevertheless, uncontrolled observation by the researcher took place in the absence of guidance or target population. This enables the researcher to record personal data and take sufficient time alone to observe activities of students and teachers as well as of school principals in the targeted study area. This helped the researcher for improvement of drawing conclusion and forwarding recommendations for concerned bodies as well and to this end, there are some coreless students' and teachers' are take part in the teaching-learning process. In addition to this, too many students cannot afford their learning equipments. Moreover, there are lack of adequate textbooks and reference materials in the library. Furthermore, the students' families did not follow-up their childs' progress in school.

Chapter Five

5. Summary, Conclusion and Recommendation

5.1 Summary

This chapter deals with summary, conclusion and recommendation based from the data analysis and interpretation. The overall objective of this study is to assess the main factors that influence the academic achievement of students in public secondary schools of Burayu town, Oromia special zone surrounding Finfine understudy. In order to attain this purpose, the researcher employed a descriptive survey research design. Hence, the study has tried to get answers for the following research questions.

1. What are the institutional or school related factors that hinder the students' academic achievement in Burayu town?
2. What are the personal or students related factors that hinder the students' academic achievement in Burayu town?
3. What are the economic factors that hinder the students' academic achievement in Burayu town?

The study was conducted in public schools in Burayu town, Oromia special zone. Students, teachers, School principals, head of education officer and student- parent association representatives, were the subjects of this study.

Questionnaires, focus group discussion, field observation and key informant interview were used as the instrument for the data gathering tools. Furthermore, the data obtained from the respondents were tabulated discussed using percentages and mean using SPSS 22.

At the end, the major findings of the study have been summarized, conclusions on the basis of the findings weredrown, and recommendations are forwarded for concerned bodies.

5.1.1. Summary of the Finding on Demographical Information: Gender, Age and Marital Status of Respondents

Based on the obtained data, the researcher has summarized the major findings, which would answer the basic research questions as follows:

The gender of teachers for male respondent is (60%)while(40%) were female teachers. This shows that there was gender disproportion in the understudy of secondary school. Among 90 teachers in selected schools, 13 teachers (14.44%) are aged between 16-25. Therefore, it is possible to say that the number of young and productive generation in schools is too few.

Concerning marital status, 13 (14.44%) are Single, 61(67.77%) are married and 16(17.77%) are divorced. From this, we can see that a way of social life like divorcing and loneliness to teachers has its own contribution to student's academic achievement. With reference to educational status, Educational status, number of teachers holding BA/BED/ BSC is 71 (78.88%) and number of teachers holding MA/MED/MSC is 19 (21.22%) and we can conclude that educational status of teachers in selected schools of Burayu town has an effect on students' academic achievement.

Similarly, the gender of students for male respondent is 191(54.57%) and 159 (45.43%) in which masculine gender precedes the feminine one that leads to the conclusion of female students school participation is less than male. Concerning age, most students are found at the age of 16-25 333(95.14%) which is the right age level to high school. Whereas a few students aged 25-40, 17 (4.96%) were attending the class coming back to school. When we see Marital status, most students 323 (92.28%) are single and 23 (6.57%) are married in school ages. Moreover, 3 (0.85%) are divorced and 1 (0.285%) were found in other marital status. From this, it is possible to conclude that students in selected schools in Burayu town are not married focusing to their schooling.

With reference to educational status, number of grade nine students is 181(51.71%) which greater than grade ten students, which is 169 (48.29%).

5.1.2. Summary of Factors Related to Students' Learning Interest

- Concerning students' learning interest, the findings revealed that majority of the respondents($x=3.19$) mentioned that they make themselves prepared for subjects. Whereas, the rest (3%) were undecided, (1.7 %) disagreed and (1.1 %) strongly disagreed.
- Similarly, under item 2 majority of respondents($x=3.33$), with (69.4 %) strongly agreed and (17.1 %) agreed that they listen attentively to the lessons of their teachers. On the other hand, (7.4 %) of the respondents followed by (4.8 %) of the respondents indicated 'undecided' and 'disagreed', respectively. Only (1.1 %) strongly disagreed with the statement.
- Concerning item 3, ($x=3.19$)of the respondents mentioned that they actively participate in the discussion, answering questions and clarifying things they did not understand. However, (9.4 %), (5.7 %) and (4.8 %) of respondents reported 'undecided' and 'disagreed' and 'strongly disagreed'. On the same fashion, about (13.1 %) of the

respondents revealed their disagreement that they strive to score best in tests, quizzes and assignments. However, the rest (40 %), (26 %), and (16%) respondents reported agreement, strong agreement and undecided respectively.

- Majority of the students also agreed (36 %) and strongly agreed (46.5 %), to the statement that they get frustrated when the discussion is interrupted or the teacher is absent. Whereas, (13.7 %), (2.5%) and (1.1 %) of the respondents reported 'undecided', 'disagreed' and 'strongly disagreed', respectively. For each aspects in which students' learning interest related factors can be investigated, their mean scores were above the intermediate value($x=3$).
- Generally, this finding can fit to the concept of (Skinner, 1985) in that students' interest to undertake a certain task depends on expected interest, motivation and reward. Efficient learning will take place when there is strong learning interest by the learner. Here, interest can be affected by motivation, which can be conceptualized as students' energy and drive to learn and work effectively to achieve to their potential at school and the behaviour that follow based on developed learning interest (Andrew, 2003).

5.1.3 Summary of Factors Related to Students' Study Habit

- Allied to factors related with students' study habits, the findings revealed that most of the respondents($x=3.045$) reported that they do their assignments regularly; whereas, (3.1%), (2.28%) and (1.71%) were not decided, disagreed and strongly disagreed, respectively.
- Furthermore, a considerable proportion of the respondents ($x=3.09$) expressed that they exert more effort when they do difficult assignments. However, (14.57%), (16.85%) and (14%) of the respondents reported 'undecided', 'disagreed', and strongly disagreed respectively concerning the raised issue.
- Concerning their view whether they spend their vacant time in doing assignments or studying their lessons a large number of the respondents ($x=3.01$) reported their agreement. However, small number of respondents (25.7%), (31.7%) and (20.57%) reported that they were undecided, disagreed and strongly disagreed on the raised issue. Item 4 also showed (18.8%) and (23.14%) of the respondents 'strongly agreed' and 'agreed' consecutively that they study the lessons they missed if they are absent from the class($x=3.05$). However, (15.4%), (28.57%) and (14%) of the respondents reported 'undecided', 'disagreed', and strongly disagreed respectively concerning the issue. The

same is true to item 5, that a considerable number of the respondents ($x=3.034$) reflected their agreement (17.4%) and (12.28%) strongly agreed as they study and prepare for quizzes and tests. However, small number of respondents (41.14%), (22%) and (7.14%) reported that they were undecided, disagreed and strongly disagreed on the raised issue. Majority of the students ($x=3.33$) also agreed (30.57%) and strongly agreed (30%), to the statement that they study harder when they score lower to improve my performance. Whereas, (28%), (6.57%) and (4.85%) of the respondents reported 'undecided', 'disagreed' and 'strongly disagreed', respectively. As to item number 7, '*I spend less time with my friends during school days to concentrate more on my studies.*' Most of the respondents ($x=3.09$), (13.4%) and (22.85%) of the students, reported their strong agreement and agreement that they spend less time with their friends during school days to concentrate more on their studies. whereas, (29.1%), (26%) and (15.7%) were not decided, disagreed and strongly disagreed, respectively. In table 3, it is also indicated that only (18.5%) and (23.4%) with the mean scores ($x=3.022$) of the respondents, 'strongly agreed' and 'agreed' that they prefer finishing their study and their assignments first before watching any TV program, but more than half of the respondents, (32.57%) and (25.4%) reported 'undecided' and 'disagreed.' The last item also showed that ($x=3.034$) a number of the respondents reflected their agreement (17.4%) and (12.28%) strong agreement as they have specific place of study at home, which they keep clean. However, small number of respondents (41.14%), (22%) and (7.14%) reported that they were undecided, disagreed and strongly disagreed on the raised issue.

- Generally, the finding is in line with other researchers finding that study habits of the students might lead them into different situation to be possible factors (Crede & Kuncel, 2008). In addition to this, Students' attitude towards learning also influenced students' academic performance. However, Students with poor academic performance have a more negative attitude towards learning and believe that school and learning will not help them being successful in the future (Candeias, Rebelo & Oliveira, 2010).
- According to Sejščová (2006), an important factor contributing to good results of students in individual subjects is their attitude towards them. Moreover, a study by Habte (1988) also found out strong study habits that results in good academic records of students is the most important factors that bring difference in academic performances in high schools and therefore, it is advisable to concerned bodies to help students to

develop good study habits at high school that might be a better ground towards to their tertiary progress.

- Concerning about their appealing personality with good sense of humour all three school Principals and majority of the students (60.2%) reported their strong agreement and a large number of the student respondents (25.14%) reported their agreement. However, small number of student respondents (8.85%) (3.7%) and (2 %) reported that they were undecided, disagreed and strongly disagreed on the raised issue. The overall mean score ($x=0.223$) shows that teachers have no appealing personality with good sense of humour.

The last item in Table 4 showed (44.28 %) and (34.57%) of the student respondents and two or (66.6 %) and one or (33.3%) of the school Principals responded 'strongly agreed' and 'agreed' consecutively that they are open to suggestions and opinions and is worthy of praise. However, (14.28%), (3.4%) and (3.4%) of the student respondents reported 'undecided', 'disagreed' and, 'strongly disagree' respectively concerning the issue.

5.1.4 Summary of factor Related to Teachers' Personality Trait

- The reactions of school principals and students on teachers' personality trait as a factor, the result showed that majority of students and school Principal with average mean value of ($x=3.85$) reported their strong agreement and agreement with the statement that 'they have a good relationship with students and other teachers.' Therefore, majority of the school Principals also mentioned that they have a good relationship with students and other teachers. As to item number 2, the Overall mean score of ($x=3.706$) showed that majority of the students reported their strong agreement and agreement that they shows smartness, confidence and firmness in making decisions. Similarly, the school Principals score of mean value ($x=4.33$) also showed that they responded their strong agreement and agreement about the statement. Furthermore, all three school Principals ($x=5$) expressed that 'they imposes proper discipline and are compassionate in following the prescribed rules.' However, with mean value of ($x=0.44$) the students respondents expressed that 'they didn't imposes proper discipline and are not compassionate in following the prescribed rules.' The average mean value of the 4th item is ($x=2.72$) which means majority of the school principals and students feels undecided whether they have appealing personality with good sense of humour or not. Similarly, the average mean value of the 5th item which

is ($x=2.682$) shows that majority of the school principals and students are not open to suggestions and opinions.

- This result can stick itself with the findings of by Fantaw (1991) that indicates that academic performance of students at tertiary level in Addis Ababa University is found to be influenced by factors like high school rank, degree of support, strong school attendance to student's profile, and the total of student's academic achievement.

5.1.5 Summary of Factor Related to Teachers' Teaching Skills

- Allied to teachers teaching skill, the results revealed the majority of student respondents($x=0.25$) responded that they strongly disagree with the statement that the teachers explains the objective of the lesson clearly at the start of each period. Contrary to this majority of the school principals ($x=4$) responded that they agreed with the statement. As it is seen from Table 5, majority of the student respondents reported($x=0.05$) that they do not have mastery of the subject matter. However, the school principals response result ($x=4.33$) shows that majority of them thinks they have mastery of the subject matter. In table 5, it is also indicated that ($x=4.6$) of the school principal respondents reflected their strong agreement that 'Classroom lesson is organized in presenting subject matters by systematically following lesson plans.' However, only ($x=0.06$) of the student respondents agreed with the statement. In addition, the data in Table also indicated that, the majority of the student respondents reported that they don't believe the lesson is updated with present trends, relevant to the subject matter.' Only ($x=0.07$) of them believes it is. However, all the school principals ($x=5$) reported their strong agreement to the statement 'Is updated with present trends, relevant to the subject matter.' Regarding item 5, almost all ($x=4.33$) school principals strongly agreed, (that teachers uses various strategies, teaching aids/devices and techniques in presenting the lessons. However, only ($x=0.05$) of student respondents believes in this manner.
- Generally, this finding is nearly agreed to the study by Alosset *al.* (2015) greatly emphasized the importance of having qualified teachers in the field of teaching, and said that success of any program is conditioned by the ability of the teacher to teach. If there is failure at this point, the whole structure fails.

5.1.6. Summary of Factors Related to Teachers' use of Instructional Materials

- Connected to teachers' use instructional material, the majority of the students' respondents ($x=3.31$) and all ($x=5$) school principals with the mean average result of ($x=4.15$) responded they agreed that teachers use chalk and blackboard in explaining the lessons. Similarly all of the school principals with the mean result score of ($x=5$) reported their strong agreement that teachers use workbooks/textbooks.
- Whereas small portion of the student respondents($x=0.01$) believes so. Only half of the school principals ($x=2.66$) and small portion of student respondents ($x=0.11$) reported their strong agreement and agreement to the point that their teachers use visual aids. On the other hand only small student respondents ($x=0.07$) believes their teachers use worksheets. Whereas, ($x=4.66$) school principals strongly agreed with the statement.
- As to item 5, of the same table, only small portion of the students responded that ($x=0.5$) their teachers uses field/lab materials for practical works. Whereas majority of the school principals respondents($x=4$) agreed to this point. This finding is consistent to a study by Dewett (2007) that mentions good teachers are constantly on the alert for best methods and selection and application of instructional materials that will make learning meaningful.

5.1.7. Summary of Factors Related to Students and their Parents Socio- Economy

- Connected to student' and their parents' socio-economical status, the finding shows that, majority of teachers respondents ($x=0.66$) reported their strong disagreement with the statement that 'Students enrol late in their school.' Similarly, out of the three school Principals ($x=4$) agreed that students enrol late in their school. As to item 2, '*There is a trend of poor parents/students relationship in the home*' most of the Teachers respondents ($x=0.17$) reported, they don't believe there is a trend of poor parents/students relationship in the home; whereas, ($x=2$) school Principals response also shows that they do not believe that there is a trend of poor parents/students relationship in the home. Concerning weather parents have concerned attitude towards the education of the students, a large number of the teacher respondents ($x=3.33$) reported their agreement. However, still small number of respondents reported that they are undecided, about the raised issue. Similarly, only one school Principal responded undecided, the other two strong agreed with the statement. The same is true to item 4, that a considerable number of the teacher respondents ($x=3.7$) reflected

their agreement and strong agreement as parents provide students adequate education materials. However, out of the three school Principals only one agreed and the other two (66.6%) responded undecided about the statement. Huge number of the teacher respondents ($x=0.47$) and school Principals ($x=2$) responded as they disagreed and strongly disagreed with the statement that 'Parents supervise the students' academic work when they return from school.' Concerning item 6, '*Most parents of the students in this school are uneducated and very low-income earners*' only ($x=0.29$) of teacher respondents agreed with the statement. However, all three school Principals ($x=5$) strongly agreed with the statement. The same is true to item 7, that a considerable number of teacher respondents reflected their strong agreement and agreement ($x=4.4$) as almost all the students of their school go to school on foot or by public transport rather than private/ of parents. Similarly, ($x=4.66$) school Principals responded that they strongly agreed with the statement. From Table 7, it is also possible to see that a large number of teacher respondents ($x=2.1$) agreed that most students are provided with no modern utensils and good communication networks at home. Similarly, ($x=2.26$) school Principals responded their agreement with the statement.

- This finding further ties with researcher like Hijaz and Naqvi as cited in (AmitavaRaychaudhuri, et. al., (July 2010), findings shows that numerous studies have been done to identify those factors which are affecting student's academic performance. The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools.
- Furthermore, a study by Escarce (2003) adds that low-income based students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure.

5.1.8. Summary of Interview Analysis

- To sum up, teacher related problems become a part of factors to students' academic achievement of Burayu area selected schools.
- Moreover, learning materials like digital library, computers and televised delivery directly affect students' academic achievement in Burayu town.

- Last not the least, the family's employment or job occupation put pressure on students 'academic achievement in that those who have an income do support schooling and those who do not have do not.
- The other factor considered as a current cause of students' academic achievement in the study area in particular and across the world at large is the arrival of the global pandemic COVID 19. The principals said that students are busy of psychological tension thinking the death of somebody or family member, news of our country and the world about the quick spread of the pandemic.
- This interview result communicates right with the finding of Young (1999), held the view that student performances are linked with use of library and level of their parental education. The use of the library positively affected the student performance as part of follow-ups to the right utilization of instructional material.

5.1.7. Focus Group Discussion (FGD)

- Factor related with teachers was incorporated as issue of professional ethics on teaching, academic performance ability, readiness, taking responsibility of the teaching profession, connecting teaching profession with the income, looking for more jobs like self-employed studies, shopping, and others are clearly discussed by the focused group about students' academic achievement among selected schools in Burayu town. The awareness of students' academic achievement by most family members is not improved yet in Burayu town.
- Joining globalization, less valuing the education, pressure from preceded graduates about employment in Ethiopia, and the likes inhibit students' performance in selected schools in Burayu town. Lack of good organization of the schools, lack of the learning equipments and resources like textbooks, reference materials in schools of the study under focus hinder students' performance in selected schools in Burayu town. Poor economy of the country at large and the family in particular is a dominant cause for students' performance in selected schools in Burayu town.
- Current politics, global COVID 19 pandemic has its part for the students' performance in selected schools in Burayu town. This is related to the study by Lokanath, M., and Abha, S. (2020). Aside from environmental factors, practically almost all of the respondents have indicated a variety of learning factors or combinations of learning factors that are affecting their learning during the COVID-19 pandemic. The above authors stated that

students believe that online learning enabled them to complete their studies while the pandemic was occurring which is not equally possible in Ethiopian context.

5.2. Conclusions

The overall objective of this study is to assess the main factors that influence the academic achievements of students in selected public secondary schools of Burayu Town, Oromia special zone surrounding Finfine.

- Based on the findings of the study, the academic achievements of students in Burayu town, Oromia special zone surrounding Finfine revealed that there was considerable and large number of frequent educational progress by students towards to colleges and to universities. The schools record reveals that the number of students joining colleges and universities is below the number of candidates in each school. From this, we can conclude that the students' academic achievement is poor due to a number of factors in the study area.
- Whatever the situation challenges the teaching learning process, the findings of this research revealed those students, teachers, the school principals, and heads of educational bureau of Burayutown made better endeavor in students' academic achievement.
- Regarding school facilities government, ministry of education, Oromia regional education bureau, the schools, governmental and nongovernmental organizations that work on improving quality of education were not able to fulfill learning equipments like textbooks, reference books, laboratory equipments, computer centre and digital library for their students in Burayu town selected schools under study.
- Concerning, teachers' academic rank 79% of them have Bachelor of Arts and science whereas 21% do have Master of Arts and science. This shows that teachers do not have the required educational status according to the current policy by ministry of education to teach in high schools.
- In concerning teachers' commitment and motivation to support student, the research result revealed that though most of the teachers are dedicated to educate their students more, some of the teachers didn't show such dedication. Some of them are not even well prepared pertinent to their subject matter to deliver because the salary condition in the teaching profession.

- Parent's socio-economic status have a huge impact on their children academic achievement in selected secondary schools in Burayu town. To this end, the finding shows that, the majority of student has a problem of fulfilling their school uniform, learning equipments for schools. Therefore, students are looking for additional work to fight the living as well as schooling. Accordingly, the parent socio-economic status has affected student academic achievement in the study area.
- Most parents of the students in these schools are uneducated and have very low-income. This can further go together with the findings of Noble (2006), students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school(Hussain, 2006).Most students do not have adequate and modern learning equipments. They do not have a computer access and good communication networks both at home and in schools.
- Furthermore, parents donot constantly involve in their children school life. Concerning parent educational and employment conditions, the majority of student's parent were illiterate and are farmers. The guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006).
- In conclusion, the main factors that influence the academic achievements of students in selected public secondary schools of Burayu town, Oromia special zone surrounding Finfine area, the findings of this research revealed those students, teachers, the school principals, and heads of educational bureau of Burayu Town made better endeavor in students' academic achievement. In addition to this, factors related with teachers were incorporated as issue of professional ethics on teaching, academic performance ability, readiness, taking responsibility of the teaching profession, connecting teaching profession with the income, looking for more jobs like self- employed studies, shopping, and others are clearly discussed on this study about students' academic achievement among selected schools in Burayu town. Moreover, parent's socio-economic status also have had a huge impact on their children's academic achievement in selected secondary schools in Burayu town.

5.3. Recommendations

Based on the findings, summary, and conclusion drawn, the researcher forwarded the following recommendation for concerned stakeholder.

- Primarily, students as part of major actor to learning shall take responsibility of their own learning by putting much effort to attain good results in their future life.
- In addition to this, the awareness of students' academic achievement by most family members is not improved yet in Burayu town. Therefore, it is strongly recommended that parents whether literate or illiterate, should follow up their children learning progress regularly.
- The result of the study showed that the learning equipments like textbooks, reference materials, computers, digital libraries, etc, were inadequate in the schools under study. Particularly textbooks, computers and reference books were found to be in short supply in selected secondary schools under study in Burayu town. To minimize the problem, it is recommended that both Ministry of education and Oromia education bureau should think the severity of the issue and supply with adequate learning equipments like textbooks, reference books, laboratory equipments, computer centre and digital library, practice room, leisure and playing stations, etc, for their students.
- Factor related with teachers was incorporated as issue of professional ethics on teaching, academic performance ability, readiness, taking responsibility of the teaching profession, connecting teaching profession with the income, looking for more jobs like self- employed studies, shopping, and others are clearly discussed by the focused group about students' academic achievement among selected schools in Burayu town.
- Joining globalization, less valuing the education, pressure from preceded graduates about employment in Ethiopia, and the likes inhibit students' performance in selected schools in Burayu town. Hence, it is recommended that there is a need to consider students by counseling psychologists working in schools or in educational bureau to minimize multi-affecting factors towards students' academic achievement among selected schools in Burayu town.
- The research result revealed that parent's socio-economic status have had a huge impact on their children academic achievement in selected secondary schools in Burayu town. To this end, the finding shows that, the majority of student has a problem of fulfilling their school uniform, learning equipments for schools. Therefore, students are looking for additional work to fight the living as well as schooling. Hence, it is recommended that the government should create job opportunity to the community at large.

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APPENDIXES

APPENDIX A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Dear Respondent,

I am Belay Gonfa (Student ID No.....) from Addis Ababa University, College of Education. Presently, I am pursuing a master program in Educational Leadership and management. As partial fulfilment of requirement for my degree, I am conducting a research on ‘ ‘ **Factors Affecting Student Academic Achievement of Government Secondary Schools in Burayu Town.**’ ’

Thus, I need your sincere cooperation to complete this questionnaire. Thank you in advance for participating in my research. I would appreciate if you could spend a few minutes of your time to complete my research questionnaire. The data collected from this survey will be used merely for academic and research purposes. Your participation is voluntary and information will kept strictly confidential.

SECTION A: Biographical Information

Directions: Please read each statement carefully and encircle your answer(s).

1. Gender
 - a. Male
 - b. Female
2. Age
 - a. 16-25
 - b. 25-40
 - c. 40-55
 - d. >55
3. Occupation
 - a. Student
 - b. Teacher
 - c. Principal
 - d. Others, specify_____
4. Marital Status
 - a. Single
 - b. Married
 - c. Divorced
 - d. Other

APPENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

**MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT**

SECTION B: Personal/student-related factors

Directions: Please check (√) and rate yourself honestly based on what you actually do given the statements using the following scales:

5-strongly agree 4-agree 3-undecided 2-disagree 1-strongly disagree

A. Interest	5	4	3	2	1
1 I make myself prepared for subjects and classes					
2 I listen attentively to the lessons of my teachers					
3 I actively participate in the discussion, answering questions and clarifying things I didn't understand					
4 I strive to score best in tests, quizzes and assignments					
5 I get frustrated when the discussion is interrupted or the teacher is absent					
B. Study Habits					
1 I do my assignments regularly					
2 I exert more effort when I do difficult assignments					
3 I spend my vacant time in doing assignments or studying my lessons					
4 I study the lessons I missed if I was absent from the class					
5 I study and prepared for quizzes and tests					
6 I study harder when I score lower to improve my performance					
7 I spend less time with my friends during school days to concentrate more on my studies					
8 I prefer finishing my studying and my assignments first before watching any TV program.					
9 I have specific place of study at home which I keep clean					

Thanks in advance!

APPENDIX C

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

SECTION C: Institutional or School-related Factors

Directions: Please rate each item as to extent/desire that the teachers displayed the following traits and behaviour using the following scales:

5-strongly agree 4-agree 3-undecided 2-disagree 1-strongly disagree

A. Personality Traits	The teacher	5	4	3	2	1
1	Has a good relationship with students and other teachers					
2	Shows smartness, confidence and firmness in making decisions					
3	Imposes proper discipline and is not compassionate in following the prescribed rules					
4	Has an appealing personality with good sense of humour					
5	Is open to suggestions and opinions and is worthy of praise					
B. Teaching skills	The teacher ...					
1	Explains the objective of the lesson clearly at the start of each period					
2	Has mastery of the subject matter					
3	Is organized in presenting subject matters by systematically following lesson plans					
4	Is updated with present trends, relevant to the subject matter					
5	Uses various strategies, teaching aids/devices and techniques in presenting the lessons					
C. Instructional Materials	The Teacher ...					
1	Chalk and blackboard in explaining the lessons					
2	Workbooks/textbooks					
3	Power-Point presentations (Visual Aids)					
4	Worksheets					
5	Field/Lab materials for practical works					

Thanks in advance!

APPENDIX D

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

SECTION D: Home Environment – Socio-economic Status of the Parents

Directions: Please rate each item as to extent/degree that the Socio-economic Status of the Parents affects students' performance using the following scales:

5-strongly agree 4-agree 3-undecided 2-disagree 1-strongly disagree

A.	Socio-economic Factors	5	4	3	2	1
1	Students enrol late in our school					
2	There is a trend of poor parents/students relationship in the home					
3	Parents have concerned attitude towards the education of the student					
4	Parents provide students adequate education materials					
5	Parents supervise the students' academic work when return from school					
6	Most parents of the students in this school are uneducated and very low-income earners.					
7	Almost all the students of this school go to school on foot or by public transport rather than private/ of parents					
8	Most students provided with no modern utensils and good communication networks at home					

Thanks in advance!

APPENDIX E
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT

INTERVIEW QUESTIONS TO BE FILLED BY ZONAL EDUCATION OFFICERS

Dear respondents: This interview is prepared for conducting a research on factors **affecting student academic achievement of government secondary schools in Burayu town** of Oromia national regional state. Hence, the required data is vital for the success of this study, which is a partial fulfilment for a master degree in educational leadership and management. Therefore, you are kindly request to participate the interview that will provide necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study.

Dear respondents, you need to respond the entire item.

Interview

1. What is the advantage of parents' participation in their children learning process? How often do you know parents involve in their children routine learning process?
2. Is there any solid connection between family's economical income and children's academic success?
3. Do you think that teachers became factors on the students 'academic achievement? How?
4. How COVID 19 and its arrival in the world do affected students' academic achievement in Burayu town?
5. How do learning materials affect student academic achievement in Burayu town?
6. How do you find family's employment or job occupation put pressure on students 'academic achievement?

APPENDIX F

Focused Group Discussion for Parents

1. What are the teacher related factors that affect student's academic achievement in Burayu town?
2. What is the level of your awareness about academic achievement in Burayu town?
3. What specific views by students caused academic achievement in Burayu town?
4. As teacher-parent association member, what organizational factors do you think caused academic achievement in Burayu town?
5. What is the economic context in Burayu town do you see as a factor in healthy schooling?
6. How do you evaluate the current pandemic issue (COVID 19) and school participation in Burayu town?
7. What do you think will improve students academic achievement in Burayu town?