



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**FACTOR AFFECTING ACADAMIC ACHIEVEMENT OF STUDENT IN
SELECTED PRIMARY SCHOOL OF GUBRYE SUB CITY**

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LETTER OF APPROVAL

This is to certify that the senior essay prepared by Yisfa Dires entitled on “**The Factors Affecting Academic Achievement of Students in Selected Primary Schools of Gubrye city administration**” and Submitted in Partial Fulfillment of the Requirement for the Bachelor of Arts Degree in Educational Planning and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The general objective of this study was to identify the factors that affect the academic achievements of students in selected primary schools of Gubrye city administration. To achieve this objective descriptive survey method was used. Also both quantitative and qualitative data were collected from students, teachers, school principals and vice principals via questionnaire, interview and document analysis. The questionnaires, document analysis and interview were presented, tabulated, analyzed and interpreted by using frequency and percentage. Qualitative data in the study were obtained from school principal and vice principal via interview and documents were analyzed by the researchers, and quantitative data were gathered from students and teachers via questionnaire under the study area. Regarding the sampling techniques, school principals and vice principals were selected using available sampling techniques while students and teachers were selected by using simple random sampling techniques. Based on the research findings, some of the major finding of the study were; factors of adequacy of teaching and learning material, physical facilities in school, insufficient utilization of library in the schools, poor instructional materials, problem of guidance and counseling, poor quality of teachers, moderately available chair/table and poor evaluation mechanisms were the major factors that affect the academic achievement of students under study area. Based on the finding of the study, it was recommended that WEO, ZEO and REB should build additional class-room and upgrade those teachers who do not meet the minimum requirements in terms of qualification. It was also recommended that REB, WEO and the community should strive to make the necessary instructional materials and school facilities available.

LIST OF ABBREVIATIONS AND ACRONYMS

MOE	Minster of Education
NGOs	Non-governmental Organizations
SNNPE	South Nation Nationalities Peoples Education
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation International Children Emergency fund
WEO	Woreda Education Office
ZEO	Zonal Education Office
OECD	Organization for economic and cooperation development

CHAPTER ONE

1. INTRODUCTION

1.1 Back Ground of the Study

Students' academic achievement was tended to have a direct relationship with the degree of available inputs of the school. In supporting of this idea(Philip ,1998) indicates factors such as qualified teachers, facilities like adequate and conducive class-room, textbook, furniture, curriculum relevance, infrastructure, learning process, and adequate funds will have great influences on the successful achievement of the educational objective and enhancing students' academic performance. In the future teaching will be more than imparting knowledge. It helps learners to learn by themselves, to acquire skill and develop attitudes in changing specified education level.

The avail abilities of effective and qualified teacher will consider as one of the major prerequisites that ensure the success of students' academic performance. To show the importance of qualified teacher (Ayalew, 1998) has indicated that whatever curriculum changes are introduced and whatever reforms are made, all can be little or avail without qualified and committed teachers. Hence, the quality of education at all levels will be depends on qualified and devoted teaching personnel (that is the teacher). Moreover, the quality of education and learning achievement of students will depends on heavily on personality, competence and education of teachers (coombs, 1985).

By comparing qualified teachers with un-qualified teachers for specific level of education, (Waxman and Walberg,1991) indicates that qualified teachers were rated significantly higher than un-qualified ones in describing objectives and lesson contents to the students clearly, in the efficiency and appropriateness of class-room procedure, in being consistent with managing students behavior and work task oriented class room besides, Qualified teacher faced lessons more appropriately and had higher student engagement in class-room activities (Philip, 1969). Thus, student's academic achievement will affected by a teacher's level of education, subject matter, experiences and commitment.

1.2. Statement of the Problem

Students' academic achievement is a function of school inputs and family background (Philip, 1969). Educational inputs that may affect the academic performance of students are qualification of teachers, availabilities of instructional materials, class size, management and school leadership situation, teacher motivation and commitment, and conduciveness of the school compound for smooth running of general teaching and learning process (Philip, 1969).

According to (MoE, 2004), there are primary schools that have no libraries and other instructional materials, and even those that have libraries and other instructional materials do not have sufficient and necessary facilities. Regarding class size, the current standard set for primary schools recommends a class size of 40 in a room with total area of 46.8m, but in practice the number of students in a class is more than the stated number.

Moreover, factors such as qualified teachers, facilities such as adequate and conducive class-room, text books, furniture, infrastructure, learning process, and adequate funding have great influence on the successful achievement of educational objectives and the students' academic performance (Philip, 1969). Evidence also suggests that factors like class size, teachers' qualifications and other school factors may play an important role in what students learn (Hammord, 1999). In this study class size is also the major factors that influence the teaching-learning process.

Several schools tend to suggest that teaching and learning in relatively small class is more effective in terms of students' academic achievement than large class or overcrowd class-room. Among other things, according to Tekeste (1990) over crowded class, large class size, shortage of materials and others are the fundamental cause for the decline in the quality of education and major factors for students' academic achievement in Ethiopia today In a large class size, there is little time to help each individual and for sharing experiences. Hence, overcrowded class-rooms have negative influences on the academic performance of students. In a large class size, making home-work and class-work become difficult. Thus, class sizes are inverse relationship with academic performance of students.

The study also factor that affects students' academic achievement is inadequate availabilities of materials. The quality of education and the learning achievement depends not only on competence, personality and education of the teacher, but also on whether there is sufficient supply of equipment, text books and other teaching materials (Coombs, 1985).

In addition, according to researchers findings there were many researchers who done on factors affecting academic achievement of students. In my study what makes differs from the others is that there were focused on internal school related factors that affect academic achievements of students in selected primary schools of Gubrye sub City Administration. Like inadequate and unavailability of school facilities, instructional materials, quality of teachers, class-room condition and library.

1.3. Basic Research Questions

Based on the problem stated above, the study was guided to answer the following basic research questions.

1. What are the factors affecting students' academic achievement in selected primary schools of Gubrye sub city administration?
2. What is the status of students' academic achievement in the selected primary schools of Gubrye sub city administration?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The general objective of this paper was to evaluate the factors that affect the students' academic achievement in the selected primary schools of Gubrye sub City Administration.

1.4.2. Specific Objectives of the Study

1. To identify the factors affect the students' academic achievement in selected primary schools of Gubrye sub City Administration.
2. To assess the status of students' academic achievement in selected primary schools of Gubrye sub City Administration.

1.5. Significance of the Study

The paper was expected effectiveness and efficiency of academic achievement may partly depend on the problems that affect the attainment of educational goals and objectives. Therefore, the paper was expected to have the following significance s;

1. This research may be serving as abridge for the other researchers to conduct further study of wider scope in related issues.
2. It may provide important information for school principals, teachers and other concerned bodies to realize the magnitude of the problem so as to enable them to make immediate remedial actions.
3. The principal will play their own role in promoting school communities about the factors that affect students' academic achievement and change the negative aspects of schools.
4. It may help the principals and teachers in the study area to have a clear vision and understanding of factors that affect students' academic achievement.

1.6. Scope of the Study

This paper was bounded to the selected primary schools of Gubrye sub City administration. It was delimited to one selected primary schools, this are Aba fransoa primary schools. Moreover, the paper was delimited with grade level (i.e. grade 1-8 students) because these students are believed to provide better information for the purpose of the study owing to their long stay and experiences in the selected primary schools

1.7. Limitation of the Study

While conducting the study, a number of difficulties were encountered including shortage of sufficient finance and time; lack of interest to respond interview questions and questionnaires by some respondents.

1.8. Organization of the study

This paper was five chapters. The first Chapter is the introductory part which includes background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, delimitation of the study, and organization of the study. Chapter two review related literature presented. In the third Chapter research design and methodology; the fourth Chapter deals with the presentation, interpretation and analysis of the data. Chapter five provides the summary of the findings, the conclusions and recommendation.

1.9. Definition of key terms

Academic Achievements: It refers to a successful accomplishment or performance in a particular subject area, courses usually by reason of skill hard work and interest (Good, 1973).

Academic Performance: This refers to actual accomplishment of as distinguished from potential abilities (Good, 1973).

Class Size: Refers to number of students assigned to and enrolled in specific class under direction of specific teacher (Delight on, 1971).

Instructional Materials: tools that are used in the instructional process and the range from piece of chalk to computer.

Primary School: A school which children receive primary or elementary education from the age of about five to twelve coming before secondary school. In this study it refers to second cycle of primary schools having grades (5-8).

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1. Overview of Students' Academic Achievement

The exploration of students' academic achievement will led to numerous empirical studies on the fundamental progress such as the development of the first intelligence set by (Binet and Simon (2006). However, as academic achievement is a broad topic, several textbooks are focused mainly on selected aspects of academic achievement, such as enhancing academic achievement or specific predictors of academic achievement (Wolfolk, 2007).Spinath, (2012) indicate the importance of academic achievement with regarded to different perspective such as for individual and societies, as well as psychological and educational research. Hattie (2009) provide an overview of the empirical findings on academic by distinguishing between individual, home and scholastic determinants of academic achievement according to theoretical assumption..

2.2. Major Factors Affecting Students' Academic Achievement

Students' academic achievement tends to have a direct relationship with the degree of available inputs of school. In support of this idea, Philip(1968) indicated that factors such as qualified teachers, facilities, adequate and conducive classroom, text book, furniture, infrastructure, learning process (monitoring and evaluation) and adequate funding has a great influence on the successful achievement of educational objectives and enhancing students' academic performance. In general, there are several school related factors that affect the conducive teaching and learning process. Instructional materials and facilities, teacher-related factors, influences of class size, guidance and counseling are the major factors within the school that contributes to students' low academic achievements in primary schools (Fuller, 1897).

2.2.1. Instructional Materials and Facilities

2.2.1.1. Instructional Materials

The students' academic performance is a number of factors in primary schools. Among them, the availability of instructional materials such as text books, news-papers, pedagogical center, reference books, magazines, and other equipment's are very crucial in facilitating effective learning. instructional materials are among the important variables that enhance instructional

outcome. However, it does not mean that adequate availability of the materials only guarantee effective learning outcome.

But the quality and relevance of these materials, and effective and efficient utilization of them determine their positive association with students' academic achievement (Heyneman, Fareel and Sepulved-Stuardo, 1988), Fuller and Clake, 1994) cited in a World Bank, 1995).Instructional materials, (TGE, 1994) also states that the supply of educational inputs such as teaching materials, text books, educational technology and educational facilities are very inadequate.

It is clear that, the type of lesson and the nature of the students call for adequate teaching materials so as to motivate students to deserve the desire learning outcomes. When the teaching materials used are not adequate and unsuitable to the needs, interests and solving the problems of students, the educational program designed to that particular class was will not successful.

2.2.1.2. School Facilities

Physical environment in which the formal teaching-learning occurs ranges relatively from modern and well-equipped to open air-gathering places (Philip, 1969). Thus, the school infrastructure includes the class-rooms, study rooms, offices, toilets, water supply and other health services. According to the MOE (2005) school facilities include water, clinic, library and pedagogical center.

2.2.1.3. Library

A library is a reception center for the assembly of communication of every description covering books, pamphlets and newspaper (Dean, 1972). These materials are systematically organize and arranges to enable users to easily identify the needed documents. A school library is one of the instructional resources that may significantly affect students' academic achievement. School library provides reference, borrowing facilities and help students to enjoy the instructional activity.

2.2.1.4. Class-room Condition

Class-room are usually visualize to access with tables, chairs, black board and removable furniture in general. We know class room by its architecture and furniture, and even by it is atmosphere. But class room is much more it is an arena or stage, if we like, But where much else

occurs as well for action, a place when teaching and learning are supposed to be going on. What conjunction of teachers, student, and activities (Henry, 1988).

2.2.2. Teacher Related Factors

Teachers are the major components in successfully accomplishing tasks. Even, the quality of educational programs, more than other resources depends on teacher. They occupy a crucial position in modern society and educational system (UNESCO, 1973). Successful teachers are not simply charismatic, persuasive and expert presenters; rather they create powerful cognitive and social tasks to their students and teach the students how to be productive.

The success of such effort requires effective teaching and other educational inputs. Effective teaching will determine the individual teacher's knowledge of subject matter and mastery of pedagogical skills which create strong positive effects on students' academic achievement. In relation with this, Locked Head, Bloch and Vers Poor (1990) indicated three determinants of effective teaching: knowledge of subject matter, pedagogical skill, and motivation to teach.

2.2.2.1. Knowledge of the Subject Matter

Teachers are central to the delivery as well as the quality of education, the academic and professional training of teachers are a direct and positive bearing on the quality of their performance and consequently on students' academic achievement Lockhed, (1991). Evidence from schools in developing country show that, subject matter knowledge of teachers have strong positive effects on students' academic achievement. Teachers must know what to teach and how to teach to be competent professional. They must know the method of teaching besides their knowledge of subject matter.

In relation to this, Azeb (1984) states that one cannot be qualified teacher by subject matter of knowledge only unless he or she is adequately prepared through training in method of teaching. This indicates that teachers should be adequately prepared in both the subject matter and method of teaching.

2.2.2.2. Pedagogical Skills

Pedagogical skill is essential in guiding in the growth and development of students. This ability to guide human growth and development is the training that primarily distinguishes the teacher

from the parents who teaches the child, and from any well educated person. Hence, mastering the subject does not guarantee effective teaching (Lindo, 1992). Supporting the above idea, (Globe and James, 1977) stated good teachers have learned many skill, techniques and methods for helping children learn and for teaching children certain subject matter knowledge, value and skill.

How to manage class-room routine, motivate students, introduce new concepts and diagnosis learning difficulties are all important equipment for teacher apart from the knowledge of subject matter. In addition to qualification and pedagogical skill, experiences of teachers are other important factor that creates favorable condition in teaching. Regarding to this, Calliods (1989) stated that the development of stronger instructional and class-room management is gaining through experiences. Those teachers with long experiences can reduce the amount of time needed for administrative procedures' matters in class-room.

2.2.2.3. Motivation of Teachers

Qualification and experiences of teachers alone is not necessary to bring the desired quality in education. Furthermore, there is one big element that every planners and policy makers should keep in mind when quality education is remembers, that is, motivation. Motivation is a critical determinant of performance (Lenenberg and Ornstein, 1991). This implies that better motivates teachers provide better methodology of teaching and guidance services. If motivation a teachers might show a greater effort by developing various types of media and supplementary materials to accompanying the text used for a course. Therefore, emphasis is necessary to enhance motivation of teachers for school improvement where by teachers play an active role in the operation of schools. Accordingly, the motivation of teachers lies at the heart of change for a better and sustaining motivation deserves greater attention.

2.2.2.4. Evaluation Mechanisms

Good teachers are skilled not only in instructional materials, but also in evaluation and assessment practice that allow them to guide individual student's learning and adopt activities according to students' needs (UNESCO, 2000). Teachers are expected to employees various techniques of assessment and properly records the learner achievement. To support the learner and put these in to practice the number of students in class should be manageable. A large class

size may hinder teacher format at proper implementation of continuous assessment. It would require them to spend more time to assess and record students' achievement.

Assessment has been influences instruction positively or negatively. On the other hand, assessment influences instruction negatively when assessment methods are not suitable for the content. The negative influences of assessment on instruction will also lead to the following undesirable results: Students' motivation for learning will decreased, teachers and students might be misinformed about students learning progress and learning difficulties and the effectiveness of instruction is evaluated incorrectly.

2.2.2.5. Instructional Time

Weather a teacher uses traditional or more current methods of instruction, efficient use of school time has a significance impact on student learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional process (UNICEF, 2000). The opportunity to learn and the time to instruction, on task have been shown in many instructional studies to be critical for educational quality. In general, when teachers devote more time to instruction, students learn more. However, the annual number of hours available for students to study a given subject in school is determined by three factors: the hours in the official school years, the proportion of hours assigned to the subject, the amount of the time lost.

2.2.3. The Influences of Class- size on Teaching-learning Process

Class size is a number of students to be thought in a given class. Now a day in most nations of the world, class size are growing larger and larger to extent of running out of manageable size. A larger number of students in class require more time and energy of teachers, and this may in turn affect the effectiveness of the teachers. It is obvious that class size has a direct bearing on the rate and number of communication between the teachers and students which in turn has a direct affect on the desired outcome of the instruction. Thus large classes have adverse effects on instructional programs, whereas small class is favorable.

2.2.3.1. Effects of Large Class-size

The availability of instructional materials only cannot be major determents of the quality of education. The number of students attending the class under presentation of a lesson by teachers

also plays a crucial role (Triussew, 1998). This is because, the fact that for a better communication between students and teachers when a class is conducted effectively and when students in a class are small in number. Thus the larger the size of student's number in a class, the more difficult communication between teachers and students becomes, the more the effectiveness of teaching is hindered and the lower the quality of education will result. According to Gorton (1988) teachers view that the quality of their teaching and their interaction with their student decline with an increase in the size of class, this study emphasizes disadvantage of larger class size for both teachers and students.

A study conducted by (Bennet, 1996) indicates that a class size increase the volume of work in making and preparation. Colosugh and Keith (1993) stated that as class size increase it is very difficult in getting to know students. Large class means more papers to correct, more records to keep, more seat to plans, and more individual difference to meet. It also leads to discipline problems, less participation of students in classroom activities and little or no support of individual students. Generally large class size is not convenient for the teachers and as well as students with special problems.

2.2.3.2. Benefits of Optimum Class-size

Most researchers, teachers and students prefer relatively small class size for effective teaching and learning process and reasonable class size is important at any level of education particular primary school. According to (Douglas, 1954) class rooms have been convenient enough for students to learn comfortably. As to him, they must have sufficient space between one student and another. Therefore, the typical class room should not accommodate more than 38 to 40 students.

Lindgren Sulter (1985) also identified the following advantage of small class size: both teachers and students get the opportunities of employing greater variety of educational materials, methods and activities, students volunteer is more frequently to participate in learning related activities, teachers' behavior is more relaxed and good nature. Many developing countries including Ethiopia significantly expanding access to primary education during 1990s, but building of new schools has often not kept pace with increase in students' population (UNICEF, 2000). In

general the optimum classroom students' ratio is the key factors providing appropriate instructional opportunities.

2.2.3.3. Benefits of Guidance and Counseling

Different scholars based on services it tends to provide, define guidance and counseling in many ways, according to (Gardon, 1988) guidance and counseling is a process in which the professionally certified consular works with students individual or in a groups to assists them in solving educational, vocational and social concerns of the learners in order to become mentally health and effective individual who function at optimal level to achieve full potential. As reviewed by (Ukeje, 1992) one of the objective of guidance and counseling is to help students have to plan a suitable educational program and make effective use of program. Primary school students will be develops effective study skills and habit in order to achieve their academic career successfully.

2.2.4. The Impact of School Leadership

Leadership is a crucial factor in school effectiveness and the key to organizational success and improvement. Leadership helps to establish a clear and consistent lesson for the school, which the emphasis the prime purposes of the school as teaching and learning and is highly visible to both staff and students.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The major purpose of this paper was investigated the factors affecting students' academic achievement in selecting primary schools of Gubrye sub City Administration. The design of this paper was both quantitative and qualitative approach. It is also relevant to gather detail information concerning current status of the factors affecting students' academic achievement. In line with this, Jose & Gonzales (1993) states that descriptive survey design gives a better and deeper understanding of a phenomenon which help as a fact-finding method with adequate and accurate interpretation of the findings.

3.2. Population, Sample-Size and Sampling Techniques

Gubrye sub city administration has two governmental primary schools from the two I was select one of Abafransoa primary school (with a total of 1617 students (817 male and 800 female) and 76 teachers (36 male and 40 females) and 1 principals (male) and 1 vice female principal. It is impossible to include all primary schools in the study. For this study Abafranso Primary Schools are selected purposely on the assumption that they were relevant sources for the case under study. Because purposive sampling technique can provide researchers with the justification to make generalizations from the sample that is being study, such generalizations are theoretical, analytic or logical in nature. In the sample school, there are 76 teachers, out of which 6 teachers are selected using simple random sampling technique.

The sample size of the teacher respondents for the school determine is use simple random sampling technique. The reason that researchers was give equal chance for all teachers and the researchers was select 6 respondents without any kind of bias by using simple random sampling. In addition to teachers, 1 principals and 1 vice principals are selected using availability sampling technique. Because principal and vice principals are limited in number. Regarding students respondents, there are 50 students in sample schools. For the purpose of this study, only 20 students are selected using simple random sampling technique and from those selected 15 students again selected who are class representatives and participants in different clubs. Because

these students are assumed that they give better information for participating in different clubs and for their experience to lead the class.

Table3. 1: summary of population sample size and sample techniques

Respondent	population	Sample size	Percentage	Sample techniques
Principal	1	1	100%	Availability
Vice principal	1	1	100%	Availability
Teachers	76	6	8%	Simple random sapling
Students	1617	20	2%	Simple random sampling

3.3. Sources of Data

To achieve the purpose of the study, the researcher was employed both primary and secondary sources of data. The primary sources of data are collecte from school principals, teachers and students in order to get first-hand information on factors that affect students' academic achievement in the selected primary schools of Gubrye sub City administration. The secondary sources of data are obtain from documents that are related to factors that affect students' academic achievement in schools.

3.4. Data Collection Instruments

To answer the basic research questions and achieve the objectives of the study, questionnaires, interviews, and document analysis was used. So, using different types of instruments, the researcher was gated reliable and valid data.

3.4.1. Questionnaire

Questionnaire is a valuable tool for gathering data which helps to save time, encourage objectivity, provide rapid analysis, obtain information about certain conditions, practice inquiry

in to opinion and attitude of individuals, groups and feed back to the researcher (Best, 2004).In this study both close-ended and open-ended questionnaires was prepared the researcher for teachers and students in order to collect data on the factors that affect students' academic achievement. The questionnaire was two parts: one for teachers and the other for students.

3.4.2. Interview

An interview also another instrument that used to get available and compare information with result that is in order to obtain from the questionnaires. It also used to help the researcher to obtain relevant data that are not handle questionnaire and to counter check the information already obtained in the past. To get detail and significant data and to strength its validity and reliability, the researcher was used some similar questions for teachers and students. Because it was give equal chance to participants to discuss fairly their idea, view, and comment in face to face interaction to the school principals to elicit information about the factors that affect students' academic achievement.

3.4.3. Document Analysis

The researcher was used document analysis for the study. The documents related with factors that affect academic achievement of students that are prepare and analyse.

3.5. Procedures of Data Collection

At the first phase, the researcher was undergoing discussion with the advisor to describe the objectives, and importance of the research and arrange the time to complete the questionnaires and interview. After the questionnaire and interviews are reading to the selected primary schools of gubrye sub City Administrations.

3.6. Method of Data Analysis

In accordance with the data collection with different data collection tools, analysis was used. Thus, the analysis of data was done in line with the data type. This means it use the data obtaining through closed-ended questionnaire analyze quantitatively, while those obtain will through open-ended questionnaire, interview and document analysis, analyze qualitatively. This paper also was used after collecting data through questionnaire; the raw data are check, tallies, numbers, arranges and organizes in table to make it understandable.

3.7. Ethical Considerations

The purpose of this paper is explains to the participants and the researcher are ask to their willingness to answer the questions in the questionnaire or interview guide. The researcher was also informed the participants that the information they provide only for the study purpose. Accordingly, the researcher used the information from their participants only for the study purpose. Taking this reality in mind, any communication with the concerning bodies are accomplish at their consent without harming and threatening the personal and institutional well being.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data. Eleven questionnaires were distributed to teachers and 25 questionnaires were distributed to students. Among the distributed questionnaires, all 11(100%) of teachers and 25(100%) of students filled and returned the questionnaire.

The presentation and analysis of data is categorized into two major points. The first part deals with the characteristics of respondents and the second part deals with the analysis and interpretation of factors affecting the academic achievement of students in selected primary schools of Gubrye sub city administration.

4.1. Characteristics of Teacher and Student Respondents

4.1.1. Characteristics of Teacher Respondents

The table below represents some key characteristics of teacher respondents regarding their profile in terms of sex , academic qualification , weekly academic loads that are believed to have some important implication on students' academic achievements.

Table4. 1. Profile of Teacher's Respondents

No	Characteristics		Teachers N=6	
			No	%
1	Sex	Male	4	66.66%
		Female	2	33.33%
		Total	6	100%
2	Academic Qualification	12+1	-	-
		Diploma	4	66.66%
		1 st degree	2	33.33%
		2 nd degree	-	-
		Total	6	100%
3	Teaching load per week	No periods	-	-
		16-20	2	33.33%
		21-25	3	50%
		26-30	1	16.66%
		Total	6	100%

From item 1, of the table 4.1, 4 (66.66%) out of 6 (100%) school teachers were male respondents and 2 (33.33%) of them were female teachers. This shows that there were few male teachers in teaching profession. With regard to their qualification, 4(66.66%) of teachers were diploma holders, 2(33.33%) of teachers were 1st degree holders. Therefore, from item 2 of the table 4.1, we can understand that the majority of respondents' academic qualification was diploma holders.

In item 3 of table 4.1, regarding teachers work load, the majority of respondents 3(50 %) and 2 (33.33%) of teachers were teaching 21-25and 26-30 period per weeks respectively. Therefore, from this we can understand that the majority of teachers teach many periods per week, the rest 1(16.67%) were teaching 16-20 period per week. This shows some teachers teach few periods per week.

4.1.2. Characteristics of Students Respondents

The table below represents some key characteristics of student respondents regarding their profile in terms of sex and average distance from their home to school, that are believed to have some important implication on their academic achievements.

Table4. 2. Profile of Students Respondents

No	Characteristics		Students N=20			
			No	%		
1	Sex	Male	9	45%		
		Female	11	55%		
		Total	20	100%		
2	Average distance from home to school in km	1-6	9	45%		
		7-11	5	25%		
		12-16	3	15%		
		Above 16	3	15%		
		Total	20	100%		
3	Availability transportation related farness of school to the home	Very good	Good	Satisfactory	Not good	
		5(25%)	5(25%)	7(35%)	3(15%)	
4	If there is a distance from home to the school, how much is the cost of transport	Very high	High	satisfactory	low	Very low
		3(15%)	6(30%)	3(15%)	7(35%)	1(5%)

As it is shown in the item 1 of the table 4.1, 11(55%) out of 20(100%) school students were females, while the reaming 9 (45%) of student respondents were male. This indicates that the majority of students in the school are females. Concerning the average distance from their home to schools 9(45%) out of 20(100%) students were traveled 1-6 kilometers, 5(25%) of students were traveled between 7-11 kilometers, while 3(15%) of students were traveled 12-16 kilometers and the rest 3 (15%) respondents were traveled above 16 kilometers per a day. This shows that

the majority of students travel long distances that hinders them to attend tutorial class and regular.

4.2. Effects of Class-room Conditions on Academic Achievements of Students

Table4. 3. Responses Concerning Class-room Conditions

No	Items related to class room conditions	Respondents			
		Teachers N=6		Students N=20	
		No	%	No	%
1	The average number of students in class in your school?				
	Below 40	-	-	-	-
	41-50	1	16.66%	2	10%
	51-60	3	50%	8	40%
	61-70	2	33.33%	5	25%
	71-80	-	-	5	25%
	Total	6	100%		100%
2	The problems happen during teaching –learning process as a result of large class size is?				
	Very high	2	33.33%	4	20%
	High	1	16.66%	5	25%
	Medium	1	16.66%	7	35%
	Low	1	16.66%	3	15%
	Very low	1	16.66%	1	5%
	Total	6	100%	20	100%
3	What type of problem is happen during teaching-learning as a result of overcrowded class-room?				
	Problems of effective communication	-	-	5	25%
	Problems of class-room management	2	33.33%	3	15%
	All are the problems	4	66.67%	12	60%
	Total	6	100%	20	100%

In item 1 of table 4.3, the majority of respondents 3(50%) of teachers and 8(40%) of students respondents indicated that the average number of students in their schools were between 51-60 and 1(16.66%) of teachers and 2(10%) of students respondents indicated that the average number of students in their school were between 41-50. 2(33.33%) and 5(25%) of teachers and students respectively replied that the average number of in their schools was between 61-70. 5(25%) of students replied that the average number of students in their school were 71-80. Therefore, this

indicates that the average number of students in the selected primary schools of Gubrye sub city administration was large. As compared to the standard class-size (MOE, 1995:10) which is 40.

In item 2 of the table 4.3, the respondents 2(33.33%) and 4(20%) of teachers and students respectively replied due to overcrowded class-room very high problem is created in teaching-learning process. And 1(16.66%) and 5(25%) of teachers and students respectively responded that high problem was created due to over crowed class-room. 1(16.66%) and 7(35%) of teachers and students respectively responded that medium problem is created due to overcrowded classroom. 1(16.66%) and 3(15%) of teachers and students respectively responded that low problem was created due to overcrowded class room. 1(16.66%) and 1(5%) of teachers and students respectively responded that there is very low problem was created due to overcrowded class room. This indicates that there were high and medium problems created due to overcrowded Class-room under study area.

In item 3 of the table4.3, the majority of respondents 4(66.67%) and 12(60%) of teachers and students respectively replied that problem of effective communication and problem of class-room management were the major problems as a result of overcrowded class-room. Others 2 (33.33%) and 3(15%) of teachers and students respectively replied that there is problem of classroom management, and 5(25%) students indicted problems of effective communication as the major problem resulted from overcrowded class-room. “Most of the interviewees also pointed out that there were overcrowded class-room due to problem of effective communication and class room management”. This shows that, negative impacts on the academic achievement of students under study area.

4.3.The Role of Instructional Materials in Teaching -Learning Process

The table below presents the availability and adequacy of instructional materials that have an impact on the quality of teaching-learning process.

Table4. 4. Responses Concerning Instructional Materials

No	Items	Respondents			
		Teachers		Students	
		No=6	%	No =20	%
1	To what extent the instructional material are available in your schools?				
	Adequately	2	33.33%	5	25%
	Moderately	3	50%	8	40%
	Inadequately	1	16.66%	4	20%
	In available	-	-	3	15%
	Total	6	100%	20	100%
2	The problems faced during teaching –learning process as a result of inadequately available materials				
	Very high	2	33.33%	2	10%
	High	1	16.67%	6	30%
	Medium	1	16.67%	9	45%
	Low	1	16.67%	2	10%
	Very low	1	16.67%	1	5%
	Total	6	100%	20	100%
3	Are the portion of first semester and second semester covered in all subjects?				
	Yes	4	66.66	8	40%
	No	2	33.33%	12	60%
	Total	6	100%	20	100%
4	What do you think the reason why the portion of first semester and second semester is not covered in all subjects?				
	Shortage of textbooks	2	33.33%	5	25%
	Voluminous of textbooks	3	50%	3	15%
	Wastage of time due to different reason	1	16.66%	12	60%
	Total	6	100%	20	100%

Concerning item 1 of table 4.4, the majority of respondents, 3(50%) of teachers and 8(40%) of students indicated that instructional materials were moderately available in their respective schools. Some respondents 2(33.33%) of teachers and 5(25%) of students replied that instructional materials were adequately available in their schools. 1(16.67%) of teachers and 4(20%) of students replied that instructional materials were inadequately available. The rest 3(15%) of students replied that instructional materials were unavailable in their schools. Therefore, instructional materials are moderately available in selected schools under study.

On item 2 of the table, the majority of respondents, 2(33.33%) of teachers and 2(10%) students rated the problems created due to shortage of instructional materials were very high. 1(16.67%) of teachers and 6(30%) of students rated the problems created due to shortage of instructional materials high. 1(16.67%) and 9(45%) of teachers and students respectively rated the problems created due to shortage of instructional materials were medium. 1(16.67%) and 2(10%) of teachers and students respectively rated the problems created due to shortage of instructional materials were low and the rest 1(16.67%) and 1(5%) of teachers and students respectively rated the problems created due to shortage of instructional materials were very low. This indicated, high and medium problems were happen due to shortage of instructional materials. Regarding item 3, the respondents 2(33.33%) and 12(60%) of teachers and students respectively responded that the portion was not covered in all subjects.

Regarding item 4, the majority of respondents 3(50%) and 3(15%) of teachers and students respectively replied the reason for uncovered portion was voluminous of text books and 2(33.33%) and 5(25%) teachers and students respectively indicated that due to shortage of text books.

The rest 1(16.66%) and 12(60%) of teachers and students respectively reported that due to wastage of time for various reason. From this, we can conclude that all are the reasons, but the voluminous of textbooks are the main problems. "Most of the interviewees are also stated that there was shortage of instructional materials like shortage of textbooks, chair/table in the school under the study area". Therefore, shortage instructional materials hinder students' academic achievements under study area.

4.4. Availability and Use of Library Services

Library is among facilities that are thought to be very useful with strong effect on students' learning. Students cannot acquire knowledge only through textbooks of class-room lectures. They should also regard as a reception center for the assembly of communication of every

description covering books, pamphlets and newspaper (Dean, 1972). Based on this, respondents were asked to give their judgment about the availability and library services.

Table4. 5. Responses Regarding the Availability and Capacity of Library Services

No	Items	Teachers N= 6		Students N= 20	
		No	%	No	%
1	Is there library service in your school?				
	Yes	6	100%	12	60%
	No	-	-	8	40%
	Total	6	100%		100%
2	The capacity of the library to serve the large number of students in your school is;				
	Very high	2	33.33%	8	40%
	High	1	16.66%	5	25%
	Medium	1	16.66%	4	20%
	Low	1	16.66%	2	10%
	Very low	1	16.66%	1	5%
	Total	6	100%	20	100%
3	How frequently do the students utilize library				
	All the time	2	33.33%	5	25%
	Most of the time	1	16.66%	10	50%
	They do not use library	3	50%	5	25%
	Total	6	100%	20	100%

Concerning item 1 of table 4.5, the respondents 6(100%) of teachers and 12(60%) of students respectively replied that response there were library services in the schools. 8(40%) of students were replied that there is the problem of library services in their schools.

Concerning the library services most of interviewees stated, there were the library services in the schools under study area but there is a problem of utilization among students due to the absence of motivation on the side of teachers. Therefore, absence of motivation among teachers to students in order to use library affects students learning and academic achievements.

Concerning item 2 of the table, regarding the capacity of library services, the respondents 2(33.33%) of teachers and 8(40%) of students were replied that there was the capacity of library service which is very high and 1(16.66%) of teachers and 5(25%) of students were also replied that there was a good capacity of library service under the study area. 1(16.66%) and 1(16.66%) of teachers and 4(20%), 2(10%) and 1(5%) of students were replied that there was a problem of library services regarding to its capacity. Therefore, this implies that the capacity of library service is good under the study area. Some of the respondents were replied that there is a problem related to the capacity of library under the study area.

Regarding item 3, of the above table, the respondents 2(33.33%) teachers and 5(25%) students replied that the students use the library all the time. 1(16.66%) teachers and 10(50%) students were replied that students use library most of the time. 3(50%) teachers and 5(25%) students replied that the students were not use library. Therefore, the students were the problem of using library frequently. This impacts low academic achievement among students under the study area.

4.5. Adequacy of School Facilities

The table below presents the response of teachers and students regarding the availability of school physical facilities in the sample schools.

Table4. 6. Responses on the Adequacy of School Facilities

School physical facilities	Respondents	Strongly disagree		disagree		Undecided		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
School building	Teachers (6)	1	16.67%	3	50%	1	16.67%	1	16.67%	-	-
	Students (20)	2	10%	4	20%	5	25%	5	25%	4	20%
Class room	T (6)	1	16.67%	2	33.33%	2	33.33%	-	-	1	16.67%
	S (20)	2	10%	4	20%	2	10%	6	30%	6	30%
Chair and table	T (6)	2	33.33%	1	16.67%	1	16.67%	1	16.67%	1	16.67%
	S (20)	6	30%	3	15%	4	20%	5	25%	2	10%
Students lounge	T (6)	3	50%	1	16.67%	1	16.67%	-	-	1	16.67%
	S (20)	8	40%	2	10%	2	10%	5	25%	3	15%
Instructional materials	T (6)	1	16.67%	1	16.67%	2	33.33%	1	16.67%	1	16.67%
	S (20)	2	10%	2	10%	3	15%	8	40%	5	25%

In item 1 of table 4.6, the respondents 3(50%) of teachers and 4(20%) of students disagree on the availability of school building, while, 1(16.67%) of teachers and 2(10%) students strongly disagree on the availability of school building. The remaining 1(16.67%) of teachers and 5(25%) of students were respond undecided. Therefore we can conclude that, there is the shortage of school building under the study area.

In item 2 of the table, regarding class-room 1(16.67%) teachers and 2(10%) of students respondents responded that they strongly disagree on the class-room condition and 2(33.33%) of teachers and 4(20%) of students respondents disagree on class-room condition under the study

area. The remaining 2(33.33%) of teachers and 2(10%) of students respondents remain undecided. Therefore, we can conclude that there was shortage of class-room under study area.

In item 3 of the table, 2(33.33%) and 6(30%) of teachers and students respondents strongly disagree on the availability of chair/table in their schools under study, while 1(16.67%) of teachers and 3(15%) of student respondents disagree on the availability of chair and table. The rest 1(16.67%) teachers and 4(20%) of students were respond undecided. This shows, there were shortage of instructional materials under study area like; chair and tables.

Regarding item 4, in the sampled schools all the teacher and student respondents replied that there was no students' lounge in the study area. From this we can stated, absences of students lounge hinders students' motivation and refreshments in the study area.

In item 5 of the table, the respondents 1(16.67%) of teachers and 2(10%) of students were strongly disagreed on the availability of instructional materials. 1(16.67%) of teachers and 2(10%) of students were disagreed on the availability of instructional materials. 2(33.33%) of teachers and 3(15%) of students were reply undecided. This indicated there were little instructional materials in the schools. "Regarding adequacy of school facilities most of interviewee also stated that, there were insufficient instructional materials like teacher related factors, class-Rom condition, textbooks, that hinders academic achievements of students under study area". This leads negative impacts on students' academic achievements.

4.6. Importance of Guidance and Counseling Service

The main purpose of guidance and counseling service in primary schools is very crucial in providing students counseling and the opportunities to discolor their interest, abilities and capacities in various fields.

Table4. 7.The Response of Teachers and Students with Regard to Guidance and Counseling

No	Items	Teachers N=6		Students N=20	
		No	%	No	%
1	Do you have professional guidance and counseling in your school?				
	Yes	4	66.66%	8	40%
	No	2	33.33%	12	60%
	Total	6	100%	20	100%
2	The contribution of guidance and counseling service to enhance students' academic achievement:				
	Very high	1	16.67%	2	10%
	High	1	16.67%	5	25%
	Medium	1	16.67%	8	40%
	Low	1	16.67%	2	10%
	Very low	2	33.33%	3	15%
	Total	6	100%	20	100%

Regarding guidance and counseling, respondents were asked to respond whether guidance and counseling service available in their primary schools or not. Thus, the respondents 4(66.67%) of teachers and 8(40%) of students responded that there was guidance and counseling service in primary schools under study. 2(33.33%) of teachers and 12(60%) of students were responded that there is no guidance and counseling service in primary schools under the study. Therefore we conclude that there is no sufficient guidance and counseling service in the schools under the study area. This impacts negative impact on the academic achievement of students.

Regarding the contribution of guidance and counseling service to enhance academic achievement of students, 1(16.66%) teachers and 5(25%) students responded that there is high contribution of

guidance and counseling in the schools under study area. 1(16.67%) of teachers and 8(40%) of students were responded that there is medium contribution of guidance and counseling service in the schools under the study area. 1(16.67%) and 2(33.33%) of teachers and 2(10%) and 3(15%) of students were responded that there is low and very low respectively contribution of guidance and counseling service in the schools under the study area. Therefore, we conclude that there is insufficient guidance and counseling service in the study area. This hinders the academic achievement of students under study, this because guidance and counseling seeks to understand the students and help them to full fill their needs.

4.7. Teachers Related Factors on Academic Achievements of Students

Table 4. 8. Responses Concerning Teachers Related Factors

No	Items	Teachers N=6		Students N=20	
		No	%	No	%
1	Are the teachers in your schools qualified in their subject they are teaching?				
	Yes	4	66.67%	8	40%
	No	2	33.33%	12	60%
	Total	6	100%	20	100%

Regarding item 1 of table 4.8, 4(66.67%) of teachers and 8(40%) of students respondents respectively replied that the teachers have fulfilled the required qualification for the subject matters they are assigned to teach. 2(33.33%) and 12(60%) of teachers and students respectively responded that the teachers were not qualified for the subject matters they teach. This indicated that, in selected primary schools of Gubrye sub City Administration, teacher's qualification for the subject they teach was not qualified as expected.

4.8. Evaluation Mechanism of Students on Academic Achievement

Table4. 9. Responses Regarding Assessment of Students' Academic Achievement

No	Items	Teachers N=6		Students N=20	
		No	%	No	%
1	What are the methods that teachers use in order to evaluate students activities?				
	Mid exam	1	16.67%	10	50%
	Final exam	3	50%	6	30%
	Continuous assessment	1	16.67%	2	10%
	All the above	1	16.67%	2	10%
	Total	6	100%	20	100%
2	Do all your school teachers check student's class work and homework regularly?				
	Yes	2	33.33%	8	40%
	No	4	66.67%	12	60%
	Total	6	100%	20	100%
3	If the teachers cannot check the students work what are the reasons?				
A	Number of students is very high	1	16.67%	5	25%
B	Lack of the time to check for all students if there is a large students in a class	4	66.67%	5	25%
	Both A and B	1	16.66%	10	50%
	Total	6	100%	20	100%

As indicated in item 1 of table 4.9, the respondents 1(16.67%) and 10(50%) of teachers and students respectively responded that teachers evaluate their students' academic performance by giving mid exam. On the other hand, 3(50%) and 6(30%) of teachers and students were stated that teachers evaluate their students' academic achievement by providing final exam. 1(16.67%) and 2(10%) of teachers and students respectively responded that teachers evaluate their students' academic achievements by providing continuous assessment. The remaining 1(16.67%) and 2(10%) of teachers and students respectively responded that teachers evaluate their students by providing all the above evaluation methods. This indicated that in selected schools almost all of the teachers were not using continuous assessment. This affects student's academic achievement negatively. Regarding item 2, of the same table, the majority of respondents 4(66.67%) and 12(60%) of teachers and students respectively stated that teachers do not check students class-

work and home-work regularly. The remaining 2(33.33%) of teachers and 8(40%) of students responded that teachers do check students home-work and class-work sometimes. Therefore, the majority of teachers did not check students' class-work and home-work.

In item 3, 1(16.67%) and 5(25%) of teachers and students respectively stated that teachers do not check students work due to large number of students in class-room. 4(66.67%) and 5(25%) of teachers and students were stated that teachers do not check students work as a result of lack of time to check activities for all students. 1(16.67%) and 10(50%) of teachers and students were stated that teachers do not check students activities as a result of both large number of students and lack of time to check students activities in the class. However, without checking students activities, one cannot expect that students learning and in turn attain the required academic achievement. "In the study area most of interviewees were also shows, assessment mechanism was not familiarizes with them".

4.9. Impact of Instructional Leadership on Students Academic Achievements

Table 4. 10. Respondents Concerning Impact of Leadership

No	Items	Teachers N=6		Students N=20	
		No	%	No	%
1	How your school principal is competent enough to lead the school management system in your school?				
	Very competent	1	16.67%	8	40%
	Competent	2	33.33%	6	30%
	Moderately competent	2	33.33%	4	20%
	Incompetent	1	16.67%	2	10%
	Total	6	100%	20	100%

In items 1 of the table 4.10, regarding the competence of the schools principals, the respondents replied 1(16.67%) teachers and 8(40%) students in primary schools under study were very competent and 2(33.33%) of teachers and 6(30%) of students also stated the schools principals

were competent. 2(33.33%) of teachers and 4(20%) of students stated that the schools principals were moderately competent. 1(16.67%) and 2(10%) of teachers and students were stated that the school principals were incompetent. This indicated that in selected schools under study most of schools principals were competent in providing to lead the schools and to manage the schools resources. But some of principals were moderately competent. Thus, from this it can be concluded that, lack of effective leadership in the schools was one of the major factors that affects students' academic achievement.

4.1o. Response to the interview by principals

Based on the majority of respondents rules and regulations are encouraging students and teachers participation in low level; this means the higher authority prepares rules and regulations and practices in a lower level stakeholders like teachers and students without any kind of participation. This affects low academic achievement among students in the schools under the study.

Most of respondents responded that students use library only for the exam time; this means the teacher tells the time to take the exam based on this, students use library otherwise they haven't library. Therefore this affects low academic achievement among students in the schools under the study.

Respondents responded that the reason for low academic achievement of students is;

Lack of interest to on the side of students

Lack of motivation among teachers to help students

Wastage of time in unusual place

Academic quality of teachers

Insufficient adequacy of learning materials

Low evaluation mechanism

All those listed the above were factors that hinder academic achievement of students in the selected schools of Gubrye sub city administration.

Most of respondents responded that “we evaluate the teachers only twice a year: first at the end of first semester by students and secondly by students parent and school administration at the end of second semester”. Therefore, absence of ongoing evaluation affects students’ academic achievement, because summation evaluation by itself not enough to evaluate the teachers quality. Ongoing evaluation is mandatory to fill the gaps which emerged during summation evaluation.

The principals responded that, there were some teachers who haven’t fulfill minimum required qualification. This also affects low academic achievement of students under the research area.

Most of principal respondents responded that, there were reference books which are prepared to help students to develop their knowledge. Those books were used only by few students. This leads students to achieve low academic achievement. The principals responded the role and responsibility of teachers to teach student to increase the academic achievement of students the most role is teachers teach based on time table and the evaluate by providing test, mid exam, and final exam. There for, the absence of continuous assessment that affects the student academic achievement. Most of principal recommends alleviating the academic problem of student in our school the lack of student’s activity it means students don’t come on their own permission. Therefore, the lack of interest of student to coming school is it leads poor academic achievement of student. The principal respondent responded that we were evaluates the present interaction of teachers and student in our school to providing the classwork, homework test and final exam. There were only providing classwork, homework, test and final exam is not enough to evaluate the interaction between the teachers and student. Therefore, this also leads poor academic achievement of student.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to examine the major factors that affect students' academic achievements in selected primary schools of Gubrye sub city administration , and to forward alternatives solutions that might help in alleviating the problems under study. In order to achieve this purpose, a descriptive survey method was designed and employed. The study attempted to get answer for the following basic questions.

1. What are the factors affecting students' academic achievement in selected primary schools of Gubrye sub city administration
2. What is the status of students' academic achievement in the selected primary schools of Gubrye sub city administration?

To this effect, the study was conducted in selected primary schools of Gubrye sub city administration. Accordingly, 6 teachers, 20 students, 1 principals and 2 vice principal were included. The teacher and student respondents were selected using simple random sampling techniques while the principals and vice principals were selected by using availability sampling techniques. Questionnaires and interviews were used as an instrument for the data gathering tools. In addition, document analysis was made to get additional evidence to the study. The data obtained from the respondents were systematically tabulated, discussed and interpreted using frequency and percentage.

In this chapter, the major findings of the study have been summarized, conclusions on the basis of the findings have been drawn and then recommendations that are thought to alleviate the problems forwarded.

The major findings of the study are summarized as follows:

- ✓ In this study to assess the status of students' academic achievement there were some limitation in relation with teachers quality to assess their students status under study area.

- ✓ In this study, there was less contribution of community around the schools to make the students successful in their academic achievement in the study area.
- ✓ Instructional materials were not sufficient in providing the necessary services in all selected primary schools of Gubrye sub city administration, more specifically, students' text books.
- ✓ Schools facilities such as school building, class-room, chair/table, students lounge and library were not sufficient in providing the necessary services under study. Example in all the selected primary schools of Gubrye sub city administration there had no sufficiently use of students lounge and library.
- ✓ In this study, it was found out that there was some shortage of qualified teachers. The data from the documents of selected primary schools of Gubrye sub city administration also indicated that teachers teaching in the selected schools from 6 teachers 4(66.67%) were below minimum requirements.
- ✓ The findings of the study indicated that the teachers in the selected primary schools under study were used mid-term tests and final exam at the end of semester. In the selected schools under study there were no awareness regarding continuous assessment. Due to this they could not implement continuous assessment. Moreover teachers do not check students' class-work and home-work due to large number of students and lack of time.
- ✓ The class-size of selected primary schools under study was large when we compared to standard set by the (MOE, 1995:10) which is 40 per class-room. About 33.33% of teachers and 40% of students indicated that the average class size in their schools was 60. As a result, the teaching- learning process was highly affected.
- ✓ In the study, there was found out that there were insufficient guidance and counseling services in their schools under study that can provide professional assistance to the students.

5.2. Conclusions

Based on the major findings of the study, the following major conclusion was drawn.

- The findings of the study indicated that, there was shortage of qualified teachers, instructional materials, textbook, chair and table, library services and students lounge in the selected primary schools under study. As a result, students do not get the required skills and hence their achievement in the subjects taught by teachers was unsatisfactory. Therefore, this leads the factors affecting students' academic achievement negatively.
- The findings of the study indicated that, the student's academic achievement had low status. This leads to negative impacts on students' academic achievement under study.
- The findings of the study indicated that, the schools and community around the schools has less contribution in tackling problems that hinders academic achievement of student. This leads negative impacts on academic achievement of students under study area.
- Instructional materials and facilities are determinants of quality education. However, it has been found that these ingredients were inadequately available in the selected primary schools under study. Furthermore, schools facilities such as schools building and class-room were found to be insufficient in providing the necessary services under study.
- The study further revealed that the selected primary schools were not ready to implement appropriate guidance and counseling services that can provide professional assistance to the students. Therefore, it can be concluded that failed to implement guidance and counseling services was one of the major factors affecting the student's academic achievement negatively.
- The findings of study revealed that, there was a shortage of class-room in the selected primary schools of Gubrye sub city administration. As result of this, the class-size in the schools was found to be very large.
- This has its own contribution to affect the desired academic achievement of the students this because of the fact that when the number of students in a class-room is more than the standard class-size, it will be very difficult for the teachers to manage the teaching-

learning process effectively. In addition to this, students will have little participation in the class-room activities. Thus, it can be concluded, that this situation could reduce interest of teachers as well as students towards teaching-learning.

5.3. Recommendation

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

It was found out the instructional materials were moderately available in the respective schools under study. Specifically volumes of textbooks were found to be large in the selected primary schools of Gubrye sub city administration. This problem should be tackled by concerned bodies as suggested below.

- ❖ The MOE and WEB together should strive to make available the necessary instructional materials which are very important for teaching- learning process.
- ❖ South nation nationalities people's education office and WEO should jointly work to arrange shortage of textbooks.

In the schools, there was the problem to utilization of library on the side of students. Thus, it is recommended that:-

- ❖ The communities should contribute their contribution in order to satisfy their students.
- ❖ The schools' principal and teachers should play a great role to motivation of students to use library every day.
- ❖ The Gubrye sub city education department and schools need to mobilize the community and invite NGOS to equip the libraries with the necessary facilities and provide those schools with reference books and materials through purchasing and use donation.

Shortage of qualified teachers in the selected primary schools of Gubrye sub city administration was found to be major factors affecting students' academic achievement. Thus, to solve the problems schools' principals in collaboration with ZEO and REB should take the following measures:

- ❖ Provide in service training opportunity to those his/her qualification is below the required standard.
- ❖ Widen the scope of the in-service summary training provided for primary schools under study.

The policy Ethiopian education system MOE (2002), recommended that 60% continuous assessment and 40% final exam. However, the primary schools under study failed to implement appropriate evaluation systems that enable to employee good instructional process. Thus, to solve the problems, the following measures should be taken:

- ❖ The schools principals' better gain training about the importance of continuous assessments and give training for the teachers in their schools under study.

Large class-size was found to be one of the major factors for students' academic achievements. Teachers might ignore individual differences and students who need special assistance when there is large class. Thus, different stakeholder should play great role to minimize the problems, accordingly, WEO, ZEO together with OEB should plan to build additional class-room. School principal should encourage and participate communities to build additional classes under study.

The availability of proper guidance and counseling service for students in primary schools is likely to be beneficial to help them in academic and their personal difficulties. Therefore, Gubrye sub city education and ZEO should assign guidance counseling personal which provided guidance and services for students to improve academic achievement of students.

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WOLIKTE OF UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

በተማሪዎች የሚሞላ መጠይቅ

ውድ ምላሽ ሰጪዎች! የዚህ መጠይቅ አላማ "በጉብሬ ክፍለ ከተማ አስተዳደር በመረጡ አንደኛ ደረጃ ትምህርት ቤቶች የተማሪዎችን የአካዳሚክ ስኬት የሚነኩ ምክንያቶች" በሚል ርዕስ ለምርምር መረጃ ማሰባሰብ ነው። ስለዚህ፣ የዚህ ጥናት ስኬት ስኬት ለዚህ መጠይቅ ለእያንዳንዱን ጥል በሰጡት ታማኝ እና እውነተኛ ምላሽ ላይ በእጅጉ የተመካ ነው። ስለሆነም ይህንን መጠይቅ ከእውነተኛ ምላሽዎ ጋር እንዲሞሉ በትህትና እንጠይቃለን። ያቀረቡት መረጃ ለምርምር ብቻ ጥቅም ላይ የሚውል እና በከፍተኛ ሚስጥራዊነት ይታከማል።

አጠቃላይ አቅጣጫ

መጠይቆችን መሙላት ከመጀመርዎ በፊት እባክዎ የሚከተሉትን ነጥቦች ያስቀምጡ

በመጠይቁ ላይ ስምዎን አይጻፉ.

ጥያቄዎቹን ለመመለስ ከመሞከርዎ በፊት ሁሉንም መጠይቆች ያንብቡ።

በሚሞሉት አማራጭ ላይ ክብ በመጠቀም ተገቢውን ምላሽ ይስጡ።

ለሁሉም ጥያቄዎች መልስዎን ይስጡ።

የቀደመ ምስጋና!

ክፍል : I. የግል መረጃ

1. የትምህርት ቤቱ ስም _____.

2. ቀበሌ _____

3. ያታ: ወንድ ሴ

4. ዕድሜ 18-23----- 24-29----- 30-35-----36-40-----above 40-----

5. የት/ት ደረጃ _____

6. ትምህርቱ ምን ያህል ይርቃል?

A. 1-6 ሰዓት C. 12-16 ሰዓት

B. 7-11 ሰዓት D. above 16 ሰዓት

7. የመጓጓዣ አቅርቦት ከትምህርት ቤት ወደ ቤት ርቀት ጋር እንዴት ይዛመዳል?

A. በጣም ጥሩ C. ጥሩ

B. አጥጋቢ D. ጥሩ አይደለም

8. እሰከ ትምህርት ቤቱ ለትራንስፖርት ምን ያህል ታወጣላችሁ?

A. እጅግ በጣም B. በጣም C. መጠነኛ D. ትንሽ E. በጣም ትንሽ

ክፍል 2: የክፍል ሁኔታ

1. በአንድ ክፍል ውስጥ ምን ያህል ተማሪ ይማራሉ?

A. ከ 40 በታች D. 61-70

B. 41-50 E. 71-80

C. 51-60

2. በመማር ማስተማሩ ሂደት ውስጥ በክፍል መጨናነቅ ምክንያት ምን ዓይነት ችግሮች ተከስተዋል?

ውጤታማ የግንኙነት ችግሮች ለ የክፍል አስተዳደር ችግሮች

ክፍል ሶስት : የማስተማሪያ እቃዎች እና መገልገያዎች

3. በትምህርት ቤት ውስጥ የማስተማሪያ ቁሳቁሶች ምን ያህል ይገኛሉ?

A. በበቂ ሁኔታ የሚገኝ B. በመጠኑ የሚገኝ

C በበቂ ያልሆነ D አይገኝም

4. የአንደኛ ሴሚስተር እና የሁለተኛ ሴሚስተር ክፍሎች በሁሉም የትምህርት ዓይነቶች በተወሰነ ጊዜ ውስጥ ካልተካተቱ፣ ምክንያቱ ምን ይመስልዎታል?

A. የመማሪያ መጽሐፍ እጥረት C. የጊዜ ማባከን

B. ብዙ የመማሪያ መጽሐፍት D. ሌሎች (ካለ) _____

5. ተማሪዎች ምን ያህል ጊዜ ቤተ መጻሕፍት ይጠቀማሉ?

A. ሁል ጊዜ B. ብዙ ጊዜ C. ቤተ-መጽሐፍትን አይጠቀሙም።

6. መምህራን በትምህርት ቤት ውስጥ የተማሪዎችን እንቅስቃሴ ለመገምገም የሚጠቀሙት ውዘዶች ምን ድናቸው?

A. mid Hexam B. የመጨረሻ ፈተና

C. ተከታታይ ግምገማ D. ሌሎች (ካለ) _____

7. መምህራኑ የተማሪዎችን ሥራ ማረጋገጥ ካልቻሉ ምክንያቶቹ ምን ድንናቸው?

A. የተማሪዎች ቁጥር በጣም ከፍተኛ ነው።

B. ሁሉም ተማሪዎች በክፍል ውስጥ ትላልቅ ተማሪዎች መኖራቸውን ለማረጋገጥ ጊዜ ማጣት

C. ሁለቱም

E.A እና B

መ. ሌሎች (ካለ) _____

8. የት/ቤትዎ ርዕሰ መምህር በት/ቤትዎ ውስጥ ያለውን የት/ቤት አስተዳደር ስርዓት ለመምራት በቂ ብቃት ያለው እንዴት ነው?

ሀ. በጣም ብቃት ያለው B. ብቃት ያለው C. በመጠኑ ብቃት ያለው መ. ብቃት የሌለው

9. For the following questionnaires list in the table below put “X” sign in your answer 1. Very high 2. High 3. Medium 4. Low 5. Very low

No	Item	Linkert scale				
		1	2	3	4	5
1	ችግሮቹ የተከሰቱት በመማር እና በማስተማር ሂደት ውስጥ በትልቅ የክፍል መጠን ምክንያት ነው					
2	በበቂ ሁኔታ በተገኙ ቁሳቁሶች በመማር ማስተማር ሂደት ያጋጠሙችግሮች: -					
3	ቤተ መጻሕፍቱ በትምህርት ቤት ውስጥ ብዙ ተማሪዎችን የማገልገል አቅም: -					
4	መምህራን የሚያስተምሩትን ርዕሰ ጉዳይ የመቆጣጠር ችሎታ?					

10. Fill the following questionnaires’ by using “YES” or “NO” options

No	Items	YES	NO
1	የ መጀመርያ ው ሴሚስተር እና ሁለተኛ ሴሚስተር ክፍሎች ከተወሰነ ጊዜ ጋር በሁሉም የትምህርት ዓይነቶች የተሸፈኑ ናቸው?		
2	በትምህርት ቤት ውስጥ የቤተ መጻሕፍት አገልግሎት አለ?		
3	በትምህርት ቤት ውስጥ ሙያዊ መመሪያ እና ምክር አለዎት?		
4	በትምህርት ቤት ውስጥ ያሉ ሁሉም አስተማሪዎች በሚያስተምሩት የትምህርት ዓይነት ብቁ ናቸው?		
5	ሁሉም የትምህርት ቤት አስተማሪዎች በትምህርት ቤት ውስጥ ተማሪዎችን፣ የክፍል-ስራ እና የቤት ስራን በመደበኛነት ይፈትሹታል?		

11. የሚከተሉት ነገሮች በ A-5-ነጥብ የመወዳደሪያ ልኬት ላይ በመመስረት ስምምነትዎን እና አለመግባባቶችን ከሚያሳዩበት የትምህርት ተቋማት ብቃት ጋር የተያያዙ ናቸው። እባኮትን ክታች በሰንጠረዥ ላይ ያለውን ንጥል ያንብቡ እና “X” ወይም “በሳጥኑ ውስጥ ያስቀምጡ።

1. በጣም እስማማለሁ 2. አልስማማም 3. ያልተወሰነ 4. እስማማለሁ 5. በጣም አልማማለሁ

ተቁ	ተግባራት	መለክያ				
		1	2	3	4	5
1	ህንጻ					

2	መመሪያ ክፍል					
3	ወንበር እና ጠረጴዛ					
4	የተማሪዎች መመገቢያ					
5	የማስተማር ቁሳቁስ					

WOLKITE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

Questionnaire to be filled by teachers

Dear respondents! The purpose of this questionnaire is to gather information for the research entitled **“Factors Affecting Students’ Academic Achievement in Selected Primary Schools of Gubrye sub city administration”**. Hence, the successful accomplishment of this study highly depends upon your honest and genuine response to each item of this questionnaire. Therefore, we kindly request you to fill this questionnaire with your genuine response. The data you supply will be used for the research only and treated with utmost confidentiality.

General direction

Please put the following points before you start to filling the questionnaires

Do not write your name on the questionnaires.

Read all the questionnaires before attempting to answer the questions.

Provide appropriate response using circle on the alternative you fill.

Give your answer for all questions.

Thank you in advance!

Part: General Information

1. Your School_____.

2. Sex: Male Female

Bellow 26	27-30	31-34	35-38	Above 38

3.Age

4. Academic qualification _____

5. Your Weekly Teaching Load_____

Part Two: Classroom Condition

B. satisfactory D. not good

3. If there is far distance from the home to school, how much is the cost of transport?

A. very high B. high C. satisfactory D. low E. very low

4. What type of problems happened during the teaching-learning process as a result of overcrowded classroom?

A. problems of effective communication B. problems of classroom management

D. all are the problems

Part Three: Instructional Materials and Facilities

5. To what extent the instructional materials are available in your school?

- A. adequately available B. moderately available C. inadequately available D. not available

6. If the portions for first semester and second semester are not covered in all subjects within a given period of time, what do you think about the reason?

- A. shortage of text book B. voluminous of text books C. wastage of time

7. How frequently do students utilize library?

- A. all the time B. most of the time C. the do not use library

8. What are the methods that you use in order to evaluate students activities in your school?

- A. mid exam B. final exam
C. continuous assessment D. others (if any)_____

9. For the following questionnaires list in the table below put “X” sign in your answer 1. Very high 2. High 3. Medium 4. Low 5. Very low

No	Item	Linkert scale				
		1	2	3	4	5
1	The problems happened during teaching and learning process as a result of large class size is:					
2	the problems faced during the teaching and learning processes due to adequately available materials is:					
3	The capacity of the library to serve the large number of students in school is:					

4	The ability of teachers in mastery of subject matter they are teaching?					
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10. Fill the following questionnaires' by using "YES" or "NO" options

No	Items	YES	NO
1	Are the portions for the first semester and second semester covered in all subjects with a given period of time?		
2	Is there a library service in your school?		
3	Do you have professional guidance and counseling in your school?		
4	Are all teachers in your school qualified in their subject they are teaching?		
5	Do all your school teachers check students, class-work and home-work regularly in your school?		

11. The following items are related to your adequacy of educational facilities in which you show your agreement and disagreement based on a-5- point likert scale ranging from strongly disagree to strongly agree. Please read the item in table below and put "X" or " " in the box.

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

No	Item	Likert scale				
		1	2	3	4	5
1	School Building					
2	Class-room					

3	Chair and Table					
4	Students Lounge					
5	Instructional Materials					

WOLKITE OF UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

Interview guides for principals and vice principals

Dear respondents! The purpose of this interview is to examine **“Factors Affecting Students’ Academic Achievements in Selected Primary School of Gubrey sub city**

administration' . To this effect, the response that you give as the respondents is a great value and it will be kept confidential and utilized only for academic purpose.

Part One: Personal Information

Work Place _____

2. Age	Bellow 26	26-32	33-39	40-46	Above 46

3. Sex

Male

Female

4. Your experience 1-5 6-10 above 10

5. Marital Status married single divorced

Part Two Interview Questions

1. To t extent the rules and regions are encouraging students and teachers participation in your school?

2. To what extent the library fulfils the students' needs in your school?

3. What do you think the reason for low academic achievements of students?

4. In your school how do you evaluate the teachers, either they are well qualified and experienced or not by the subject they teach?

5. Are there teachers in your schools who are below minimum required qualification? If your answer is yes how you can suggest to solving the problems?

6. Are there any references books in your school library? If your answer is yes how it guides students to achieve their academic achievement?

7. In your school what are the role and responsibilities of teachers to increase the academic achievement of students?

8 What do you recommend in alleviating the academic problems of students in your schools?

9. How do you evaluate the present interaction of teachers and students in your school?
