

Adigrat University (AGU)

College of Business & Economics

Department Of Management (MBA)

**Factors Affecting Students' Academic Performance at Preparatory and High Schools
Level,**

(In Case of *Irob Wereda*, Eastern Zone, and Tigray Regional State)

**A Thesis Submitted to Management Department in Partial Fulfillment of the
Requirements for the Degree of the Masters in Business Administration (MBA)**

BY

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Declaration

First, I declare that this thesis is my original work and has not been presented to any other University anywhere for the award of any academic degree, diploma, or certificate. It has been submitted to in partial fulfillment of the requirement for MBA degree at Adigrat University (AGU). All sources of materials used for this thesis have been duly acknowledged.

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As Thesis research advisor, I hereby certify that I have read and evaluated this Thesis prepared, under my guidance, by Asefa Gebray entitled “Factors Affecting Students’ Academic Performance at Preparatory and High School Level: A case study in *Irob Wereda*, Eastern Zone, Regional state of Tigray”.

I recommended that it be submitted as fulfilling the MBA Thesis requirement.

_____	_____	_____
Major advisor	Signature	Date

Dedication

I dedicate this work to my beloved parents: Gebray Tesfay (KOKOHO) and Nigisti Gofar and to respected brothers and Sisters who urged me to continue with education.

To my dear wife Weyni Berhe and to my lovely daughter Niya Asefa and Tedros Hagos who patiently gave me the support as I went through this course.

Committee Approval Sheet

This is to certify that the thesis prepared by Asefa Gebray, entitled: “Factors Affecting Students’ Academic Performance at Preparatory and High School Level”, A case study in *Irob wereda*, Eastern Zone, Regional state of Tigray and submitted in partial fulfillment of the requirements for the Degree of Masters of Business Administration (**MBA**) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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External Examiner _____ Signature _____ Date _____

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Acronyms and Abbreviations

CSA- Central Statistical Authority

ESDP- Education Sector Development Program

EGSECE- Ethiopia General Secondary Education Certificate Examination

FDRE- Federal Democratic Republic of Ethiopia

MOE- Ministry of Education

PMO-Prime Minister Office

SPSS- Statistical Package for Social Science

TGE: Transitional Government of Ethiopia

UNESCO- United Nations Educational, Scientific, and Cultural Organization UNICEF-United Nations Children Education Fund

PTA-Parents Teacher Association

Abstract

This study focuses on the academic performance of students at preparatory and high school levels in Irob wereda, Eastern Zone, Tigray Regional State, which is located at 37 Km far to the East of Eritrean border. It assumed that the individual and combined results of family, socio-economic, psychological and school factors on academic performance of preparatory/high level students' in the study schools. The specific objectives of this study were to assess the factors that affect the academic performance of students at preparatory and high school levels of wereda Irob. For the study 218 students, 29 academic staff, 9 wereda administration officials, 14 tabia local administration officials and 5 PTA were selected by using stratified random sampling technique based on probability proportional to their number or size in each class. Pretest structured questionnaires were used for collecting the essential data and the focus group discussion, personal in-depth interviewee, and personal observation were used to crosscheck the data collected through the survey.

The data were analyzed using descriptive methods. The results indicated that the academic performance of students' in the study area was determined by a variety of factors. Among these factors, students' related factors such as self-motivation, lack of adequate effort and carelessness, and self-confidence were the most prominent factors that affect students' academic performance. Moreover, on-availability of support system, lack of proper reading place, presence of role models, estimated income of the family'; parents attitude towards students education and household work responsibilities factors had a significant impact on students' academic performance.

However, educational background of the family; occupation of household head; basic sanitation facilities; and presence of sources of support other than family and employment opportunity for educated students did not significantly affect the students' academic performance. Therefore, policies should deal with academic performance of students and combating cultural, economic, psychological and institutional factors. In general, creating awareness through training on the benefit of education for all society members can greatly enhance the performance of students.

Furthermore, arranging special tutorial classes for students on regular bases for all subjects and creating conducive environment for private language school establishment to alleviate some of the challenges affecting students' academic performance. Therefore, it was suggested that Parents, Irob wereda Education Bureau and high and preparatory schools should be more practical in this area of improvement.

Key words: *Irob Wereda, Academic performance, Students, Teachers, Parents, and secondary school.*

Chapter One

Introduction

1.1. Background of the Study

School, colleges and universities have no worth without students (Irfan & Shabana, June 2012). Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student academic performance. The students' performance (academic performance) plays an important role in producing the best quality graduates who was come great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009).

Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from person to person and country to country (Ali et.al, 2009).

Moreover, in this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic performance. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). The formal investigation about the role of these demographic factors rooted back in 17th century (Mann, 1985).

In a broader context demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. Unfortunately, defining and measuring the quality of education is not a simple issue and the complexity of this process

increases due to the changing values of quality attributes associated with the different stakeholders' view point (Blevins, 2009; Parri, 2006).

Besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students (Tesfaye, 2013). The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance.

Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996).

The low socioeconomic status causes environmental deficiencies which results in low self-esteem of students (US Department of Education, 2003).

The researcher has been working as principal of one primary school there (Primary school of *Magauma*) for 10 years and he had an opportunity to visit and recognize that students' participation in academic issues and their success in examinations, including classroom tests, is not as much as expected in relative to students' expected performance.

In spite of these, the degree of influence of the factors on the students' academic performance varies highly from person to person and place to place (Irfan & Shabana, 2012). Hence, this study was examined the specific factors that affect students' academic performance in Irob *wereda* preparatory and high schools.

1.2. Statement of the Problem

In the world of education, the most complex activity seems to be the process of teaching and learning. As its complexity is more than we think, the problem it faces is also more complex than one thinks. The problems that education sector encounters hinder the progress of teaching and learning process, in other hand it affects quality of education negatively. The Ethiopian Government has taken quite a number of measures particularly aimed at improving quality of teaching, to enhance students 'academic performance in general realizing the importance of quality education (Adams, 1996).

However, as the government strives to expand education, it also faces the challenge of ensuring quality for students. The Ministry of Education in its Education Sector Development Program (ESDP IV 2010/11- 2014/15) document indicates students' performance in education is

constrained by economic, socio-cultural, familial, personal and school factors. The economic problems relate to parents' inability to send students to school especially if schools are far from home or students drop out due to lack of finances. The problem is more serious in rural areas, particularly in pastoralist regions. The traditional division of labor in homes constrains students' success in education.

MOE (1994), Transitional Government of Ethiopia Education and Training Policy and its strategy document states the government will provide support to raise the participation and performance of students in education. Scholars define academic performance differently in different situations. Academic performance refers to a successful accomplishment or performance in particular subject area which is indicated by grades, marks and scores of descriptive commentaries.

The new education and training policy applied in Ethiopia in recent years have, to a greater or lesser degree, addressed a number of issues of which the introduction of standardized students' performance is one. Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of the academic performance that could be because of different factors.

Factors of student's performance can be investigated in terms of many variables of which some of them are parental involvement, homework and tutorial, class size, school facilities, teacher competency and principal's leadership. For instance, parents with higher income and education are more likely to have higher expectations for their children's educational attainment, have knowledge about their children's educational options and involve their children in intellectual activities (Cookson, 1994). The positive or negative impacts and their degree of influence was the subject of study in this paper. On the other side, lower socioeconomic status parents have fewer economic resources from which to purchase books and other items to improve academic outcomes of their children (Blau, 1999).

In *Irob wereda* preparatory and high Schools no study has been conducted on the factors affecting students' academic performance. Hence, the ultimate objective of this study was to analyze the specific factors that affect students' academic performance in the study area and fill the empirical gap.

1.3. Research Questions

In the course of the study, the following basic questions was raised and answered.

1. To what extent does school stakeholders' involvement affect students' low and high academic performance in *Irob wereda* preparatory and high schools?
2. To what extent do teachers' commitments enhance students' academic performance in *Irob wereda* preparatory and high school?
3. To what extent does parents' socio-economic status affect students' academic performance in *Irob wereda* preparatory and high school?
4. How does teaching techniques affect the students' academic performance at preparatory and high schools of *Irob wereda*?
5. What are the effects of learning facilities on the academic performance of students' at preparatory and high schools of *Irob Wereda*?

1.4. Research Objectives

1.4.1. General Objective

The general objective of this study was to analyze the factors that affect the academic performance of students at preparatory and high schools in *Irob Wereda*.

1.4.2. Specific Objectives of the Study

The specific objectives of the study were as follows:

1. To find out the impacts of school stakeholders' involvement for low and high academic performance of students'.
2. To examine the extent to which teachers' commitments enhance students' academic performance at preparatory and high schools of *Irob wereda*.
3. To determine how parents' socio-economic status affects students' academic performance at preparatory and high schools of *Irob wereda*.
4. To determine how learning techniques are affecting students' academic performance in preparatory and high school of wereda Irob.
5. To find out the effects of learning facilities on the academic performance of students' at preparatory and high schools of *Irob wereda*.

1.5. Significance of the Study

Factors affecting the academic performance of students at the preparatory and high school level education are a big development issues for students in the study area in particular and in the region at large. The findings of this particular research study will support the Regional planners that are engaged in the formulation of sector-oriented operational and strategic plans in the areas of education. Until now, no empirical studies were conducted on factors that affect students' academic performance in preparatory and high school level in wereda Irob. Moreover, home-grown as well as international NGOs interested in advancing the Education Sector Development Programs (ESDP) in the study area by launching different intervention packages could take an advantage of this research. Ultimately, the findings may help policy makers at macro-level consider micro-level variations in formulating national and sub-national policies and programs

This study is also important because it examines the extent to which different types of factors at schools exert influence on the academic performance of general secondary school students. Thus the findings of the study will help to:-

- ✓ Reveal the extent of differences in academic performance between the different secondary school students for parents, Regional Education Bureau, and the schools themselves;
- ✓ Will try to uncover the factors for such differences;
- ✓ Provoke the different school to share experiences from each other by visiting the better performing schools and arranging a roundtable discussion;
- ✓ Invite further research on the problem. Comparison of educational performance between different types of schools has a great advantage. It helps to provide some important information for educational decision making.

Decisions will be made concerning:-

- ✓ Teaching materials, teaching and supporting staff, and other resources necessary in the teaching-learning activities.
- ✓ It has a merit in the sense that it encourages a follow-up on how well and how much students learn in schools.
- ✓ It enables the concerned authorities to suggest how the well-functioning schools were further strengthened and how the low performing schools was supported. Finally, it indicates ways to suggest on how the less advantageous students were academically supported.

1.6. Delimitation of the Study

There is one preparatory school and three high schools in *Irob wereda* so far. Hence, the scope of the study was delimited to high schools of *Lideta, Indalgeda and Dawhan* and preparatory school of *Dawhan*. All students of grade 9th and 10th in *Dawhan, Lideta and Indalgeda* was part of this study. Moreover, the preparatory student's of *Dawhan* were included.

The subjects of the study included students at preparatory level school, teachers, household heads of the non-respondent students, school officials, Parent Teacher Association (PTA), and education bureau officials of the study area, *Tabia* local Administration and was administration bureau.

In this regard, the scope of this research were to assess factors that affect Students Academic Performance and to find out the extent to which these factors affect their academic performance.

The data of this study was planned to collect from 218 students from the three high schools and one preparatory school. Moreover, the study includes 29 academic staff members, 9 wereda administration staff, 14 *tabia* local administration officials and 5 PTA members.

1.7. Limitation of the Study

The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some teachers and students lacks to give the necessary data on time. Another challenge was lack of well-organized and documented data.

Data on some issue were in a way inconvenient to access immediately from record office. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study.

Chapter Two

Review of Related Literatures

The review literature part of this thesis discusses factors influencing students' performance and participation in education, factors that affects' academic performance, poor participation of in education, factors that contribute to academic performance, school factors affecting students' academic performance.

2.1. Concepts and Definition

2.1.1. Academic Performance in Secondary School Education

Academic performance is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another. Academic performance is a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies. The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004). In an academic setting, performance can be referred to as 'academic performance'.

Academic performance is observed to be the direct outcome of learning. It is the main indicator that learning has occurred. Driscoll (2005) describes learning as a "persisting change in academic performance or academic performance potential that results from experience and interaction with the world". Therefore, for learning to be observed, there must be demonstration through performance on related tasks. Though academic performance heavily depends on learning, low performance may not necessarily reflect inadequacy in learning. According to Bandura (2001), it is possible to learn a task and yet perform poorly in it. Other factors, other than the learning process, have potential of influencing academic performance on tasks.

Academic performance, as demonstrated using scores on tests, has over the years been used to determine the competence of a student in a course. The Grade Point Average (GPA) is a measure of a student's average academic performance across the courses being offered in any given semester (McKenzie, Gow & Schweitzer 2004, Zeegers, 2004). It incorporates all the learning outcomes expected of a student in his/her courses. Zeeger (2004) also points out that the GPA is a more generally used measure of academic success, and thus allows it to be compared with other

studies where measurement of academic performance is one of the study variables. It is for the above reasons that this study has made use of the GPA as the measure of academic performance.

2.2. Theoretical Framework

2.2.1. Theoretical Approaches to School Performance

According to Giavrimis and Papanis (2006) demonstrate that the problem of school dropout is of great importance, as it affects mostly poor students and becomes an obstacle to a large part of this segment vulnerable population from making full use of their educational opportunities to improve their social status. As a result, human resources are not adequately used, a fact that has a negative impact on the economic mobility of society. School dropout sometimes leads to alienation and social exclusion thus putting social cohesion at risk. The consequences of school dropout are economic, social, educational and cultural. People who have difficulties at school find it hard to join and be competitive in the labor market.

Regarding this, Vrizas (1992), Wedge and Prosser (1973), Herbert, (1996), Pierre Bourdieu (1994) and Keddie (1973), as quoted by Giavrimis and Papanis (2006), stated that theoretical explanations of school failure and school dropout based on theories of cultural deprivation, material deprivation, and culture and interaction.

2.2.2. The theory of cultural deprivation:-The theory of cultural deprivation relates school success to the ability to communicate. According to Vrizas (1992) middle class children learn to make use of communication skills at a younger age than those of the labor class. As a result, middle-class children have a more elaborated verbal code and are more familiarized with the way of thought prevailing at schools (which is made out for the middle class), a fact which is of vital importance of school success. The connection between socio-economic factors and linguistic performance of a child is based on Bernstein's theories. The linguistic weakness of the lower class is the phenomenon which Bernstein calls "a limited verbal code of communication", something which has adverse effect on both the way a child expresses himself/herself and on his/her education(Giavrimis and Papanis,2006: P.130).

2.2.3. The theory of material deprivation: - Wedge and Prosser (1973) supporters of the materialistic deprivation theory, have connected poverty to school performance. They emphasize that children from poor backgrounds are more prone to illnesses; they have more accidents and present learning and speaking problems more often than children from other classes. (Herbert,

1996) Poverty creates a very difficult environment for the family, which also entails lack of learning opportunities for the children (Giavrimis and Papanis, 2006: P.130).

2.2.4. The theory of culture: - Pierre Bourdieu (1994) believes that the educational system underestimates knowledge, skills, experience and, subsequently, the culture of the labor class children. This might not necessarily be done on purpose, as it is a result of the way education is organized. Bourdieu believes that education enforces a certain type of culture, that of the predominant class, creating a sort of “symbolic violence”. He also supports that middle class children join the educational system at a more advantageous position and succeed because their background is similar to that of the predominant class, i.e. 31 their mentality coincides with that of their educators. Bourdieu considers this to be “a cultural investment”. Labor class children cannot succeed, as their knowledge and background are considered to be of lower standard and cannot fit within school in general (Giavrimis and Papanis, 2006:P.130).

2.2.5. The theory of interaction: - Keddie (1973) supports that educational failure is vastly due to facts attributed to the abilities and intellect an educator has. The beliefs and evaluation criteria of an educator are not objective; they are rather based entirely on his cultural background. These beliefs are standardized by educators when it comes to teaching behavior, a stereotype connected with social class and race (Giavrimis and Papanis, 2006: P.130). However, Giavrimis and Papanis notes, despite this firm belief about the school failure relation to social, economical and educational environments.

2.3. Empirical Studies on Factors Influencing Students’ Academic Performance

2.3.1. Socio-Economic Condition

The family’s socio.economic status influences the student’s educational performance. The financial and moral support provided to students for schooling is limited as compared to more financial support (Teshome, 2003). Socio-cultural beliefs, customs and practices, students ’ expectation and other traditions play significant role in the educational performance of students by affecting their school attendance and even leading to dropout and repetition (Odaga and Heneveld, 1995).

The amount of time s spends on domestic chores and other activities also reduces their time and energy they spend in schools affecting their success (Namuddu, 1991). The learning environment, distance to school, teachers’ attitudes toward students, teaching practices, gender

bias in the curriculum and classroom culture also contribute either facilitating or hindering the academic performance of students (Hyde, 2005). Parents living standard, level of education of parents (literacy), lack of gender targeting in school environment and teachers quality affect students' academic performance.

Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students' academic performance has influenced by background of family characteristics such as socio-economic status of parent's, level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in students' performance.

As indicated on the Third International Mathematics and Science study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.

2.3.2. Institutional Factors

MOE (2004) stated that "the learning environment is determining factor for students' performance and survival at any given educational level." More factors related to institutions and learning environment are: Existence of policies that protect the right of individuals and support system. As to MOE (2004) the rules and regulations that protect the safety and security of students are: the rules and regulations that govern teacher's code of conduct, establishment offices of support of student's education within secondary level, level of awareness and sensitivity of staff about student's performance issues that affect students' education, availability of support systems of guidance and counseling.

Odaga and Heneveld (1995) argue that the school environment, teachers' attitude and pedagogy, and bias in learning materials affect the performance and attainment of students.

Regarding the relationship between school resources and students' academic performance measurements are inconsistent. Some research has suggested that more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek and Luque, 2003). Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Card and Krueger, 1996; Greenwald et al., 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009) argue:

“Attending a school with a better physical environment is associated with increased math’s scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training.”

As suggested in most research findings family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Heyneman and Loxley, 1983). Others argued that in various studies they indicated both home and school environments have a strong influence on performance of students (Griffith, 1999).

2.3.3. Students Characteristics

Students’ characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students’ on parental support and involvement, and locus of control in all areas have significant effects on students’ academic performance

(Engin-Demir2009).Konu and Rimplela (2002) cited in Engin-Demir (2009), there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affects both their behavior and their examination results in school.

In schools, students’ well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic performances. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students’ amount of time invested on homework and other related activities has also found to be strongly related to a student’s motivation to achieve and their positive feelings with performance have positive effect on actual academic performance.

In addition, school attendance has highly correlation with individual academic performance. In relation, students’ academic performance motivation is influenced by the students’ perception of parental support and involvement. If students ‘perception is positive on their parents support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman, 1995).Engin-Demir (2009:19) argued as:

“Students’ perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic performance. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. (...), Fuchs and Wobmann (2004) observed that students performed significantly worse in reading, math’s and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic performance of children to be negative.”

2.3.4. Factors That Contribute To Students’ Academic Performance

2.3.4.1. School Factors Affecting Students’ Academic Performance

The general institutional climates is the overall interaction and practice the students make with school personnel, institutional rules and regulations, sanctions, and the organizational structure which in turn affect students practice in the school and their perception towards the school. It is one nonacademic factor that influences students' social and academic experience. Balock and Verspour (1991:16) indicate that the social related inputs such as curriculum, learning materials, instructional time, educational management, teachers’ qualification and motivation and teaching methods have the most significant effect on students’ academic performance.

It is long noted that the relationship between students and their school is one significant predictor of social and academic development. To put it in yet another way, the managerial and organizational structure of the school unfairly treats students based on their background (Apple, 1980).

In explaining how the school structure affects minority students, Lawton, (1984) noted that the school is a subsystem of the larger social system and the larger social system is dependent on schools to pass along crucial beliefs and values through stereotypes and expectations and the structure that assigns power, privileges and tasks by sex and ethnicity.

The way in which the teacher responds to student behavior, the often subtle distinctions made between sexes, the nature of classroom control mechanisms, the topics and issues chosen for classroom study and the rewards and punishment practiced are culturally loaded and transmit messages that reinforce certain student behavior and discourage others (Banks 1997)

Students in addition to a formal class, learn by observing their instructors, peers, and university administrators. They observe the ratio of males to females, rich and poor students from diverse cultures, and the authority structure in the educational hierarchy.

Other findings suggest that students who better academically reported that they are on better terms with faculty members, and find the institute to be generally supportive of their educational needs. Consequently, they appear to make a greater effort to interact with ethnic groups (Fuller, 1994).

If students feel that the school environment is alien and hostile toward them or does not affirm and value who they are (as many students of ethnic minority believe), they will not be able to concentrate as thoroughly as they may be on academic tasks.

The stress and the anxiety that accompany this lack of support and affirmation cause their mental attention, energy and efforts to be defused between protecting their psyches from attack and attending academic tasks (Astin, 1975).

This shows that unfavorable school climate adversely affects students' daily academic performance by reducing their willingness to persist at academic tasks and interfering with the cognitive process involved in learning (Craft, 1996).

Furthermore, learning is a high risk taking enterprise that works better when students are made to feel secured and centered in who they are and what they are already capable of doing before they are asked to take on new ventures. Psychological security and a positive feeling of self-worth are pre-requisites for the more abstract need to know and learn. Unfavorable school climate may cause school failure more than intellectual ability for some culturally different students. Thus, maximizing school success requires creating a conducive school climate (Ibid).

The kinds of social climates that exist in the classroom also affect students' performance on academic tasks. This influence is particularly true for those who consider social relations and informal settings imperative to the learning process. These feelings of personal affirmation and comfort create the conditions of personal connectedness that is essential to students' taking ownership in learning, which, in turn, leads to more sustained attention, effort, time on task and improved task mastery and academic performance.

More specifically, this study attempts to examine students' perception of the school climate and the nature of student power structure. Besides, this study addressed the presence of rules and regulations to create a constructive environment for education. Even when families encourage

persistence, the poor performances of schools can pressure students into dropping out. One study revealed that high school students are frequently enrolled in cosmetology classes or tracked into non class programs. Few vocational programs encourage s to enter nontraditional activities or offer them reasons to remain in school (Banks, 1997).

They may experience difficulty concentrating on school work or suffer lowered self-esteem and self-confidence (Ballentine, 1997).Peer attitudes also contribute to lower education aspirations among s. A major part of what students learn comes from friendships formed outside the classroom and the strategies of peers for coping with school (Kimura, 1999). Students who are parts of peer groups that participate in and are accepted by the school do better in their classes and future jobs than students in peer groups that reject the school and feel rejected by it.

According to Feldman (1993), students feel that social support from peers deteriorates significantly by the end of the first year in high schools with close friends who are School oriented are more likely to graduate and consider attending college.

The support of family, schools, and peers is very important to students in completing higher education and taking nontraditional career paths (Grevatt, 1992). School programs that promote self-efficacy, self-confidence, and high expectations are as important as programs that provide opportunities for higher academic performance and career success. Student support services designed to improve students' academic performances at early ages and help them set and work toward academic goals have been found to counter academic barriers such as teachers or counselors who discourage s from taking advanced classes.

These programs also help them maintain their goals for academic success while retaining ties to friends who may not be school oriented. There are numerous examples of gender bias in our classrooms from preschool through graduate education (Lewallen, 1992), and faculty need to counter these biases. Teachers can connect with students by making physical or eye contact, allowing them sample time to answer questions, creating a sense of community and participation in the classroom, using examples in the classroom that are inclusive of representatives, listening carefully and respectfully to students' questions and comments, and coaching students who seem reserved to speak.

Nelson (1993) identified a number of school factors that promote students' success in higher education. The most critical is a university staff that believes all students can succeed. Other key factors include valuing students' languages and cultures, holding high expectations, making education a priority, offering a variety of courses, providing sound counseling, and providing staff training to help teachers serve students more effectively.

As indicated above the problems of students are multifaceted and are reflected at the time of admission, choice of stereotypically assigned fields and graduation from high schools and universities.

Thus, the government both at national and regional levels should set workable policy that takes into account the prevailing social, cultural, economic and political context of the country and aggressively work towards its implementation.

2.3.4.2. Instructional Materials

The academic performance of students can be affected by number of factors in secondary schools among them is availability of instructional materials. The instructional materials such as text books, modules, reference books, magazines, new audio visual (plazma) and other equipment are very crucial in facilitations effective learning.

Moreover, instructional materials are critical ingredient in learning and the intended curriculum cannot be easily implemented without them. They processes information organize the scope and sequence of information on presented and provide opportunities for students to use what they have learned instructional materials are among the important variables that enhances instructional outcome.

The quality and relevance of text books, modules and others reference materials in schools is one of the most consistent factors leading to improve the quality of education. Text books are the single most important instructional tool in the class room. They have the largest and most obvious influence on curriculum to the extent of standardizing teaching and structural practices.

In the case of high school of Ethiopia are characterized by shortage of instructional material and other teaching equipment (Tekeste, 1990) has stated the following: In Ethiopia school teachers have no teaching materials designed to assist them text book which one load to students against

payment are always in short supply in most case several students share the text books. This reveals that one of the major problems in secondary school is shortage of instructional materials which could affect both the work of teachers and students.

Thus such a situation is indeed to affect the scholastic performance of the students and teaching learning process could not be done properly due to lack of appropriate support of instructional materials.

2.3.4.3. School Facilities

Physical environment in which the formal teaching learning occur ranges relatively from modern and well equipped to open air gathering place (UNICEF, 2005). Thus the school infrastructure includes the class rooms, offices, toilet rooms, water supply, electricity services, technology services, computer laboratory, science laboratory, library, staff, lounges, attractive green area, swimming pool etc. According to MOE (2003) school facilities includes water supply, latrines (male and toilet) clinical laboratory, library, pedagogical center, laboratory. The facilities are required to be proportion to the number of teachers and students in the school for the provision of quality education in schools.

2.3.4.4. Library

A school library is one of instructional resources that may significantly affect the student academic performance. It serves a schools need in that it is the working tool of education. It's center of intellectual life. A lively and effective teaching program in a school depends on well-organized library.

According to Rossof (1992) on academic library is the heart of the school anatomy and the library in high school is essentially curriculum enrichment secondary school library will need on adequate, up to date and comprehensive stock, enough space to accommodate students at any given time, trained personal are necessary to promote effective service of the library and encourage students to develop a lifelong reading habit.

2.3.4.5. Laboratory

Laboratory is another facility that is useful particularly science teaching to acquire specific knowledge systematically in depth the most important means of teaching libratory work that it gives on increased emphasis in enhancing students involvements scientific investigation.

Laboratory gives the students the student the subject knowledge on one hand and it provides the students some understanding of scientific investigation.

MOE (1995) has recommended there laboratories each comprises separate demonstration store and preparation more over furniture for laboratory .i.e. table, teacher demonstration table, students work bench laboratory cap board and laboratory materials were recommended.

2.3.4.6. Characteristics of Teachers

Effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which creates positive effect on student's academic performance. To show the impotence of qualified teachers, Ayalew (2009) has indicated the teachers play decisive role in the fulfillment of education goals. Whatever, curriculum changed is introduced and whatever reform is made all was of little or no avail without qualified and commitment of teachers.

Dougass and others (2000) indicate one important of teacher's instructions in helping students learn how to learn. Teachers them selves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experience that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students.

Frase (1992) notes that "we believe that teachers are every school's greatest resources and that only through teachers professional growth and development can schools growth and development can schools achieve marked success." Effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these attitudes (UNICEF, 2000). The ultimate goal is to bring improved performance, quality and output to education and simultaneously to bring pride of workmanship to teachers (Deming 1968).

Teachers can make a difference even in a situation where there is no sufficient classroom, libraries and other required teaching learning materials. Fekede indicates that if teachers are well qualified, well paid, motivated respected and get opportunity to update his/her knowledge get prepare pedagogically and content wise. Teachers can make a difference in student's academic performance in classrooms and initiated to do things with their own effort.

The most important measurable impact of the schools on the measure competence of their students was not the curriculum or a school's resources but teacher's knowledge of subject matters and method in teaching (Hebbet, 1982).

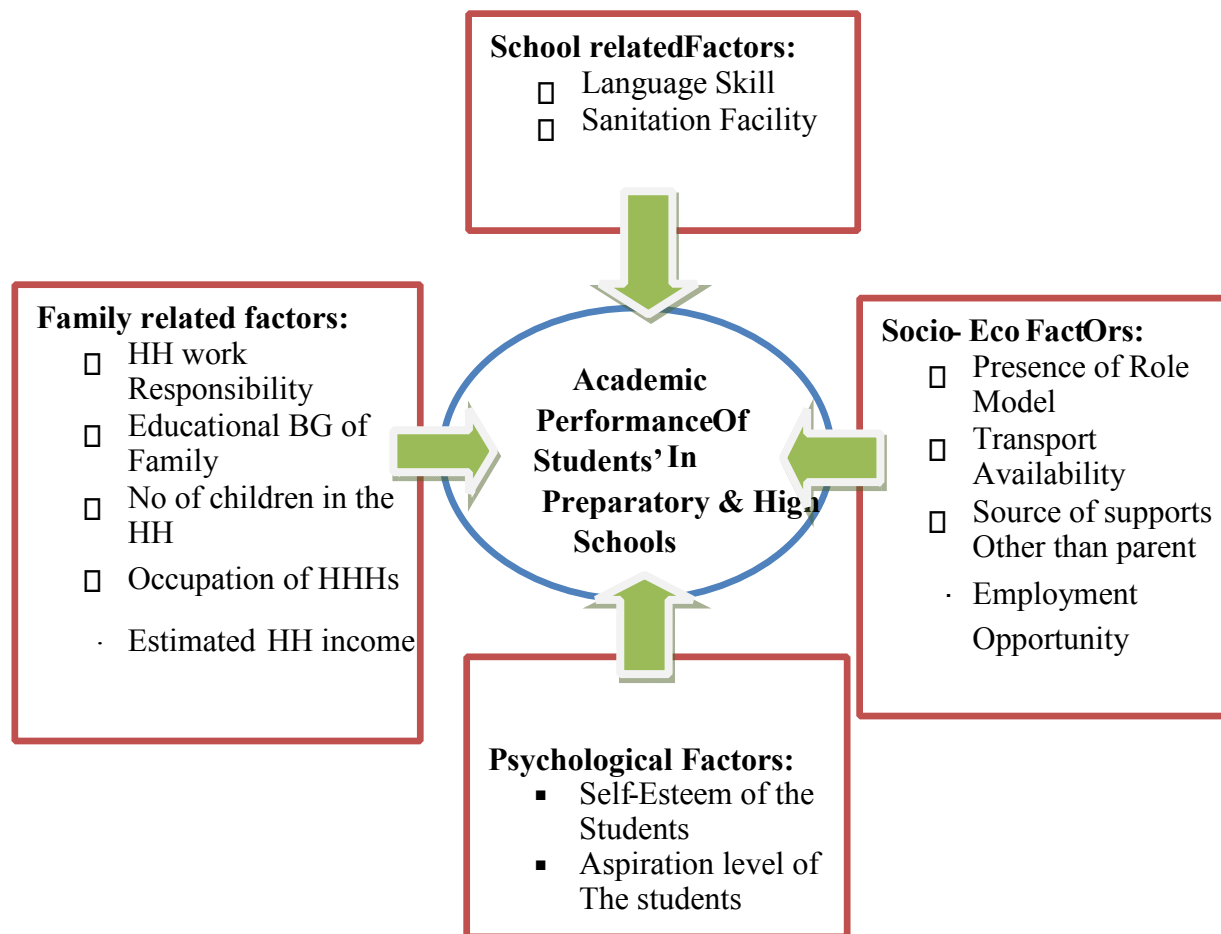
However, student performance gains would be constrained if teachers were not competent in effectively using additional instructional time. Investing more resources to lengthen the school day may have no influence on performance until teacher skills are up grade (Fuller, 1986). The strength of any educational system largely depends on the quality and commitment of its teachers. Ayalew (2009) suggests that indeed teachers are the most important element in the realization of educational goals.

2.4. Conceptual Framework

Based on the literature review, students' academic performance will be studied by adopting a multiple perspective, which implies investigating the economic, cultural and parental factors that influence the educational outcomes in terms of assessment result in the study area.

According to Kavuma (2003), the education of students is affected by different factors such as economic, social, cultural, political and school factors.

Therefore, the factors that affect the academic performance and performances of students can be classified in numerous ways. Some of these factors that affect students' education are related to economic, psychological, family related and institutional factors. Thus, the particular research study, the relationship and the influences of the independent variables on the dependent variable will help to analyze the valid results. Hence, the conceptual framework diagram of this study is indicated in figure below.



Source: **Kavuma (2003)**

2.5 Definition of conceptual framework

2.5.1 Parents' Related Factors

Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. The most basic involvement of parents in their child's schooling is provision of basic needs. According to Fuller & Heyneman (1989, p 12), teaching materials and related material inputs that are linked directly to teaching are related consistently to higher pupil performance.

2.5.2 Psychological Factors

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and focus of control in all

areas have significant effects on a students' academic performance (EnginDemir2009). Most students in secondary schools are in the age range of 15 to 21 years (95.4%).

Psychologists called this period “adolescence age” as a higher complex transitional period from childhood to maturity. During adolescence period students' manifest broader and sophisticated interests, many personal, social and emotional problems which arise from home, boy-girl problems, difficulties with students etc. Since adolescents in secondary school are subjected to complex “life difficulties” the situation causes poor performance on the part of the student (UNESCO, 1987). And this refers to the ability to understand the language through which the teaching and learning process takes place. Here, when the students understand the language very well, the better they performs in their education. Thus, this variable was considered as a categorized variable given one, two, three, or four; when the student language skill became poor, good, very- good, or excellent respectively. On its turn, the language skill was also assumed to have a positive relation with the students' academic performance.

2.5.3 Institutional Related Factors

According to Fuller & Heyneman (1989, p 12), teaching materials and related material inputs that are linked directly to teaching are related consistently to higher pupil performance, after controlling for the influence of family background. Lockheed & Verspoor (1991) also report that the availability of textbooks and other instructional materials has a consistently positive effect on student performance in developing countries.

2.5.4 Instructors Related Factors

Teachers are the essential components of teaching and learning process that make schools effective through their work. Therefore, the qualification, experiences and teaching practices that operate in the schools are investigated through the different instruments used in this study.

It is agreeable that the central tasks of teaching include planning for instruction, managing instruction (including the learning environment), and assessing student learning and each of these tasks depend on the quality of teachers (Feiman-Nemser, 2001).

It is quite known that clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning. On this account, the literature indicates that some of structural features of schools that impact student performance include indoor air quality, lighting, and facilities that support the delivery of curricular programs like libraries, etc.

Poor indoor air quality (IAQ) makes teachers and students sick—and sick students and teachers can't perform as well as healthy ones (EPA 2000).

Poor IAQ has been associated with increased student absenteeism. For example, Smedje and Norback (1999) found a positive relationship between airborne bacteria and mold and asthma in children, which in turn increased absentee rates.

Chapter Three Research Design and Methodology

The research method part discusses the research design, sources of data, sampling techniques, instruments of data gathering, and methods of data analysis consecutively.

3.1. Description of the Study Area

A. Geographic Location

Irob Wereda is found in northern tip of Eastern zone of Tigray Regional state, its center being 42.Km. far to the north east of Adigrat. It is surrounded by *Gulomekada* in the West, Eritrea in the North and North East, Afar Regional State in the East as well as *Sae-sieTsa'edaEmba* in the South and South east.

Its absolute location lies between $14^{\circ}7'$ to $14^{\circ}10'$ N latitude and $39^{\circ}30'$ to $40^{\circ}00'$ E longitude. Its capital, *Dawhan* is situated at 162km north of the regional administrative capital Mekelle (Fissuh, 2012).

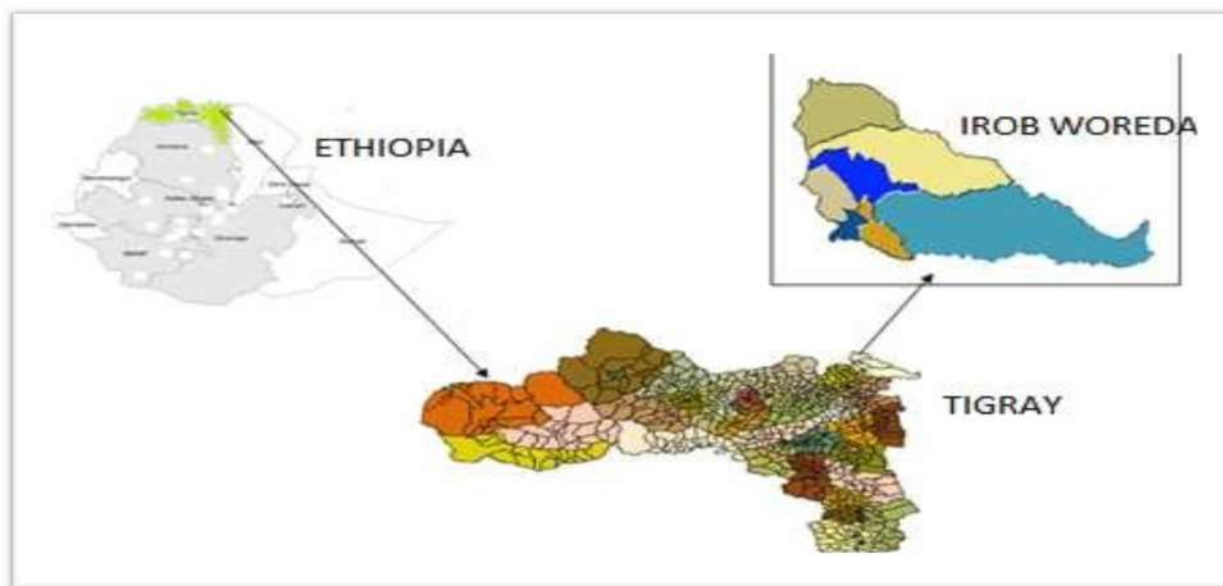


Fig I. Location map of *Irob Wereda* (Source: Tigray administrative map as cited in Fissuh, 2016)

B. Topography and Agro-Ecology

While its altitude consist the lowest in *Endeli* (1,200m) and the highest in mount *Assimba* (3,249m) above sea level, *Irob* includes *kolla*, *woinadega* and *dega* climatic zones. The area is dominated by a rugged topography.

The wereda office of Agriculture and Rural Development data shows that the annual temperature and rainfall range from 12 to 30 °C and 250 mm to 300 mm respectively. *Irob Wereda* has an area of 128.71km.

C. Administrative Structure and Population Composition

Irob has total population of 31,031 scattered in 7 *Tabias* and 28 *Kushet*. According to PSNP data of 2012, *Irob Wereda*'s total population is about 28,181, with respective proportion of 51.38 percent and 48.62 percent as well as an average annual growth rate of 2.5 percent (Fissuh, 2013). DOPF (2012) cited in Petros (2013) however, indicating that *Irob* total population in 2012 was 28,640, indicates that population account for 60.12 percent (17,220) while take 39.117 percent share (11,420).

Petros claims that the greater share of population can be attributed to the massive outmigration from the area, mainly to the Middle East. Regarding the religious composition of the study area, Central statistics Agency (2012) pointed out that Orthodox Tewahdo, Catholic, and Islam take 55.6 percent, 42.3 percent and 2.1 percent respectively.

D. Livelihood

As Petros (2013), *Irob* is one of the 31 drought-prone and at the same time one of 22 drought prone and chronically food insecure districts in Tigray Regional State (He further mentions that animal husbandry coupled with limited crop production make the main economic activities of the study area, states the inadequacy as follows;

“.... still due to erratic nature of rainfall, protracted drought and environmental degradation both livestock and crop production in the district are significantly low.....there happens to be an intricate lock-step relationship among rapid population growth, lack of non-agricultural sectors of employment, including landless labor, environmental degradation and resultant resource depletion, and growing poverty and food insecurity”(Petros, 2013: P.4)

Irob wereda has for age suffered from low agricultural production due to its topographic unsuitability, further restrained by rain fed nature of the agricultural practice and recurrent drought. Irob terrain would be suitable for livestock (cattle and shoats) production as well as be keeping as the products of these activities; mainly butter and honey have very high demand in the zonal and regional markets. These practices too are again hampered by the recurrent drought.

Ethio-Eritrean war is another cause, in which Irob community’s livelihood bases mainly, livestock resource (cattle, shoats, bee hive and colony) was destroyed irreversibly. Generally speaking, the agricultural production has been dropping while there is no or little on/off farm activities. On top of it, the current “*no-war no-peace*” scenario has closed other potential inward economic windows in the areas.

E. Academic Performance of the Students

To address the objective of the study that is to study Students’ Academic Performance in preparatory and high level schools of wereda Irob, all the data collecting tools specified so far have been used and the discussion on that were as follows.

Their average pass mark was taken from the school annual roster. The academic performance, the dependent variable for this research, was measured in average pass mark /point that help a student to get promoted from grade to grade. Table 4 and figure 4 below also presented the detail useful information on this issue. As indicated in the table, their average pass mark score was divided in five categories that range from <50(D) to greater than >86-100(A).

Table1. Frequency Distribution of the Respondent Students Average Pass mark (N=218)

I. *Indalgeda* High School

Average pass mark	Number of Students	Average Students Passed
<50 (D)	3	
50-74 (C)	155	
75-85(B)	13	
86-100 (A)	4	
Percentage of Total Students Passed		97.4%

II. Lideta High School

Average pass mark	Number of Students	Average Students Passed
< 50 (D)	1	
50- 74 (C)	24	
75- 85 (B)	6	
86 – 100 (A)	3	
Percentage of Total Students Passed		92.4%

III. Dawhan High School

Average pass mark	Number of Students	Average Students Passed
< 50 (D)	07	
50 -74 (C)	108	
75-85 (B)	2	
86-100 A)	2	
Percentage of Total Students Passed		94.8%

VI. Dawhan Preparatory School

Average pass mark	Number of Students	Average Students Passed
<50 (D)	-	
50-74 (C)	19	
75-85(B)	5	
86-100 (A)	4	
Percentage of Total Students Passed		86.2%

Source: *Wereda Irob Education Bureau, 2008E.C and wereda Irob high schools*

VII. National Exams of Student's academic result from 2002-2008 E.c 10th and 12th grades of each school and wereda level. (Seven years data)

Year	School	Grade	Sat for Exam			No, of students promoted				No, of students Repeated				
			M	F	Total	M	F	Total	%	M	F	Total	%	
2002	Dawhan High school	10 th	98	67	165	31	30	61	37	67	37	104	63	
	Lideta High school	10 th	43	33	73	5	4	9	12.3	35	29	64	87.7	
	Wereda level of 10 th Grade			141	100	238	36	34	70	29.4	102	66	168	70.6
	Dawhan	12 th	32	17	49	24	13	37	75.5	8	4	12	24.5	
	Wereda level of 12 th grade			32	17	49	24	13	37	75.5	8	4	12	24.5
2003	Dawhan	10 th	99	106	205	11	28	39	19	88	78	166	81	
	Lideta	10 th	19	21	40	-	3	3	7.5	18	17	35	87.5	
	Wereda level 10 th Grade			118	127	245	11	31	42	17.1	106	95	201	82
	Dawhan	12 th	14	16	30	7	-	7	23.5	7	16	23	76.7	
	Wereda level 12 th Grade			14	16	30	7	-	7	23.5	7	16	23	76.7
2004	Dawhan	10 th	90	89	179	11	42	53	29.6	79	47	126	70.4	
	Lideta	10 th	13	22	35	3	18	21	60	10	4	14	40	
	Wereda level of 10 th Grade			112	111	214	14	60	74	34.6	89	51	140	65.4
	Dawhan	12 th	13	13	26	7	5	12	46.2	6	8	14	53.8	
	Wereda level of 12 th grade			13	13	26	7	5	12	46.2	6	8	14	53.8
2005	Dawhan	10 th	66	61	127	17	11	28	22.2	49	50	99	78	
	Lideta	10 th	4	14	18	2	8	10	55.6	2	6	8	44.4	
	Wereda level of 10 th Grade			70	75	144	19	19	38	26.4	51	56	107	74.3
	Dawhan	12 th	8	10	18	3	3	6	33.3	5	7	12	66.7	
	Wereda level of 12 th grade			8	10	18	3	3	6	33.3	5	7	12	66.7
2006	Dawhan	10 th	108	130	238	19	24	43	18.1	89	106	195	81.9	
	Lideta	10 th	23	36	59	5	9	14	23.7	18	27	45	76.3	

	Wereda level of 10 th Grade		131	16 6	297	24	33	57	19.2	10 7	13 3	240	80.8
	<i>Dawhan</i>	12 th	5	19	24	2	5	7	29.2	3	14	17	70.8
	Wereda level of 12 th grade		5	19	24	2	5	7	29.2	3	14	17	70.8
2007	<i>Dawhan</i>	10 th	89	10 9	198	17	21	38	19.19	72	88	160	80.8
	<i>Lideta</i>	10 th	11	32	43	1	18	19	44.18	10	14	24	55.8
	Wereda level of 10 th Grade		100	14 1	241	18	39	57	23.65	82	10 2	184	76.3
	<i>Dawhan</i>	12 th	7	4	11	0	0	0	0	7	4	11	100
	Wereda level 12 th grade	12 th	7	4	11	0	0	0	0	7	4	11	100
2008	<i>Dawhan</i>	10 th	84	93	177	8	5	13	7.34	76	88	164	92.6
	<i>Lideta</i>	10 th	16	33	49	15	33	48	97.9	1	0	1	2.04
	<i>Indalgeda</i>	10 th	34	44	78	22	40	62	79.48	12	4	16	20.52
	Wereda level of 10 th Grade	10 th	134	17 0	304	45	78	123	40.5	89	92	270	59.5
	<i>Dawhan</i>	12 th	9	10	19	8	6	14	73.6	01	04	05	26.4
	Wereda level 12 th grade	12 th	9	10	19	8	6	14	73.6	01	04	05	26.4

This data shows: the performance of students was declining from year to year

Source: *Wereda Irob Education Bureau, 2008E.C*

EGSECE- Ethiopia General Secondary Education Certificate Examination

3.2. Research Design

To achieve the objectives of the study, the quantitative research approach was heavily employed.

In addition to this the qualitative approach was also be used for cross-checking purpose.

A survey was conducted by using a questionnaire for information gathering about different factors (independent variables) relating to academic performance of students. Then the information gathered was fed SPSS version 16 to investigate the effect of different factors on students' academic performance. The students' academic performance (dependent variable) was gauged by the result of the students from 9th-12th grades annual examination.

Specifically, descriptive survey design was used since it enables the researcher to gather data from a relatively large number of populations there enabling to describe the distribution of characteristics.

3.3. Respondents and Sampling Procedure

3.3.1. Population of the Study

The target population of this study was involve educational experts in *Irob wereda*, Administrative Educational Officials, students of grade 9th, 10th, 11th and 12th in *Dawhan*, *Lideta* and *Indalgeda* secondary schools (Male 328 and Female 368) and 91 academic staff, 15 PTA, 45 tabia local administration and 30 wereda administration officials. Therefore the total population size was **877** elements.

Characteristics of the target population

The size of the sample was determined using Taro Yamane's formula as follows:

$$n = N / (1 + N (e)^2)$$

Where,

n = required sample size

N = Population size

e = sampling error (5%), with the confidence level of 95%.

Using the above formula the sample size will

$$n = 877 / (1 + 877 * (.05)^2) = 877 / (1 + 2.1925) = 877 / 3.1925 = \mathbf{275}$$

I. *Indalgeda* High School

S.No	Number		Sample Size
	Male	Female	
9 th and 10 th	87	92	56
	Total = 179		

II. *Dawhan* High School

S.No	Number		Sample Size
	Male	Female	
9 th and 10 th	185	195	119
	Total = 380		

III. Lideta High School

S.N ^o	Number		Sample Size
9 th and 10 th	Male	Female	34
	44	65	
	Total = 109		

IV. Dawhan Preparatory School

S.N ^o	Number		Sample Size
11 th and 12 th	Male	Female	9
	12	16	
	Total = 28		

Source: *Irob wereda* Education Bureau (2008).

V. Target Population Other Than Students

S.N ^o	Number	Sample Size
Academic Staff	91	29
Wereda Administration Staff	30	9
Tabia Local Administration	45	14
Parent teacher Association (PTA)	15	5
☐ Total	181	57

Source: *Irob wereda* Administration and Education Bureau (2008).

Total Population = **696** students and **181** academic staff, *wereda* administration and *Tabia* local administration.

Sampling frame = **877**

Therefore, the total sizes of the sample were 275 and include: Students, Teachers, Educational officials and principals, Supervisors, *Tabia* representatives, and *wereda* administration officials.

3.3.2. Data Sources

For this study, both primary and high data were collected and used, which are both qualitative and quantitative in nature. The sources of the primary data were students, teachers, school officials, PTA, parents of non-respondent students, and educational bureau officials. Whereas, the high amount of data were obtained from high sources such as documents of both the school roster, and the educational bureau of the study area and from different related literatures. The data collection fundamentally concentrates on students' academic performance and factors that affecting students' academic performance.

Prior to the students start to fill up the questionnaire, pretest were undertaken to see its relevancy. Brief explanation were given on the aim and purpose of the study by the researcher. This was done in addition to the specific and general guidance and direction in the questionnaires.

A total of **218** students were selected to fill up the questionnaires. Students were selected based on probability proportional to their size from each class.

The questionnaires prepared for students were administered in their respective classes during regular class periods with the help and collaboration of teachers. Students were made to fill out the questionnaires within two to three days to minimize the risk of losing them. The students were told not to discuss on the items each other as the response of a student may be influenced by the other.

In addition to this, three rounds of Focus Group Discussions (FGD) were conducted with randomly selected students from each grades of the study area. FGD were also been made with *wereda* administrative body (cabins), teachers, with school officials, and with PTAs by using check list to bridge the gap of questionnaires. Furthermore, personal in-depth interview were made with the education Bureau officials and HHHs of the non-respondent students. The data obtained from these were primary and qualitative in nature.

3.4. Sampling Techniques and Procedures

(Saratnakos, 1998; cited in Nigatu, 2008) explained that the precision of facts are always obtained from census. Nevertheless, due to financial and time constraints, absolute coverage of the entire community is impractical for a student research like this. With this reason, sampling is one of the methods, which allows the researcher to study a relatively small number of units representing the whole population. Furthermore, a systematically and objectively chosen sample was provided a better option since it addresses the survey population in a relatively short period of time, and produces a comparable and equally valid data.

At the very initial level, the total number of grade 9th, 10th, 11th and 12th students were collected from the principal of each school through telephone. Based on the collected data, the size of the target population was known.

Then the sample size for each school was set proportionally using the target student population of each school. Subsequently, discussion was conducted with principals of each school as to how documents would be obtained and how and when the questionnaires should be distributed to students.

Taking this into account, the survey were used sampling for data collection purpose of this study. Thus, the present study was conducted on students of grade 9th, 10th, 11th and 12th. To address the first objective, 60.8% of students from the preparatory (09 students out of 28 students) and 209 high school students were taken for comparison purpose with students.

The sampling procedure for students was:

First, lists of all preparatory and high school level students of 2015-2016 academic years were taken from *Dawhan, Lideta and Indalgeda* High Schools. Secondly all students attended in the preparatory and high school level were stratified according to their respective grades. Then, by using simple random sampling technique students were selected from each high school based on probability proportional to their number or size in each class.

3.5. Data Collection Methods

To generate accurate and dependable information the following data collection tools and sampling techniques were employed.

3.5.1. Data Collection Tools

After checking the validity and reliability of the instruments, some sort of orientation on how to administer the research questionnaires were given to the researcher's assistants and/ or to the remunerators. Then, the research questionnaires were administered to the randomly selected samples of the population by the researcher's assistants/ remunerators. During the distribution of the instruments, orientations were given and the purpose of the study were highlighted for all the sample respondents collectively/ and or individually at their respective schools.

Concerning the interview, the researcher himself were conducted it with the school principals of the sampled schools. To do so, the researcher were created good rapport with the research participants to obtain their free were from the very onset of the interview.

Accordingly, a research protocol (research ethics) were prepared, and discussed on before starting the interview. Furthermore, for the matter of privacy, the interviewees were given fictitious names. Interview was conducted on intermittent bases with separate sessions that were last for about twenty-five minutes in average.

The interview were held by Saho/Irobigna and Tigrigna for in depth explanations of ideas and intensity, which finally be transcribed in to English. For this purpose, a tape recorder and audio was used based on the interviewees' approval. The other data collection instruments - the document analysis and the informal observation were administered in its own program.

In conducting the research, different data gathering instruments were used to collect relevant information or data for the study. These were questionnaire, interview, document analysis, and formal observation.

I. Questionnaires

The closed-ended questionnaire was chosen for it becomes easy to fill out, takes relatively little time, keep the respondents on the subject, is relatively objective, and easy to tabulate and analyze. The open-ended questionnaires, on the other hand, were intended for it gives respondents a chance of giving their responses in their own words relatively freely.

The questionnaires prepared to teachers and students. In order to avoid boringness of respondents the questionnaire was limited to 20 items. The socio-economic status of the family, school

related factors, instructors related factors, home related factors and student related factors affecting academic performance were the major concern of the questionnaire. The instruments were prepared in English language as the participants were high school students and teachers.

II. Interview Guide

In this study, to get additional information, i.e. for the purpose of triangulation, to the data to be obtained through questionnaires, interview were used to obtain information about encouragements done to students to enhance their academic performance, factors associated more with students' failure to perform well in the school and other related concerns about academic performance of students from teachers, school principals and supervisor. Semi-structured interview were employed with the aim of substantiating the data gathered through questionnaire, probing views and opinions, and giving chance for informants to expand on their responses, and saves them being of the points (Lidico, et.al. 2006:124). Moreover, it allows a wider freedom to ask further questions and helps control the direction of the interview to draw out the required data (Brown, 1998, cited in Getachew, 2010).

III. Document Analysis

For the purpose of crosschecking and supplementing data obtained through the above mentioned instruments, current and related documents such as attendance sheet, students result record books, that pertains students' performances, policy documents, and some checklists related to students' assisting programs were analyzed.

IV. Formal Observation

Observation is an important tool that can be employed in descriptive research and other qualitative research types for gathering genuine and pertinent data in the actual setting (Selger and Shohamy, 1989; McDonough and McDough, 1997; Creswell, 1994), cited in Bedada (2002). Hence, in this research, formal observation were employed to crosscheck the information secured through other data gathering tools regarding the teachers' initiatives to provide assistance to students and students' class participation.

V. Focus Group Discussions (FGD)

Finally three rounds of Focus Group Discussions (FGD) were conducted with randomly selected students from each grades of the study area. FGD was made with teachers, school officials, wereda administrative body and with PTAs by using check list to bridge the gap of questionnaire and interview. The sample for discussion was taken by stratifying students, teachers PTA and other concerned officials. The data obtained from these were primary and qualitative in nature.

3.6. Data Collection Procedures

3.6.1. Pilot-Testing of the Instruments

The researcher was used pilot testing study that enables to find out ambiguities and misunderstanding of each item from the previously delivered pilot test in such a way that the data obtained from pilot test was analyzed and checked for modification and required improvement. Accordingly the questionnaire was distributed to the respondents for the actual work of the study and final the questionnaire was collected from the respondents.

In line with this, pilot participants were selected at random in accordance with the sampling procedures mentioned above. The instruments were administered to 29 teachers, 218students, 3 principals, 3 supervisors. After all, each of the items of the instruments was thoroughly examined, and finally vague and unclear statements were corrected before the actual usage.

3.6.2. Data Collection

After checking the validity and reliability of the instruments, some sort of orientation on how to administer the research questionnaires was given to the researcher's assistants and/ or to the remunerators. Then, the research questionnaires were administered to the randomly selected samples of the population by the researcher's assistants/ remunerators.

During the distribution of the instruments, orientations was given and the purpose of the study was highlighted for all the sample respondents collectively/ and or individually at their respective schools.

Concerning the interview, the researcher himself conducted it with the school principals of the schools. To do so, the researcher created good rapport with the research participants to obtain their free was from the very onset of the interview. Accordingly, a research protocol (research ethics) was prepared, and discussed on before starting the interview.

Furthermore, for the matter of privacy, the interviewees were given fictitious names. Interview was conducted on intermittent bases with separate sessions that were last for about twenty-five minutes in average.

The interview were held by Tigrina Irobigna (Saho) and/ or Amharic for in depth explanations of ideas and intensity, which finally be transcribed in to English. For this purpose, a tape recorder was used based on the interviewees' approval.

The other data collection instruments - the document analysis and the informal observation were administered in its own program.

3.7. Methods of Data Analysis

The data obtained through different instruments were analyzed using different methods based on the specific nature of the data.

3.7.1. Analyzing the Quantitative Data

The quantitative data obtained through questionnaires and other tools were edited, categorized tallied, and tabulated. The data, then, were analyzed using appropriate descriptive statistics. Thus percentages mean types of statistical techniques were used to analyze the data secured through close-ended questionnaires. Percentage were used to explain the characteristics of the respondents and to show the difference in responses among the various groups of respondents. Mean, on the other hand, were employed to calculate the average of the class size.

3.7.2. Qualitative Data Analysis

The qualitative data gathered through open-ended questionnaires, interviews, focused group discussions, and document analysis were described thematically as supplementary evidence in addition to the discussions of quantitative data. The data were analyzed using narrative description and/ or by quoting as it is.

Chapter Four

Data Presentation Analysis and Interpretation

This chapter deals with presentation, analysis and interpretation of data that were collected through interview, questionnaires, and other data collection tools. The subjects of the study were students, teachers, principals and educational officials and administrative staff. The questionnaire and interview were started by analyzing of the respondents' background information with respect to their responses.

The researcher categorized the respondents into four groups: students, academic staff, *Wereda* Administration officials, and finally *tabia* administration staff. From a total of **218** students and **57** academic staff, *wereda* Administration officials and *Tabia* administration officials who were selected to take part in the questionnaire, **275 (100%)** were able to fill up the questionnaire properly. Among **14** *tabia* administration staff proposed to take part in the questionnaire, 14 (100%) filled the questionnaire. In addition to this 218 student participants were selected and asked to fill the research questionnaire. From **91** academic staff **29** participants were requested to fill the questionnaire, and from total number of 30 *wereda Irob* Administration and three *tabias* of local administration **9** were interviewed and asked to fill the research questionnaire.

Finally the data obtained through these different instruments were analyzed using different appropriate methods based on the specific nature of the data.

4.1. Personal Characteristics of the Respondents

The characteristics of the respondents were grouped as age, sex and educational background of students, teaching staff and educational officials and principals. The discussion is here under.

Table 4.1. Age of Academic and Admin staff Respondents (other than students)

R.N0	Age	N	%
1	15-20	--	--
2	21-25	6	10.53
3	26 - 30	11	19.3
4	31 and above	40	70.18
Total		57	100

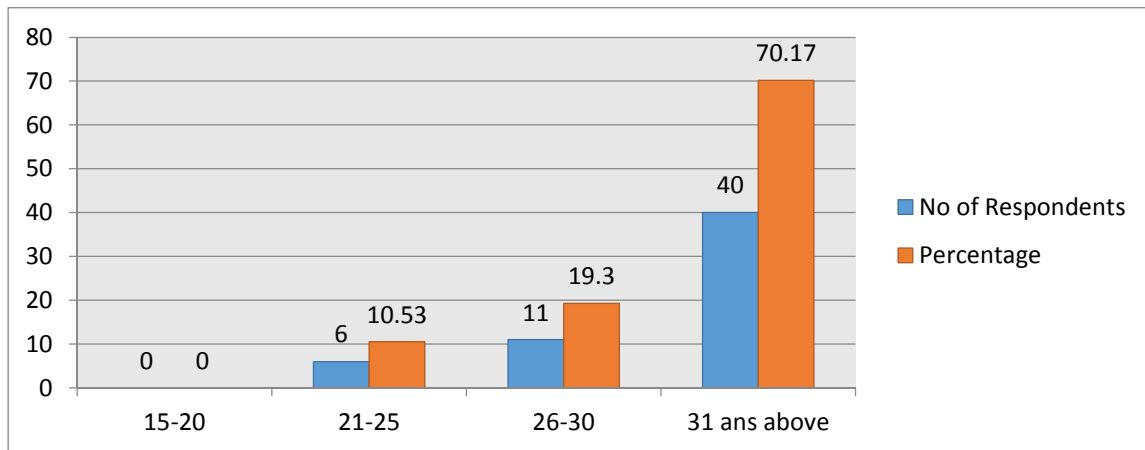


Figure 4.1

Table 4.2.Age of Student Respondents

R.NO	Age	N	%
1	15-20	208	95.4
2	21-25	10	4.6
3	26 and above	0	0
Total		218	100

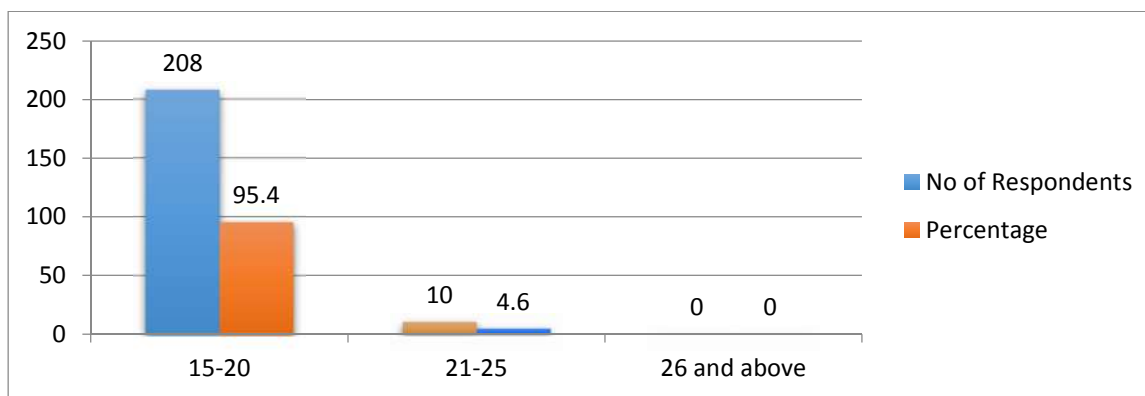


Figure 4.2

Concerning the age of the student respondents, as shown in Figure 4.2, all of them are above 15 years (100%).

Table 4.3.Educational Level of Teachers

R.N ^o	Education level	N	%
1	Diploma	4	13.8
2	BSc	23	79.3
3	MA	2	6.9
Total		29	100

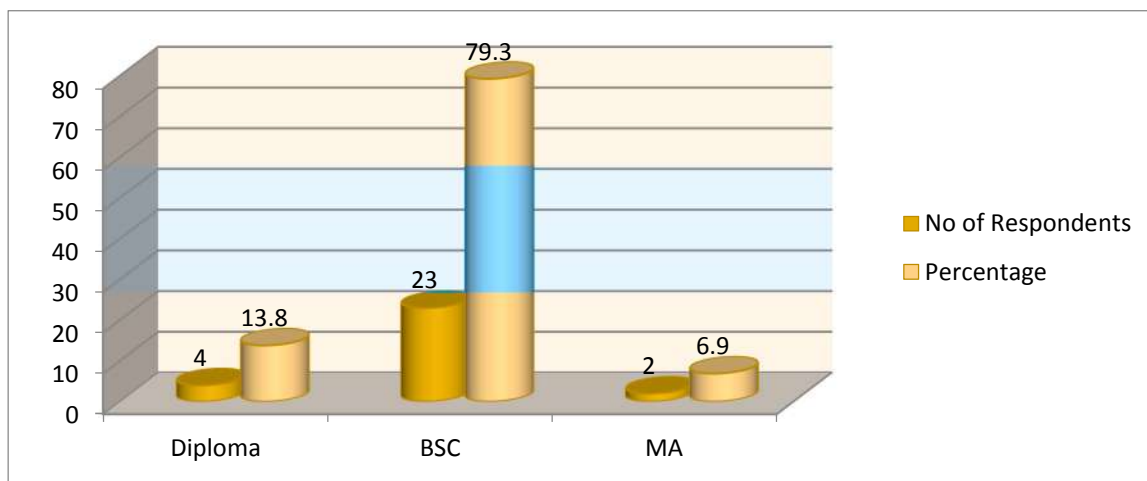


Figure 4.3

From all of the respondents, according to figure 4.3, 79.3% of respondents were BS degree holders and above. Almost all of the respondents are graduates. So they helped me in giving the information for the research.

Table 4.4.Service Year in Teaching

R.No	Service year	N	%
1	1- 8	16	55.1
2	9- 16	10	34.6
3	17 and above	3	10.3
Total		29	100%

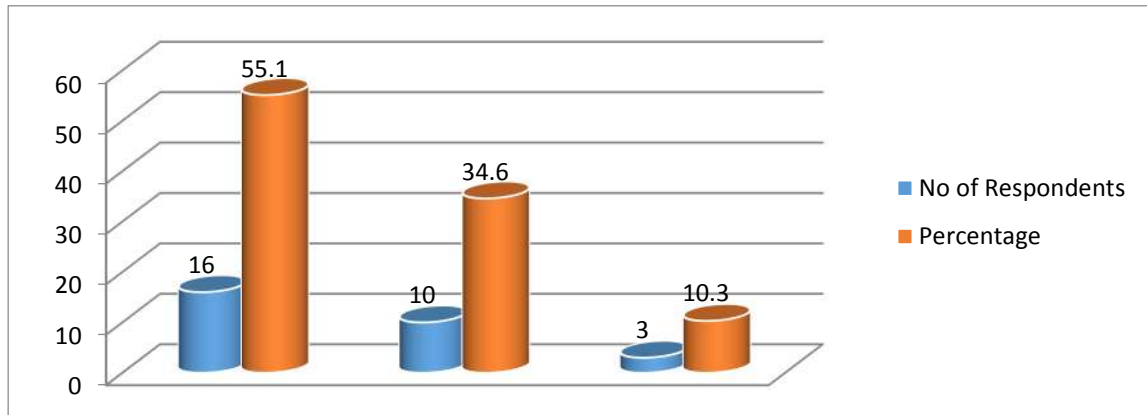


Figure 4.4

Concerning service year of the teachers given above only 10.3% of the teachers have longer work experience which was above 17 years.

4.2. Presentation, Analysis and Discussions of the Research Response

This part discusses response given only by students. Analyses of item responses are presented under each of the major issues in the figures given below.

The following figures illustrate data of questionnaire regarding to parents educational status.

Table 4.5. Response based on Students' Mothers' Educational Level

R.No	Educational level	N	%
1.	Illiterate	128	58.7
2.	Basic literacy	42	19.3
3.	Primary(1-8)	40	18.3
4.	Secondary(9-12)	8	3.7
5.	Graduate(Above Diploma)	0	0
Total		218	100

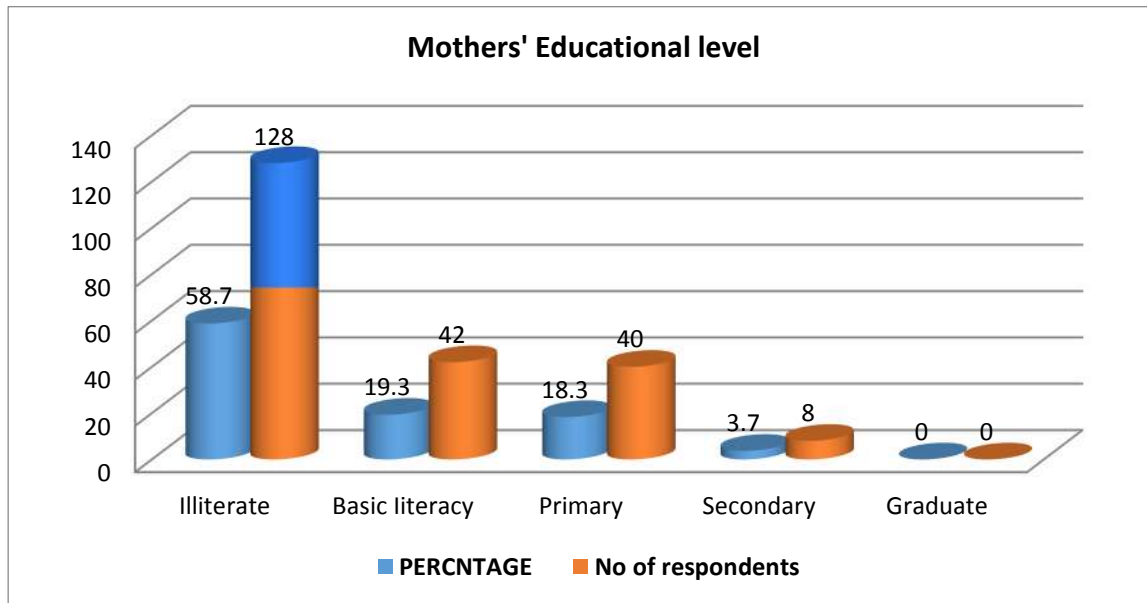


Figure 4.5

As shown in Figure 4.5, 96.3 % of mothers of students were below grade 8. On the basis of the data, majority of student respondents' stated that their mothers' education background is below primary level.

Most of the students mentioned in questionnaire and interview that their parents' education background was low.

While some interviewees asserted that to some extent their parents were involved in their students' education matter and gave academic support to perform well.

Table 4.6. Response based on Students' Fathers' Educational Level

R.No	Educational level	N	%
1.	Illiterate	90	41.2
2.	Basic literacy	62	28.3
3.	Primary	42	19.2
4.	Secondary	17	7.7
5.	Graduate	8	3.6
Total		218	100

Fathers' Educational Level

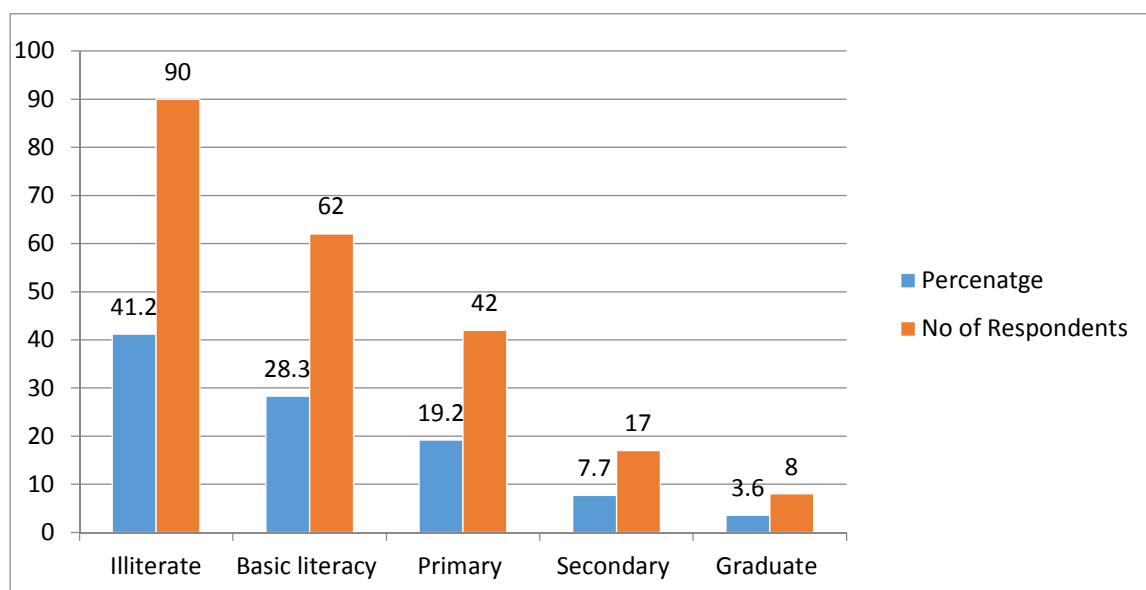


Figure 4.6

From above Figure, 88.7% of fathers of students were below grade 8 and only 3.6% are graduates. Concerning the data given on above two figures (Figure 4.4 & 4.5) higher percentage of parents are below grade 8.

Table 4.7.Students' Mothers' and Fathers' Occupation

R.No	Occupation	Mother's occupation		Father's occupation	
		N	%	N	%
1	Farmer/ Housewife	170	77.8	147	67.5
2	Merchant	22	10	33	15
3	Private business worker	17	7.7	13	6
4	Government employee	10	4.5	25	11.5
Total		218	100	218	100

Table 4.7 indicates that respondents' mother occupation and reveals 77.8% were house wives, 10% were merchants, 7.7% are private business worker and 4.5% of them are government employees. Whereas according to respondents' fathers' occupation 67.5% were farmers, 15% are merchant, 6% are private business worker and 11.5% are government employee.

Table 4.8.Response Related to Parents' Encouragement Because of their Educational Level

R.N ^o		Option	N	%
1	Mothers encouragement in education	High	25	11.5
		Medium	96	44
		Low	97	44.5
2	Fathers encouragement in education	High	34	12
		Medium	88	40
		Low	96	44

Based on table 4.8, 44.5 % and 44% of respondents' mothers and fathers were not encouraging them in education respectively. Beside this fact, 44% respondents' mothers and 40% fathers were encouraging them only to medium degree of extent.

However, 11.5% of students' mothers and 12% students' fathers were able to encourage their students above medium level.

Table 4.9. Response Related to Parents' Assistance Because of their Occupations.

R. No		Option	Frequency	Percentage
1	Mothers assistance in education	High	67	30.7
		Medium`	32	14.7
		Low	119	54.6
2	Fathers assistance in education	High	81	37
		Medium	34	16
		Low	103	47

Table 4.9. Indicates that most respondents (54.6% and 47% of mothers' and fathers' respectively) parents' assistance based on their occupation was low.

Table 4.10. Responses of Students Based on Different Questions which Related to Student Academic Performances

No	Item	Options	Frequency	%
1	Attending class regularly	Yes	71	32.5
		No	147	67.5
2	Suitability of school environment (toilet and others)	Very good	39	18
		Good	45	21
		Not good	134	61
3	Provision of guidance and counseling service by school	Yes	105	48.2
		No	113	51.8
4	Teachers support for academic improvement of student(tutorial classes)	Yes	99	45
		No	119	55

With regard to item 1, most of the respondents (32.5%) indicated that most students did attend their class regularly. Whereas 67.5% of the respondents disagreed with the idea that learners attend their classes regularly.

A question on item 2 was raised concerning suitability of school environment for education with regard to distance from home, adequate materials, furniture and books. Accordingly higher percentage of respondents responds that the school environment was not suitable for the student's education. 61% of them said the school environment was not suitable for educational activities. But some of respondents 18% and 21% said the school environment is very good and good for educational activities respectively.

Other question was raised concerning provision of guidance and counseling service given by the school for better academic performance of students. Only 48.2% of respondents agree in this idea, but 51.8% of them are not agreeing in the considerable support obtained by counseling.

Regarding item 4 most of students' responds, support of teachers towards students' education and motivation and commitment to support students to improve academic performance moderately low. 45% of respondents agree in this idea, but 55% of them were not agreeing in the considerable support obtained by counseling. Further, they stated as no provision of special class for students' to inspire them to achieve academically better.

Table 4.11. Responses of Teachers Based on Different Questions which are related to Students' Academic Performances

N ^o	Item	Options	Frequency	%
1	Presence related factors	Yes	27	93
		No	2	7
2	Effort of students in doing their assignment, questioning and answering question	High	2	7
		Medium	13	45
		Low	14	48
3	Absenteeism from school	High	4	14
		Medium	12	41
		Low	13	45

In the above table, the first item discusses about presence of teacher related factors. From the respondents 93% of them respond there was high instructors' related factor. But 7% of them respond negatively.

Response regarding effort of students in doing their assignment, questioning and answering questions was presented in item 2, the table clearly indicates at low rate (48%) their high problem in performing their works like doing assignment, and participating in class. Beside this interviewed teachers and school principals were said that students from the beginning elementary cycle they do not get practical support from different stockholders like from class teachers, family and administrative body to participate in their given assignments.

The other point presented in above table was students' attendance of class regularly. As indicated by 14% of respondents students were show absenteeism from class.

Interviewed teacher respondents' pointed out that the poor performance of students in secondary level was due to high demand for domestic work and distance from school, heavy household workload as well as taking responsibility at home, and inadequate involvement of parents and lack of continuous support by moral, financial and material from their parents due to poor income capacity of parents.

4.3. Factors That Affect the Academic Performances of Students

This part investigates factors that mostly affect the academic performances of students at preparatory and high schools. On top of this, the presentations, analysis, interpretations and discussions of the research results obtained through different data securing instruments were carried out in the following subsections.

4.3.1. Institutional Related Factors

According to Fuller & Heyneman (1989, p 12), teaching materials and related material inputs that are linked directly to teaching are related consistently to higher pupil performance, after controlling for the influence of family background. Lockheed & Verspoor (1991) also report that the availability of textbooks and other instructional materials has a consistently positive effect on student performance in developing countries.

They recommend the provision of good textbooks and teacher guides as a "promising avenue" for policy-makers. More generally, Hallak (1990, p.220) states that textbooks are the instructional device par excellence, and central to teaching. Bowers and Burkett (1989) studied differences in performance between secondary students in two buildings, one built in 1939 and one built in 1983. In this study, all other building variables were consistent between the two

schools. Bowers and Burkett's (1989) study revealed that the students in the modern building scored significantly higher in reading, language and mathematics than their counterparts in the older building.

The age of a building can influence many of the individual factors used in evaluating the condition of an educational facility (Earthman & Lemasters, 1996). Earthman and Lemasters (1996) noted that in each case of their study, age of the building had significant impact on student performance and behavior. Furthermore, the study indicated that age was a surrogate for other variables of building condition such as lighting, temperature control, proper lighting, sound control, support facilities, laboratory condition and aesthetic values (Earthman & Lemasters, 1996).

McGuffey's (1982) study correlated student performance with better building quality, newer school buildings, better lighting, better thermal comfort and air quality, and more advanced laboratories and libraries. Haycock (1995) presents that, schools with good libraries perform significantly better on tests, in knowledge and use of reference materials compared to students in schools with minimal or no library service.

Similarly Baughman (2000) found a strong correlation between school libraries and student performance. Mean scores were higher in schools that had school library programs at all levels as opposed to schools that do not have such programs. The study showed that 'the highest achieving students attend schools with good school libraries' (Baughman, 2000)

School climate refers to the atmosphere created by staff and student behavior in the school. It has been determined that a positive school climate can yield positive educational outcomes for students and school staff. Conversely, a negative school climate can be a deterrent to effective instruction and student learning (Freiberg, 1998). Other school climate research suggests that a positive school climate can increase student performance levels and reduce disruptive behavior (McEvoy & Welker, 2000). Research has also shown that students that have a positive view of their school's climate are more motivated and display higher performance than those that are not as satisfied with the climate of their school (Hoy, Smith & Sweetland, 2002).

Of the major factors in which this study focuses, the characteristic of school was one factor clearly analyzed and indicated as follow.

Here, institutional related characteristics largely refer to the facility in terms of equipment's, instructional materials, internal rules and regulations, support system, and other similar conditions which facilitate the smooth learning and teaching process.

The following table shows institutional factors which affects students' academic performance.

Table 4.11.1.Responses related to Institutional Factors that Affect Student Academic Performance.

R.N ^o	Items	Respondents	N	Very High	High	Medium	Low	Very Low
				%	%	%	%	%
1	Non availability of teaching material	Teachers	29	38	35	9	13	5
		Students	218	35	31	10	18	6
2	Non availability of support system	Teachers	29	3	41	14	39	3
		Students	218	21	32	11	21	15
3	Low level of awareness and sensitivity of staff towards all students	Teachers	29	24	28	14	10	24
		Students	218	7	38	14	30	11
4	Availability of counseling and guidance	Teachers	29	14	17	14	49	6
		Students	218	16	20	12	43	9
5	Rewards given in the school for best grade scorers	Teachers	29	17	31	4	34	14
		Students	218	20	16	12	41	9
6	Lack of proper reading place	Teachers	29	24	29	3	10	34
		Students	218	30	40	6	14	10

The general institutional climate is one factor affecting student's academic performances which in turn affect students practice in the school and their perception towards the school. In line with this, table 4.11.1 displays the teachers' and students responses regarding to some of institutional related factors.

Thus, on top of this, as it can be seen from the table, in all cases forwarded for the respondents, a greater proportion of the respondents said that the effect of factors raised above is highly influential. Regarding this, for instance, the table depicts that 73% of teachers and 66% of the student participants agree that there was shortage of teaching material and supportive material. But few percentages of respondents (5% and 6%) proved there was availability of teaching and supportive material respectively. In the same manner teachers participants proves that the availability of teaching materials and supportive materials have significant effect in academic performance of students.

On the above table, table 4.11.1, was raised to evaluate rewards given to high result scorer students in order to motivate and encourage them in education was . While the majority of the student respondents (50%) said there were no such motivations for students to encourage them for better academic performance.

Furthermore, in the same table it is found that there was lack of proper reading place which is suitable and convenient for studying. This idea was shared by 70% of the research participants. However, 24% of student respondents respond there were convenient environment for reading and studying. In contrast teachers 'respondents agree the school environment was not convenient for reading. In addition to that the respondents of teachers and students 55 %and 52% of respondents counseling and guidance were low respectively.

4.3.2. Instructors Related Factors

Teachers are the essential components of teaching and learning process that make schools effective through their work. Therefore, the qualification, experiences and teaching practices that operate in the schools are investigated through the different instruments used in this study.

It is agreeable that the central tasks of teaching include planning for instruction, managing instruction (including the learning environment), and assessing student learning and each of these tasks depend on the quality of teachers (Feiman-Nemser, 2001).

Teacher educational level would seem to have a positive effect on student performance. Goldhaber and Brewer (1999) analyzed the impact of teacher degrees on student performance and found that having advanced degree in math and science for math and science teachers appears to be associated with increased student learning from the 8th to the 10th grade. Similarly, in 1986 Hanushek reviewed 109 previous studies and found a statistically significant of teacher experience on student performance. Curricular factors are also important in shaping student performance.

The number and type of tests students are given, or the frequency of student assessment was also found to have an impact on student performance (Weglinsky, 2000). Thus, the study found that teacher training aspects were important as well as curricular aspects that determine the emphasis, teaching methods, and assessment tools employed in schools (Weglinsky, 2000). Charles & O'Quinn (2001) states that good teachers in subsequent grades boost performance. They also found that providing one-on-one tutoring gave students the necessary support to help them catch up and learn the necessary study skills required to learn on their own.

As Darling-Hammond, L. (1999) indicated teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. Characteristics such as education level show positive but less strong relationships with education outcomes. In all cases, the proportion of well-qualified teachers is by far the most important determinant of student performance: it is highly significant in all equations for both subject areas in all years and at all grade levels. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically (Wright et al. 1997).

The instructional practices of teachers in classrooms, as measured by experience, qualifications, ability, have large and consistent effects on academic performance (Whitehurst, 2002). Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student performance (Darling-Hammond, 1999).

Table 4.11.2. Responses Related to teachers' Factors that Affect Students 'Academic Performance

R. No	Items	Respondents	N	Very high	High	Medium	Low	Very low
				%	%	%	%	%
1	Teachers experience in solving students' academic challenges	Teachers	29	17	27	10	41	4
		Students	218	20	26	13	41	0
2	Teachers quality and commitment to support students	Teachers	29	30	7	11	51	1
		Students	218	9	27	14	50	0
3	Teachers emotional and social skill in providing special support	Teachers	29	18	17	16	49	0
		Students	218	28	38	18	6	10
4	Clarity of teachers presentation in recognizing students	Teachers	29	38	31	11	17	3
		Students	218	7	21	16	50	6
5	Existence of role model teachers	Teachers	29	5	20	08	58	9
		Students	218	14	27	14	38	7
6	Lack of qualified and experienced teachers	Teachers	29	10	10	11	41	28
		Students	218	10	39	21	16	13

In this group respondents were asked to give their opinion concerning the instructor related factors which affect s' academic performance. Item1, in table 4.11.2, participants were asked comment on teachers' experience in solving students' academic challenges. Majority of the students 54% of the respondents said that teachers were not helping and supporting to solve their academic challenges.

Regarding teachers' response half of the respondents' said problems solving experience of teachers were good. But rest of them revealed there was low support of teachers for students' better academic performance.

Item 2, in table 4.11.2, respondents were also asked to rate teachers' quality and commitment to support students. Accordingly 50% of students and 52% of the teachers' respondents implied that teachers' commitment to support student was low.

Item3, of table 4.11.2, respondents were asked to rate teachers' emotional and social skill in providing special support for students 65% of them said teachers skill were highly affecting academic performance. But 16% of them rated the effect as low.

The table also depicts that a great proportion, 67% of respondents of the research said that there was lack of role model teachers in the school. Moreover, higher percentage of teachers respond there were lacks of role model teachers in the school. On the same table the last item identifies lack of qualified and experienced teachers in the school. 69% of respondents' quality and experience of teachers in supporting s was high.

4.3.3. Psychological Factors

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and focus of control in all areas have significant effects on a students' academic performance (EnginDemir2009). Most students in secondary schools are in the age range of 15 to 21 years (95.4%).

Psychologists called this period "adolescence age" as a higher complex transitional period from childhood to maturity. During adolescence period students' manifest broader and sophisticated interests, many personal, social and emotional problems which arise from home, boy-girl problems, difficulties with students etc. Since adolescents in secondary school are subjected to complex "life difficulties" the situation causes poor performance on the part of the student (UNESCO, 1987).

Engin-Demir (2009) stated that there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affects both their behavior and their

examination results in school. In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic performances.

Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities have also found to be strongly related to a student's motivation to achieve.

Their positive feelings with performance have positive effect on actual academic performance. In addition, school attendance has highly correlation with individual academic performance. Students' academic performance motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parent's support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman, 1995).

Engin-Demir (2009:19) argued as Students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic performance. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. Students performed significantly worse in reading, mathematics and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of the parents and scholastic performance of children to be negative".

Academic performance could also be affected by the characteristics of students such as discipline, interest to learn, efforts for doing assignment and carefulness to attend classes.

The following table presents students' related factors those thoughts to be mostly affects students' academic performance.

4.3.4. Student Related Factors

This refers to the ability to understand the language through which the teaching and learning process takes place. Here, when the students understand the language very well, the better they

performs in their education. Thus, this variable was considered as a categorized variable given one, two, three, or four; when the student language skill became poor, good, very- good, or excellent respectively. On its turn, the language skill was also assumed to have a positive relation with the students' academic performance.

Table 4.11.3. Responses related to Students' Factors that Affect Students' Academic performance

R. No	Items	Respondent	N	Very high	High	Medium	Low	Very low
				%	%	%	%	%
1	Students' self-motivation	Teachers	29	21	10	11	39	19
		Student	218	20	10	13	55	2
2	Not positive relation with their teachers	Teachers	29	7	31	12	24	25
		Student	218	9	30	12	25	24
3	Absence of regular school attendance	Teachers	29	13	44	14	20	9
		Student	218	10	38	14	32	6
4	Not positive relation with other schoolmates	Teachers	29	10	41	13	20	16
		Student	218	14	12	8	23	43
5	Less amount of time invested on educational activities	Teachers	29	31	20	9	24	16
		Student	218	14	47	15	16	8
6	Less attendance on tutorial and supportive classes	Teachers	29	17	44	15	24	0
		Student	218	12	40	14	28	4
7	Inability to become well planned and organized	Teachers	29	17	41	15	17	10
		Student	218	16	45	14	21	14

8	Lack of self confidence	Teachers	29	38	20	9	20	13
		Student	218	29	30	10	15	16
9	Lack of adequate effort and carelessness	Teachers	29	26	45	12	17	0
		Students	218	34	36	10	20	0

Item 1, in the above table, is about self-motivation of students for better academic performance. As presented on table 4.11.3, 57% of student participants forwarded that there were low self-motivation of students. In a similar way, 58% of the teachers identified that there was low self-motivation of students for achieving academically better;

According to item 2 and 4 participants realized students have a medium degree of relation with their teachers and schoolmates. Accordingly, 26%, 8%, 66% of respondents' rate students' relation with their teachers as high, medium and low respectively.

Item 3 discusses about absence of regular school attendance. Many of teachers' respondents (57%) indicated that student absenteeism was high. The same was true regarding students' respondents. Around 48% of them realized that student did not attend their class regularly. However 38% of student respondents asserted students class attendance as regular when compared to some students who strictly attend their class.

On item 5, the respondents were asked to evaluate the time students invest in educational activities. Concerning this 61% of students responded that they spend lesser time in educational activities. Higher percentage of teachers' participants (51%) realized that they spend less time in educational activities the same thing as mentioned above. Only 24% are confidentially responded student spend enough time on study.

Concerning the options forwarded on "Inability to become well planned and organized", 61% of the respondents agree and the rest 35% of the respondents disagree with the given item.

On above table 4.11.3, item 8, is raised to evaluate self-confidence of students in education. While the majority of the respondents (59%) said they lack self-confidence, the rest participants (41%) forwarded that students are confident for their academic performance. Furthermore, in the

same table, it is seen that there were lack of adequate effort and carelessness. This idea is shared by higher percentage of the research participants (70%). Furthermore, 71% of the teachers agreed with this idea, even though the rest 29% claim that the students are alright in this regard.

Besides this, the education officials who participated in the interview asserted that “The performance of students in this wereda was mostly student related. Student related factors comprise a wide array of factors that determine the success of students in education. Education officials agree that most of the students drop out from schools due to migration to Arab countries (Saudi Arab), African, western countries, Italy and Israel.

4.3.5. Parents’ Related Factors

Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. The most basic involvement of parents in their child’s schooling is provision of basic needs. According to Fuller & Heyneman (1989, p 12), teaching materials and related material inputs that are linked directly to teaching are related consistently to higher pupil performance. Lockheed & Verspoor (1991) also report that the availability of textbooks and other instructional materials has a consistently positive effect on student performance in developing countries. Hallak (1990, p.220) also stated that textbooks are the instructional device par excellence, and central to teaching.

Parents provide school supplies, supervision of activities, and home environments that are learner friendly (Bauch, 1994) and Epstein, 1995). The next type of involvement involves the school’s ability to establish a two way channel of communication about the child they share. A bond of ownership is formed between the parent and the school, and parents can become comfortable communicating with the school. When parents are comfortable with the school’s expectations, they are willing to communicate with their child’s teacher (Fuller & Olsen, 1998). Communication between school and home is the goal of parent involvement. Parents should be aware of their role in the communication partnership, communicating needs of their child in a clear manner (Epstein, 1995).

Parents can also participate in committees, parent-teacher organizations, and other groups involved in decision making for the school. Parents feel a sense of ownership at school when

they know they were involved in creating a policy, providing an activity for students, or changing a policy.

They also develop knowledge of laws that govern the education of their child (Epstein, et al, 1997). Parent and community members are important contributors to the education of children (Parson, 1999). Bauch (1994) found that over 80% of parents say they monitor homework. Students whose parents are involved in their education reap many benefits. These include higher academic performance and fewer problems in school (Fuller & Olsen, 1998). There is a belief that parent involvement is a stronger indicator in student performance than socio economic status, parent education, or any other indicator (Fuller & Olsen, 1998).

Academically, students have higher test scores, higher graduation rates, and more homework completion rates when parents are involved (Fuller & Olsen, 1998). When parents are involved in their child's education, students' academic and social lives show the effects. In short, parents make a difference. Osborne (1959) expressed the mutual interest the schools and parents have in each child. Teachers want parents to be involved, parents want to be involved, and students want their parents and teachers to work together (Epstein, 1995). Parents and students can both benefit academically when there is collaboration between home and school. Parents are required to attend meetings and collaborate in earning. This vision of collaboration is seen as critical to a child's success in school (Hiatt-Michael, 2004). Teachers can and should use parent involvement practices to create more understanding of the school environment (Epstein, 1995).

A review of parent involvement research by Van Voorhis (2003) found that parent-child reading activities produce a significant improvement in children's language and reading skills from preschool through high school and finds a strong positive effect on student performance when parents work with students on homework (Van Voorhis, 2003). Parents go to school and read with their children as well as speak with teachers about reading and reading strategies (Epstein & Salinas, 2004). Some studies show secondary school homework assignments that require parent-student interaction predict higher levels of reading performance (Sheldon & Epstein, 2005).

Families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school and keep them focused on learning and homework (Henderson and Mapp, 2002). The continuity of family involvement at home appears to have a positive influence

on children as they progress through the complex education system. This suggests that the more families support their children’s learning and educational progress, the more their children tend to do well in school and continue their education (Henderson and Mapp, 2002).

Kellaghan, Sloane, Alvarez, and Bloom (1993) concluded that parents from a variety of cultural backgrounds and with different levels of education, income, or occupational status can and do provide stimulating home environments that support and encourage their children’s learning. Students having one or two parents in the household are also thought to be important in determining educational performance and outcomes. Coming from a two-parent family has generally been shown to have a positive effect on educational outcomes and performance, and occupation (Biblarz and Raftery 1993). Besides, parents’ education levels have the largest and most consistent effect on student academic attainment. Students with one or two college-educated parents have higher levels of academic performance than other students (Grissmer et al., 2000, p. 75).

Table 4.11.4. Responses Related to Parent related Factors Affect Students’ Academic performance

R. No	Items	Respondents	N	Very high	High	Medium	Low	Very low
				%	%	%	%	%
1	Socio-economic status of parents	Teachers	29	20	27	10	43	0
		Student	218	23	16	4	46	11
2	Level of education of parents of students	Teachers	29	7	24	14	38	17
		Student	218	11	09	13	51	16
3	Parental occupation level	Teachers	29	0	20	17	58	5
		Student	218	5	16	14	49	16
4	Negative attitude towards academic performance	Teachers	29	38	20	10	20	12
		Student	218	34	47	13	13	3
5	Poor parental-child	Teachers	29	14	41	12	10	13

	interaction	Student	218	11	47	14	16	12
6	Need for extensive usage of students labor	Teachers	29	10	38	15	31	6
		Student	218	22	45	13	16	4
7	Non-conductive home environment	Teachers	29	24	34	12	17	13
		Student	218	36	37	8	11	8

Item 1, on table 4.11.4, participants were asked about the effect of socio-economic status of parents on academic performance. Majority of the respondents (57%) were responded that there were direct effects of family socio-economic background on their education.

As presented above teachers (43%) also realized that socio-economic status of parents had a significant effect on students' overall academic performance.

Item 2, table 4.11.4, respondents were also asked to rate the effect of level of education of parents on educational performance of their students. According to the table given above 67% of student respondents rated educational level of their parents were low and hence it hampers their academic performance. Only small number, 20% of respondents rated that parents' educational background at higher rate. Teachers' respondents also identified parents' educational background were low and it's hindering the academic performance of students.

Item 3, table 4.11.4, respondents were asked to analyze effect of parental occupation on academic performance of education and 65% students rate the level of their parents' occupational were low.

Item 4, table 4.11.4, implied that high percentage of respondents, 81% agreed about negative attitude of parents towards schooling. But 29% of respondents replied that parents attitude toward schooling were good. This was also identified by teachers' respondents at higher rate (58%).

Beside they recognize that poor parent-child interaction makes schooling difficult. The table also depicts that a great proportion of respondents of the research (58%) said that there were non-

conducive home environment and need for extensive usage of students labor influence academic performance to high rate (67).

Numerically, 67% and 73% of respondents realized that need for extensive usage and non-conducive home environment was majorly affects education. In the same table the respondents realize that there were poor interaction between parents and children which directly affect their motivation toward education.

4.4. Educational Officers' Interview Response

Concerning the performance of students, all key informants of educational leaders agreed on sharing the point that student's academic performance is declining from time to time. Majority of educational managers in the wereda and school directors asserts that ideal variations or inconsistencies in exam performances were not good sign of schooling.

The reason for this low academic performance could be modes of teaching, infrastructure, technology, teachers' qualification and devotion to assist students, exam administration system, students talent and commitment to study and motivation to perform high academic result, integrity of school administration and the facility of schools such as reading room, availability of reference materials.

Educational managers asserted that students sometimes were cheating and passing exam answers to all class examinees. Due to lack of time to study and prepare themselves for exam and lack of sufficient prior knowledge on subject matter, students tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years exam. They also pointed out that the situation was disgraceful and shame for the students. They also mentioned some of the students result was disqualified.

Most students, teaching staff and educational managers asserted that the reason for poor academic performance of students was the lack of role model teachers in teaching profession in the region in each level that refrain students' from being encouraged, building self-confidence and future prospective chances. In addition, they stated if there is significantly low number of model teachers in the areas. This may hinder not to be motivated to learn as well as to perform well.

Chapter Five

Summary, Conclusion and Recommendation

This chapter deals with the conclusion of the study analyzed in chapter four. It also presents the conclusions arising from the study and recommendations that should be done to improve students' academic performance.

5.1. Summary

Related to parents' occupation, as presented above, most students' parents were rated low, this implies the parents are not able to support and assist their students' in their education. Besides, students who came from low economic background family were not able to cover the direct and indirect cost of schooling.

Concerning the supportive mechanisms in the schools, most of the respondents identify that the tutorial services and various supportive mechanisms including teachers support was not enough.

Regarding to institutional related factors such as shortage of availability of teaching materials, shortage of availability of support system for students, non availability of support system, lack of proper reading place are amongst the most factors that affect students' academic performance. The overall weight of the these factors indicate that institutional related factors are very crucial in determining the academic performance of students' but the schools were moderately able to provide these facilities.

As illustrated above some major instructors' related factors that affect students' academic performance forwarded at high rate by respondents are; lack of experienced teachers in solving students' academic challenges, low commitment of teachers to support students, teachers' emotional and social skill in providing special support for students. Moreover, failure of teachers' commitment to assist students, and negative attitude of community towards students' schooling factors affects academic performance of students.

In the interview held with different participants all students, teaching staff and educational managers asserted that the reason for low academic performance of students was the lack of role model teachers in teaching profession in the region in each level that refrain students' from being encouraged, building self.confidence and future prospective chances.

From data analyzed above student's related factors was one of most affecting students' academic performance. From result of questionnaire most of respondents agreed that socio-economic status of parents, level of education of parents of students, parental occupation, negative attitude towards academic performance, poor parental-child interaction, need for extensive usage of students labor, nonconductive home environment.

Most of students' responds support of teachers towards students' education and motivation and commitment to support students to improve academic performance moderately low. Respondents agree in this idea, and of the respondents were not agreeing in the considerable support obtained through by counseling and develop their knowledge to improve performance. Further, they stated as no provision of special class for students' to inspire them to achieve academically better.

5.2. Conclusion

The main objective of this study was to assess the factors that affect students' academic performance in the preparatory and high schools of *wereda Irob* and the major challenges of the preparatory and high schools in improving students' academic performances and to suggest strategies that may help to improve students' academic performances.

Based on the findings, it has been found that comparing factors that affect students' academic performance was a complex issue which was multidimensional. This had been indicated from the findings in terms of, percentage of the independent variables among each other.

Based on findings, institutional factor which mostly affect academic performance of student was non availability of teaching material, i.e. shortage of instructional material. Lack of sufficient instructional material such as books, modules, library etc. hinders them from being academically efficient.

In the school, inadequate supportive mechanisms, i.e. the tutorial services, counseling and guidance were not sufficiently provided. This indicates the academic environment was not adequate for students. On the other hand, counseling and guidance to students was very low. The issue was one of the major challenges of academic performances. Counseling and guidance stands out to be a significant factor in creating and improving awareness of the society regarding to education for their better academic performance.

The parents' educational backgrounds were likely to shape children's attitude towards education. Since educated parents are likely to reward education, it may be expected that students normally coming from educated parental background persist and perform well at school. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and uniform.

Parents' positive attitude towards students' education and their involvement will play significant role in students' academic performance. However, lack of parental involvement, encouragement and support of parents in education was very low which was hiding their potential to achieve academically better. In addition poor parental child relation also attributes to poor performance of students.

As stated by most of the respondents, there was high need for extensive usage of student's labor, i.e. the high need for students to work the household/domestic work.

This may indicate that students spend more time helping their parents at home than doing their homework and assignments which negatively affects their academic performance.

On this regard non conducive and non-suitable home environment for studying was other factor which influences to academically lower.

The conclusion is that high demand for domestic work; low school attendances of students' and hence effects on their academic performances. Therefore, student' schooling may require additional policy that reacts to the demands on students' time available for study.

If teachers were not experienced in supporting them with commitment and good skill, academic performance would be constrained. According to the finding, teachers experience in solving students' academic challenges, teachers' quality and commitment to support students, teachers' emotional and social skill in providing special support for students was low. Role model teachers have high psychological impact on students. In the school, there is a low proportion of role model teachers' in the schools. The finding implies that there is significantly low number of model teachers in the areas. This may hinder students not to be motivated to learn as well as to perform well.

The psychology of the students at school plays a key role in their academic performance. According to the finding students' self-motivation, relations with their teachers and classmates, inability to become well planned and organized, lack of self-confidence, lack of adequate effort and carelessness are believed as the major factors affecting academic performance.

5.3. Recommendations

In view of the findings of the study and the conclusions drawn, the following recommendations are forwarded.

To minimize the factors that affect students' academic performance, on the school level teachers, students, principals and vice- principals must seriously conduct appropriate induction, create sense of belongingness, ensure profession freedom, implement, continuous technical supports as its maximum performance of students.

Attracting parents' teacher association (PTA) to school can bring parents and school together to work jointly for child's education and parents can improve their knowledge and skills on how to involve in their child's education as they communicate with their child's teachers. Hence, teachers are expected to encourage parents and students to approach the school and the school administration also to facilitate things for the tight relationship of parents and teachers, whether parents are educated or not, by giving awareness and facilitating two-way communication, through telephone and letter to improve students' academic performance.

The findings of the research showed that because of parents' occupation - low economic background, most parents could not support and assist students' by covering the direct and indirect cost of schooling. This inability of covering school direct and indirect costs plays its role standing in the way of students' academic performance.

Thus, to tackle this obstruction and encourage students' regular attendance, the school/ the government should subsidize education for students by incentives like minimizing direct costs to parents so that student's would get the room to study hard and think only of their academic issues rather than think of the direct costs of their education.

This would be effective by either mobilizing stakeholders such as NGOs, community and other donors or by developing/forming compassionate club institutionally for students from poor family.

Concerning the supportive mechanisms the school was providing, the research identified that the tutorial services and various supportive mechanisms including teachers support was not in an adequate amount. This indicates that the academic environment was not suitable for students for their better academic performance.

On top of this, in tackling this problem the school should set a schedule and provide progressive idea focused tutorial program in a cyclic program which could be possible by arranging the teachers' working hours or schedules for the purpose that would be effectively done making some teachers free for the tutorial classes. Moreover, Teachers should offer counseling and guidance to students on how to advance their learning for counseling and guidance stands out to be a significant factor in creating and improving awareness on how to properly use their resources - time and learning materials such as text books, reference materials, school labs, libraries etc.,

It has been pointed out that some major instructors' related factors that affect students' academic performance are related to lack of experienced teachers in solving students' academic challenges, teachers' quality and low commitment to assist students, teachers' emotional and social skill in providing special support for students.

Secondary schools must break down any barriers that impeded parental involvement and work diligently to increase parental interaction at school and with their children's schoolwork. Schools can do this by creating a welcoming and inviting environment at the school for parents, providing opportunities for parents to collaborate with the school and/or teachers to identify support- needs of the students, and keeping the lines of communication open.

Any quality of production is directly related to the input used in the process production. In schools the qualified, experienced, skilled teachers are the main input to guarantee quality of education. However, teachers' competency, parent involvement in school, class size and school facilities were one of the challenges in schools to precede even teaching- learning process.

Among the other things teachers' quality and commitment do mostly affect academic performance of learners. Holding these problems would resolve experience, emotional and social skills of the teachers' in assisting learners and putting them in the right track of good performance.

Therefore, the school and the education office should cooperatively react on the issue by creating attractive atmosphere which would motivate the teachers towards providing support for students. In so doing, the school and the office should arrange reward programs such as scholarships for up grading for teachers who are regularly striving and engaged in supporting students and bring about good performance in the case.

The research explicated that a reasonable barrier to the schooling of students is the fact that parents themselves have not been to schools and may not have enough idea about the benefits' of education or what schools can do for their children. In minimizing this barrier, therefore, the school and the education office should arrange awareness creating program to help parents and communities better to understand and appreciate the value of schooling and the long range effective education has on their students.

Concurrently, the school and the education office should play a vital role to organize prizes to parents those who are committed to support their students' learning though not educated for such prizes would have a power of stirring up those families who don't have such commitments.

Moreover, in attacking this backwardness and harmful practical thinking that have effects on students' academic performance, the school should do its' utmost to develop self-esteem and high aspirations on students so that such cultures are destabilized by the society.

The school principals, vice-principals and teachers must conduct in depth researches in relation to factors that affect students' academic performance in secondary schools. To reduce factors that affect students' academic performance in secondary schools the concerned body has to work on the issue seriously. The right implementation of the packages of quality education needs to be revised. Teachers' privileges should get the right response. Further policy setting / revising is required; above all educational leadership experts, management personnel, and others should conduct researches to alleviate each of the problems discussed in this thesis.

The issue of students' academic performance is still widely open to discussions and be the concern of all education stalk holders, further research is recommended to tackle students' related problems and to bring the desired outcomes in this regard.

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Appendix A
Adigrat University (AGU)
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Research Questionnaires for Students

Dear Student

The purpose of this questionnaire is to collect data for the study entitled “Factors Affecting Academic Performance of Students’ at preparatory and high school level: The case of *Irob wereda*, Eastern Zone, Tigray Regional State”. It aims at assessing the major factors affecting students’ academic performance and thereby recommending solutions for the problems identified. Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Please note that:

You need not to write your name and any other personal identifier except the requested ones.

To those questions with alternatives, please, mark your responses by putting “X” or “√” in the boxes provided. For any additional opinions, you are kindly requested to write your responses on the blank space provided.

I thank you in advance!

Part I: Personal Data

Residence/current _____

School/Grade _____

Sex (use “X” or “√”) M F

Age (use “X” or “√”) 15 - 20 21 - 25 26 – 30

Part II: Research Questionnaires

Indicate your mother’s level of education

No.	Level of Education	Tick as appropriate /use “X” or “√”/
5.1	Illiterate	
5.2	Literate (able to write and read)	

5.3	Primary (1 – 8) education	
5.4	Secondary (9 – 12) education	
5.5	Graduate (Certificate to degree level)	
5.6	Other (Please Specify)	

On the basis of her level of education, how do you rate your mother's encouragement in your education? (**High=3, Medium=2, Low=1**)

High Medium Low

Indicate your father's level of education

No.	Level of Education	Tick as appropriate /use "X" or "√"/
7.1	Illiterate	
7.2	Basic literacy (able to write and read)	
7.3	Primary (1 – 8) education	
7.4	Secondary (9 – 12) education	
7.5	Graduate (Certificate to degree level)	
7.6	Other (Please Specify)	

On the basis of his level of education how do you rate your father's encouragement in your education? (**High=3, Medium=2, Low=1**)

High Medium Low

Indicate your mother's occupation

No	Occupation	Tick as appropriate /use "X" or "√"/
9.1	Farmer/Housewife/	
9.2	Merchant	
9.3	Private business worker	
9.4	Government employee	
9.5	Other (Please Specify)	

On the basis of her occupation how do you rate your mother's assistance in your education?

(High=3, Medium=2, Low=1)

High Medium Low

Indicate your father's occupation.

No	Occupation	Tick as appropriate /use "X" or " $\sqrt{\quad}$ "
11.1	Farmer/Housewife/	
11.2	Merchant	
11.3	Private business worker	
11.4	Government employee	
11.5	Other (Please Specify)	

12. How do rate your father's assistance in your education? **(High=3, Medium=2, Low=1)**

High Medium Low

13. Do you think that you attend class regularly as compared to other students?

Yes No

14. How do you rate the suitability of your school for students' learning? (Very good = 3, Good = 2, Not good =1)

Very good Good Not good

15. Does the school provide guidance and counseling service for students in particular on how to be academically better achievers?

Yes No I don't know

16. Do teachers provide special support for students to make them academically better achievers?

Yes No I don't know

17. How much do you think that the following institutional related factors affect the academic performances of students at preparatory/highs school level education?

(Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X' or $\sqrt{\quad}$**)

No	Institutional related factors	Rating scales (Use "X" or " $\sqrt{\quad}$ ")				
		Very	High	Medium	Low	Very low

		high				
17.1	Non availability of teaching materials					
17.2	Non availability of support system for students that would help them to be academically competent					
17.3	Low level of awareness and sensitivity of staff towards all students					
17.4	Availability of counseling and guidance to students for creating better academic performance					
17.5	Rewards given in the school for students good scorer					
17.6	Lack of proper reading place where they can use freely					

Do you think there are other factors? (If yes write them below)

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18. How much do you think that the following Instructors' related factors affect the academic performances of students at preparatory/high school level education?

(Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1.** Use 'X' or √")

No	Instructors' related factors	Rating scales (Use "X" or "√")				
		Very high	High	Medium	Low	Very low
18.1	Teachers experience in solving students' academic challenges					
18.2	Teachers quality and commitment to support students					
18.3	Teachers emotional and social skill in providing special support and tutorials for students					
18.4	Clarity of teachers presentation in recognizing students learning pace					
18.5	Existence of role model teachers in the school					
18.6	Lack of qualified and experienced teachers					

Do you think there are other factors? (If yes write them below)

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19. How much do you think that the following Students' related factors affect the academic performances of students at preparatory/high school level education?

(Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1.** Use 'X' or √")

No	Students' related factors	Rating scales (Use "X" or "√")				
		Very high	High	Medium	Low	Very low
19.1	Students' self-motivation					
19.2	Abnormal relation with their teachers					
19.3	Absence of regular school attendance					
19.4	Abnormal relation with other students					
19.5	Less amount of time invested on studying.					
19.6	Less attendance on tutorial and other related activities					
19.7	Inability to become well planned and organized					
19.8	Lack of self confidence					
19.9	Lack of adequate effort and carelessness					

Do you think there are other factors? (If yes write them below)

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20. How much do you think that the following Parents' related factors affect the academic performances of students at secondary level education?

(Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X' or '√'**)

No	Parents' related factors	Rating scales (Use "X" or "√")				
		Very	High	Medium	Low	Very

		high				low
20.1	Socio-economic status of parents					
20.2	Level of education of parents					
20.3	Parental occupation					
20.4	Negative attitude towards academic performance					
20.5	Poor parental-child interaction					
20.6	Need for extensive usage of students labor					
20.7	Non-conducive home environment					

Do you think there are other factors? (If yes write them below)

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Appendix B
Adigrat University (AGU)
College of Business & Economics
Department Of Management
Research Questionnaires for Teachers

Dear Respondents

The purpose of this questionnaire is to collect data for the study entitled “Factors Affecting Academic Performance of Students’ at preparatory and high school level: The case of *Irob wereda*, Eastern Zone, Tigray Regional State”. It aims at assessing the major factors affecting students’ academic Performance and thereby recommending solutions for the problems identified. Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses were kept confidential and were used only for the purpose of this research.

Please note that:

You need not write your name and any other personal identifier except the requested ones.

To those questions with alternatives, please, mark your responses by putting “X” in the boxes provided.

For any additional opinions, you are kindly requested to write your responses on the blank space provided.

I thank you in advance!

Part I: Personal Data

Residence/current _____

School _____

Sex: Male Female

You’re educational Qualification

Diploma BA Degree MA Degree

Any other, please specify _____

Your service years in teaching / for Career level Identification/

1 – 2 yrs. 9 – 12 yrs.

3 – 5 yrs. 13 – 16 yrs.

6 – 8 yrs. 17 yrs.and above.

Part II: Research Questionnaire Items related to factors affecting students' academic performance.

In your experience of teaching at secondary/high school level, have you ever recognized that there are teacher's related factors that affect students' academic performance?

Yes No

If your answer for question number 6 is "yes" would you please mention some of the factors?

How do you rate the efforts of students in doing assignments, questions, class/ home works?

High Medium Low

How do you rate students' absenteeism in your class?

High Medium Low

10. How much do you think that the following Institutional related factors affect the academic performances of students at secondary/high level education?

(Please rate them as: **Very high = 5, High = 4, Medium = 3, Low = 2, Very low = 1. Use 'X' or '√'**)

No	Institutional related factors	Rating scales (Use "X" or "√")				
		Very high	High	Medium	Low	Very low
10.1	Non availability of teaching materials					
10.2	Non availability of support system for students that would help them to be academically competent					
10.3	Low level of awareness and sensitivity of staff towards all students					

10.4	Availability of counseling and guidance to students for creating better academic performance					
10.5	Rewards given in the school for students good scorer					
10.6	Lack of proper reading place where they can use freely					

Do you think there are other factors? (If yes write them below)

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11. How much do you think that the following Instructors' related factors affect the academic performances of students at preparatory/high school level education?

(Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or '√')

No	Instructors' related factors	Rating scales (Use "X" or "√")				
		Very high	High	Medium	Low	Very low
11.1	Teachers experience in solving students' academic challenges					
11.2	Teachers quality and commitment to support students					

11.3	Teachers emotional and social skill in providing special support for students					
11.4	Clarity of teachers presentation in recognizing students learning pace					
11.5	Existence of role model teachers in the school					
11.6	Lack of qualified and experienced teachers					

Do you think there are other factors? (If yes write them below)

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12. How much do you think that the following Students' related factors affect the academic performance of students at secondary/preparatory level education?

(Please rate them as: Very high = 5, High = 4, Medium= 3, Low = 2, Very low = 1. Use 'X' or '√')

No	Students' related factors	Rating scales (Use "X" or "√")				
		Very high	High	Medium	Low	Very low
12.1	Students' self-motivation					
12.2	Abnormal relation with their teachers					
12.3	Absence of regular school attendance					
12.4	Abnormal relation with other students					

12.5	Less amount of time invested on studying.					
12.6	Less attendance on tutorial and other related activities					
12.7	Inability to become well planned and organized					
12.8	Lack of self confidence					
12.9	Lack of adequate effort and carelessness					

Do you think there are other factors? (If yes write them below)

.....

13. How much do you think that the following Parents' related factors affect the academic?

(Please rate them as: **Very high = 5, High = 4, Medium =3, Low = 2, Very low = 1. Use 'X' or √**)

No	Parents' related factors	Rating scales (Use " X " or " √ ")				
		Very high	High	Medium	Low	Very low
13.1	Socio-economic status of parents					
13.2	Level of education of parents					
13.3	Parental occupation					
13.4	Negative attitude towards academic performance					
13.5	Poor parental-child interaction					
13.6	Need for extensive usage of students labor					

13.7	Non-conductive home environment					
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Do you think there are other factors? (If yes write them below)

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Appendix C
Adigrat University (AGU)
College of Business and Economics
Department of Management

Interview Guides for School Principals and Wereda Education Experts

- What factors do you think affect students' academic performance in preparatory and high school level of education?
 - School related
 - Instructional related
 - Socio-economic status of parents
 - Student characteristics
 - Others (Please specify)
- Was there a time when students in your school scored good/bad result? What do you think was the cause for this?
- What factors do you think are associated more with students' failure to perform well in their education?
- Of all the factors that affect students' academic performance, which factor do you think have the highest impact?
- What do you think should be done to improve students' academic performance in your school?

Appendix D
Adigrat University (AGU)
College of Business & Economics
Department of Management

FGD guide for Students, Teachers, Academic officials, local and wereda Administrative bodies

FGD GUIDE

Facilitators welcome, introduction and instructions to participants.

Welcome and thank you for volunteering to take part in this focus group. You have been asked to participate as your point of view is important. I realize you are busy and I appreciate your time.

Introduction: This focus group discussion is designed to assess your current thoughts and feelings about the “FACTORS AFFECTING STUDENTS’S ACADEMIC PERFORMANCE AT PREPARATORY AND HIGH SCHOOLS LEVEL, IN WEREDA IROB”. The focus group discussion will take no more than four hours. May I tape the discussion to facilitate its recollection? (If yes, switch on the recorder)

Anonymity: Despite being taped, I would like to assure you that the discussion will be anonymous. The tapes will be kept safely in a locked facility until they are transcribed word for word, then they will be destroyed. The transcribed notes of the focus group will contain no information that would allow individual subjects to be linked to specific statements. You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.

Ground rules

The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.

There is no right or wrong answers.

You do not have to speak in any particular order.

When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.

You do not have to agree with the views of other people in the group.

Does anyone have any questions?

OK, let's begin.

Warm up

First, I'd like everyone to introduce themselves. Can you tell us your name?

Introductory question

I am just going to give you a couple of minutes to think about "Factors Affecting Students' Academic Performance at Preparatory and High Schools Level, In *Wereda Irob*." Is anyone happy to share his or her experience/feelings, thoughts?

Guiding questions

To what extent do you think institutions, instructors and parental involvement affect students' academic performance in *Irob wereda* preparatory and high schools?

To what extent do teachers' commitments enhance students' academic performance in *Irob wereda* preparatory and high school?

To what extent does parents' socio-economic status affect students' academic performance in *Irob wereda* preparatory and high school?

How does teaching techniques affect the students' academic performance at preparatory and high schools of *Irob wereda*?

What are the effects of learning facilities on the academic performance of students' at preparatory and high schools of *Irob wereda*?

Do you know any other factors that affect students' academic performance in this wereda? If yes, would you tell us?

Of all the factors that we have discussed so far, which factor do you think have more impact on students' academic performance in this wereda?

Concluding question

Of all the things we've discussed today, what would you say are the most important issues you would like to express about this study?

Conclusion

Thank you for participating. This has been a very successful discussion.

Your opinions will be a valuable asset to the study.

We hope you have found the discussion interesting.

If there is anything you are unhappy with or wish to complain about, please contact the school principals or speak to me later.

I would like to remind you that any comments featuring in this report will be anonymous.

Before you leave, please hand in your completed personal details questionnaire.

Please, write your report based on the results of the focus group. Please remember to maintain confidentiality of the participating individuals by not disclosing their names.

Appendix E
Adigrat UNIVERSITY (AGU)
College of Business and Economics
Department of Management

Observation Checklist

This checklist is intended to measure the extent of the availability of materials, facilities and services in the school.

Time of observation: 2:00 Pm- 4:30 PM

Date of observation: 11/20/2016

No	Subjects for observation	Categories				
		Very adequate	Adequate	Moderately Adequate	Inadequate	Very Inadequate
1	Library <ul style="list-style-type: none"> ○ Size ○ Availability of relevant text and reference books ○ Professionals ○ Service time 				*	
2	Laboratory <ul style="list-style-type: none"> ○ Size ○ Availability of lab kits, chemicals and apparatus ○ Preference of lab manuals ○ Preference of lab assistance 				*	
3	Guidance and counseling service <ul style="list-style-type: none"> ○ Availability of 				*	

	professionals ○ Availability of service					*
4	Students sample result and dropout				*	