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Hindering factors that affect students' academic achievement in government secondary school

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Abstract

This study was an attempt to investigate the contributing factors that affect students' academic achievement in government secondary school in the town ***Meki catholic*** *secondary schools. The specific objective of the study was to investigate the extent, to which these adversary factors contribute to the downfall of student academic achievement, and to categorically identify and classify these factors. These will make a possibility for educational policies and programs be reviewed and updated to better suit tackling these hindering factors, which in turn leads to quality education programs. In addition, data for this study was be collected from students, teachers, principals and vice principals and PTAs /parent teacher associations/. So from the total 30 teachers the researcher used 10 (33.3%) of teachers by using simple random sampling techniques and by the same simple random sampling technique, 16.6% of students, 100% of vice principals and 100% principals are used. The study employed qualitative data like questionnaire as major source and qualitative data was obtained from interviewing those mentioned participants of the study. Excessive workload, lack of sufficient budget and lack of sufficient time were major challenges of making this study a reality. Based on the results, some conclusions are made.Finally, the researcher would like point out that there is a possibility to greatly reduce and eliminate these hindering factors through continual policy changes to better adapt current educational dynamics, investing in teachers capacity through training by school, creating better interesting learning environment for students, positive family engagement etc. Hence, it is highly recommended for these major components of the education system work closely to make the said changes.*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The student, who is one of the basic elements of the education system, has from past to present been regarded as the future of society, and in this sense, has been included in a continuous development process. Nations follow the global development process and attempt to foster knowledge, skills, behavior, competence and ideas in line with this development. For this purpose, education systems aim for students to integrate with the world, attain success, acquire a profession, contribute to the nation, gain the habit of lifelong learning and most important of all, and acquire 21st century skills. For countries to be able to reseal these aims, it is expected that the factors of the family, the school's physical conditions, the school administration, the school environment and the teacher, which are among the characteristics of efficient schools (Sisman & Turan, 2005), will be continually updated and changed. As well as the rationalist of these changes, it is essential that academic achievement, which is one of the basic aims of education institutions, should be enabled.

It is a fact that the student's academic achievement, which is one of the most basic and indispensable aims of education institutions, is also an expectation of society. Therefore, when education systems are setting their goals and objectives, they take academic achievement into consideration alongside a number of competences. Achievement is progress made towards attaining one's goals (Wolman, 1973). In other words, achievement can be expressed as progress made towards attaining the goals determined by individuals or institutions. In terms of the student, achievement means reaching the objectives framed in the curriculum (Kazazoglu, 2013). In education institutions, however, the aim of this achievement is to improve and advance academically. Academic achievement is the knowledge, skills, success and development instilled in students by the teacher in schools (Carter & Good, 1973).

Academic achievement in Ethiopian public high schools is influenced by a complex interplay of factors, including individual, familial, and school-related variables. Understanding these factors

is crucial for improving educational outcomes and enhancing the overall quality of education. Factors This study focuses on Meki Catholic, Bole, and olif Secondary Schools, where challenges include poor facilities, large class sizes, and limited parental involvement. The paper suggests practical solutions to improve student achievement in these schools

Affecting Academic Achievement in Ethiopian Public Secondary Schools

Students are central to the education system and seen as the future of society. Education systems aim to equip them with 21st-century skills, lifelong learning habits, and academic success. Achieving this requires constant improvement in family support, school conditions, administration, and teacher quality.

Academic achievement, defined as the progress students make toward educational goals, is a key priority for both schools and society. In Ethiopian public secondary schools, it is influenced by both external and internal factors:

Outside School Factors:

Individual Factors: A student's foundation from elementary school, English proficiency, motivation, self-confidence, stress levels, and exposure to peer pressure and social media all affect academic performance. Distance from school also impacts attendance

Family Factors: The family's education level, attitudes toward school, and involvement in the child's learning greatly influence student success.

Inside School Factors:

Teacher Quality: Well-trained, experienced teachers enhance learning.

Class Size: Smaller classes allow for more personalized support

School Environment: A positive and well-equipped school setting fosters better performance.

Improving academic achievement requires coordinated efforts by teachers, parents, policymakers, and communities. Strategies includea improving Resources: Adequate textbooks, materials, and safe infrastructure improve academic outcomes teacher training, increasing parental involvement, reducing class sizes, and enhancing school facilities.

1.2 **Statement of the Problem**

The academic performance of students can be affected by a number of factors. Some studies have shown that factors associated with family background significantly affect the academic achievements of students (Chopra, 1967 and Dougherty, 1981). Other studies, however, demonstrated that educational background, health conditions of students, school environment, parental involvement, and social factors not only exert a great influence on the student's attitude towards learning but also affect the achievements of students (Maslow, 1954; Miner, 1968; Nettles, Thoeny and Gosman 1986; Keith and Reimers, 1987; Colm and Rossmiller, 1987). There are also some inconsistencies in the results obtained from different studies.

Wiseman (1964) indicated that the inconsistencies in the results might arise from regional differences. According to Wiseman, since sampling is so difficult and regional differences are too strong, the replication of research is clearly desirable especially in geographically, economically and culturally different regions. Most of the studies on factors that affect academic achievements have been conducted in the economically more developed countries like the U.S.A. and Britain. Therefore, it might be interesting to examine the impact of different types of variables on the academic achievements of students in the high schools in a developing country like Ethiopia.

Teacher quality, including qualifications, experience, pedagogical skills, and motivation, plays a pivotal role in shaping students' learning outcomes. Rivkin, Hanushek, and Kain (2005) found that teacher effectiveness is the most important school-related factor influencing student performance, even more than class size or school funding. In contexts like Ethiopia, where many rural schools face shortages of trained and experienced teachers, this issue becomes particularly salient (World Bank, 2008).

Moreover, student engagement and learning styles have gained attention in more recent studies. Students who are actively enaged in their learning process—cognitively, emotionally, and behaviorally—tend to perform better academically (Fredricks, Blumenfeld, & Paris, 2004). Different students also have diverse learning preferences, and when instructional methods align with these styles, achievement can improve (Felder & Silverman, 1988). In under-resourced

settings, rigid and outdated teaching methods often fail to accommodate diverse learners, there by affecting performance.

Finally, the impact of poverty and food insecurity cannot be overstated. Children who come to school hungry or who live in households with chronic poverty often experience cognitive fatigue, absenteeism, and reduced academic concentration (Jyoti, Frongillo, & Jones, 2005). In Ethiopia, where a significant portion of the population lives below the poverty line, addressing the socio-economic barriers to education remains a critical policy challenge.

1.3. Research Questions

The main purpose of the study was to assess the factors that affect students' academic achievement in Mathematics and English in the above-mentioned government secondary schools. This study, therefore, will seek to answers to the following basic questions.

1 . What is the status of students' academic achievement in the study areas?

2. What are the factors that significantly influence the students' academic achievement in secondary school?

3. What are the correlation between students' academic achievement and parental involvement, homework, class-size, teachers' competency and training, and teachers' experience?

4. What are the contributions of the school to make the students successful in their academic achievement in the study area?

1.4. Objectives of the Study

1.4.1. General objective

The study aims at investigating factors that affect the academic achievements of students: family background, parental involvement and factors related to the student with special referenced Secondary Schools.

The general objective of this study was to explore factors that affect students' academic achievement in Mathematics and English in government secondary school of Meki town.

1.4.2. Specific objective

Specifically, this study was to:

1. Assess the status of students' academic achievement in secondary school.

2. Identify the factors that significantly influence the students academic achievement in secondary school.

3. Examine the correlation between students' academic achievement and parental involvement, homework, class-size, teacher's competency and training, and teachers' experience.

4. Identify the contributions of the schools to make the students successful in their academic achievement in the study area.

1.5. Significance of the Study

This study may be provide an insight to factors that affect students' academic achievement in secondary school. Besides, it may be help teachers, parents, students, principals, educators and policy makers to identify important variables that directly or indirectly affect students' academic achievement in secondary school. They also examine the factors that affect students' academic achievement in secondary school and achieve maximum academic achievement.

In doing so, this study would be help the above-mentioned high school town education office and secondary school by providing clues on measures to be taken and strategies to be devised in an attempt to overcome challenges on factors that affect students' academic achievement in secondary school.

1.6 Limitation of the Study

Investigating factors that affect academic achievements of students present some inherent difficulties. As in many other complex applied problems, the goal of research on this topic is to single out variables which influence the achievements of students. However, m the process of conduct this study work, we have faced certain limitations. It is important, therefore, to carefully note particular limitations of this study.

First, the study is limited to one school in examining factors that affect the academic achievements of students at high school level. Due to time constraints financial problem and shortage or absence of required materials, the study covers only two grades of referenced Senior Secondary Schools.

Secondly, the academic achievements of students can be affected by several in-school and out-of-school factors. However, it was not possible to include all questions that are related to in school and out-of-school factors for it makes the questionnaire extremely bulky and result in boredom on the part of the respondents.

This study would be delimited to Meki town and all the findings and conclusions reflect the actual situation in government secondary school in the town. This study would be limitated to factors that affect students' academic achievement, such as the physical environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their job, parent involvement, class-size and homework in government secondary school.

1.7. Challenges of the Study

Admittedly, this study was have a number of limitations. The limitation of the study was shortage of time, scarcity of reading materials in the area and also not included non-government secondary school.

1.8. Organization of the Study

This paper be divided in to five sections. The first one is the introduction part. The second part is the review literature one. The third one is the research design and methodology where as the fourth one deals with results and discussion. Finally, the fifth part of the research paper comprises the summary, conclusions and recommendations.

1.9. Definition of Key Terms

Academic achievement: is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. In this study, academic achievement is taken from the final examination score in different curricular subjects of secondary school students.

Government school: School which is administered by national government.

Secondary school: refers to those public and community schools consisting grade levels of tertiary cycle (9-10).

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 Concept of academic achievement

These section deals with academic achievement in secondary school education, relationship between academic achievement and in-school and out-school factors and factors that affecting students' academic achievement such as physical environment and the school facilities, instruction facilities and materials, teachers' competency and training , teacher experience, teachers' attitude towards their job, parent involvement, class-size and homework.

Many attempts have been made by various scholars to identify factors that affect academic achievement of students in different countries. Several studies have been conducted in this area to investigate the effects of various factors related to schools and the type of programs carried out in schools. Still other studies addressed socioeconomic factors, school and instructional variables, educational background and health conditions of students, etc.

One of the factors that is considered crucial in terms of-learning concerns physical well-being of students. Maslow (1954) puts physical well-being in the first order of priority in relation to people's over-all ability to function in life and in relation to academic achievement in particular.

In a study that involved 1359, randomly selected students (aged 14-17 years), Chopra (1967) examined the relationship between parental occupation and the academic achievement of high school students. Using analysis of variance, he concluded that there is a positive relationship between the level of parental occupation and the mean achievement scores of high school students. In another study, Chopra (1969) demonstrated that achievement in English, Mathematics and Science has a positive relationship with economic background. His study involved 433 Class 10 science students from high school in Lucknow, India and the study showed that the mean marks scored by the students in the higher socioeconomic group were significantly higher than those of the students from the middle and the lower socioeconomic groups. Miner's (1968) study revealed that four sociological variables, that is, general categories of social class, family structure, sibling structure, and religion affect the academic achievement of students.

Taylor (1969) examined the influence of a tutorial program on 31 tutored and 31 non-tutored freshman-engineering students. A t-test analysis showed that the tutorial program benefited students who attended the program regularly.

Nelson (1969) studied school achievement of adolescent children with working and non-working mothers. The study was made to find out if there was any difference in school achievement among 312 Ninth-Grade students who were categorized according to their mothers' work history. His findings revealed that there was no significant difference in school achievement among the children whose mothers worked full-time, part-time or whose mothers' were jobless. The findings also revealed that boys and girls did not differ in school achievement among the three maternal employment groups.

The importance of secondary school preparation for the success of students in college is confirmed by Nettles, Thoeny and Gosman (1986). They reported that students with good study habits in secondary school, score higher grades when they join colleges.

Similarly, Summerskill (1965) indicated that secondary school grades are the best predictors of college performance. That is, if a student does not have a good academic Preparation in his high school, his grades in college will likely to be lower.

Fehrman, Keith and Reimers (1987) studied 28,051 high school students to determine the effect of parental involvement on students' grades in the high school. The results of the study showed that the direct and indirect involvement of parents in the education of their children affects their grades in their high school study. According to the study, high school students would get high scores, if parents encourage them, monitor their daily activities and school progress and give them general academic guidance and support. Although Johnston and Juyono (1983) mentioned the importance of the school and personal factors in determining the academic achievement of students, they identified the family background as the most important factor. They suggested that a student may be in a better position to raise his level of academic achievement if he lives in a place where encouragement and support are provided for his study

Jaquess (1987) studied effects of part time employment on academic achievement of high school students. The sample included 196 non-employed and 281 employed students from Moore high school, Oklahoma. He reported that the non-employed students' grade-point-averages were

higher than the grade-point-averages of the employed students, though the difference was not significant at 0.05 level. That shows the academic performance of high school students is not significantly affected by part-time employment.

In a review made by Cohn and Rossmiller (1987), the Coleman Report (1966), created the impression that student's family, peers, and general social Milieu exert much more influence on learning than the school factors. In another review, made by Dougherty (1981), school resources such as per-pupil expenditures and amount of teacher training, do not seem to have much more effect on educational attainment of students than the family background factors.

According to the review, family background factors are considered as the most important factors that exert strong influence on the academic achievement of students. Another research report conducted mainly by World Bank staff, has indicated that schools are important factors than family background (Cohn and Rossmiller, 1987). Their review indicated that schools do make a difference in how well and how much students learn, and the academic achievement of students is strongly related to the characteristics of learning environment.

Ademe and G/Meskel (1989) conducted a study to determine the relationship that may exist between students' class activity and their academic achievement in Mathematics based on selected section of the Tana Haik Comprehensive Secondary School in Bahir
Dar. Using chi-square and Z-tests they found that no significant difference existed in the proportion of passes (those scoring fifty percent and above) between the active and passive students. Ademe and Oebre (1990) studied the impact of objective type tests on the learning process of high school Mathematics. They based their study on selected section of the same school and administered objective and subjective types of Mathematics tests to sample sections. The study indicated that, the students scored significantly higher grades in the objective test, while they failed to tackle most of the problems when framed in the "work out" format. The researchers suggested that while lower order skills such as simple computation and recall of facts may be measured by the objective type of tests, problem solving and the ability to think logically should be measured by the subjective type of tests in which students will be made to show their

ability to work out mathematical problems. Their study indicated that lack of essential skills in problem solving leads to hatred that many people develop about Mathematics.

Several studies have been conducted on students academic performance at Addis Ababa University. The studies were mainly focused on the predictive validity of Ethiopian School Leaving Certificate Examination (E.S.L.C.E.) results and on factors that significantly affect the performance of University students.

Mekonnen (1987) applied ranking and selection procedures to study the educational performance of group of students who were admitted to the University in 1982. Results revealed that students who took E.S.L.C.E. once performed better than those who took it twice or more times. Besides, E.S.L.C.E. Mathematics grade was a better predictor of success in the Faculty of Science.

Habte (1988) studied effects of E.S.L.C.E. GPA and some factors on academic performance of first year regular Science degree students. It was implied that, a transform of first semester GPA appears to have strong linear relationship with an identical transform of E.S.L.C.E. GP A. It was also implied that dormitory facilities had a positive effect on students performance.

Mohammrned (1989) studied the academic profiles of 1985 Statistics degree graduates who came from Addis Ababa and other regions of the country. He concluded that the performance trends are similar for the two groups. However, the hypothesis of equal response means was rejected.

The influence of different types of secondary schooling on the academic achievement of students in higher education was studied by Takele (1990). He analyzed the data of the government and non-government secondary school graduates on the E.S.L.C.E. and college GPA. The results appeared to indica,te that the influence of government and non-government schools do not bring any difference on students' performance at college level in Ethiopia. The results also indicated that E.S.L.C.E. GPA does not predict the academic performance of students at college level

except in some institutions of higher learning (namely, Gondar College of Medical Science and Medical Faculty of Addis Ababa University).

Fentaw (1991) studied the influence of Pre-University and University variables on the academic performance of students at Addis Ababa University. He made preliminary analysis to examine the effect of each variable on students performance using univariate tests, and observed that not many variables significantly influence the academic performance of students. He assessed the combined effect of variables in classifying students to three academic performance groups, and observed that the classification procedure based on variables was effective in classifying students to their respective academic performance groups. In addition, he compared the first three years academic achievement, and indicated that students from different types of academic performance groups had similar trend in academic achievements.

From the reviews of related literature, we have seen that, different factors exert great influence on the student's attitude towards learning and affect the achievements of students.

Unfortunately, reports of research concerning the factors that influence the academic achievements of students at high school level are scanty in Ethiopia. So, the research presented in this paper attempts, at least in part, to fill this gap concerning factors that affect academic achievements of students at high school level.

2.1. Academic Achievement in Secondary School

Education Academic achievement 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. 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).

2.2. Relationship between Academic Achievement and in school and Out-school Factors

A number of factors can affect the academic achievement of students. These factors could be grouped in to two broad categories as: in-school and out school factors. Factors that may affect the academic achievement of students with in the school are related to: the qualification of teachers, availability of instructional materials, class size, relevance and appropriateness of the curriculum, management and school leadership situation, teachers' motivation and commitment and cohesiveness of school compound for the smooth running of the general teaching learning process. In this regard, Philip (2000) indicated that factors such as qualified teachers, facilities like adequate and conducive class rooms, text books, and furniture, curriculum relevance, infrastructure, learning process(monitoring and evaluation) and adequate funding have great influence on the successful achievement of the educational objective and enhancing students' academic achievement. On the other hand, factors such as: family back ground of students, parental expectation and amount of work being assigned for a students by his/her parents, educational back ground and health condition of students as well as their families are expected to have an impact either positively/negatively as far as the academic achievement of student is concerned.

2.3. Factors that Affect Student's Academic Achievement

This section is divided into eight subsections. These subsections was systematic classification of factors, such as in-school and out-school factors related literature on the concept of Physical environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their job, parent involvement, class-size and homework related to students' academic achievement in secondary school.

2.3.1. The physical environment and the school facilities

Physical environment is simply defined as the physical characteristics of the room. It refers to the different things i.e., size of the room, lighting, degree of temperature, condition of classroom floor whether it is carpeted or just concrete (www.enotes.com). Physical environment can affect

students' comfort and also their ability to learn to some extent. Students who are comfortable are likely to get much information as compared to those who are uncomfortable.

Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system. These include; school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational equipments, apparatus and other instructional materials.

2.3.2. The Class- size

The class size refers to a number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monre, 2000). Class size concerns educators for various reasons because learning can only occur positively when lesson are under appropriate conditions both for the students and teachers. The class room size has its own impact in facilitating or influencing activities of teaching and learning.

2.3.3. Instruction facilities and materials

Instructional technology plays a vital role in teaching learning process and makes it more successful, interesting and fruitful. Therefore, it is imperative to arrange instructional technology in classroom to ensure effective and conducive environment for teaching learning process. Iqbal (2005) stated that the arrangement of classroom educational facilities and instructional spaces might be selected for learning rather teaching.

2.3.4. Teachers competency and training

Teacher educational level would seem to have a positive effect on student achievement. Goldhaber and Brewer (1999) analyzed the impact of teacher degrees on student achievement 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 8^{th} to the 10^{th} grade. As Darling-Hammond, (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. According to UNESCO (2008) Ethiopia has certified educational standard for the secondary schools, i.e., the minimum required qualification to teach at secondary level requires at least a first degree. Teachers must master the subjects they are teaching to get diligent, hard work, skilled and competent students. This shows that teachers must be well trained before they join teaching profession and to be fruitful or successful in all aspects.

2.3.5. Teachers' experience

Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary levels. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems. Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield & Teddlie, 1991).

2.3.6. Teachers attitude towards their jobs

The word "attitude" is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. According to Kreitner and Kinicki (2007), there are three components of attitudes: affective, cognitive and behavioral. The affective component is a feeling or an emotion one has about an object or situation. The cognitive component is the beliefs or ideas one has about an object or situation, whereas the behavioral component of attitude reflects how one intends to act or behave towards someone or something.

Attitudes towards work mean perceptions that affect how employees perform in their positions. It reflects the extent to which people like their jobs. As expected, teachers' working conditions, assessed by their level of job satisfaction, affect teacher-student interaction.

2.3.7. Parent involvement

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002). The Ethiopian Education and Training Policy (MoE, 1994) and the guideline for National Teachers Education stress the need for teacher commitment in involving parents and community in the educational process. The required guidelines, strategies and programs are available to promote the involvement of parents in their children education.

The Guideline on Organization of Educational Management Community Participation and Education Finance (MoE, 2002) emphasis on the school boards and parent-teacher association which are expected to handle managerial, administrative and academic matters in the education of children in Ethiopia.

2.3.8. Homework

Homework is defined as any type of academic work assigned by a teacher to be completed at home. The assignments may be completed during a study hall period, or other class time (Cooper, 2001). Secondary school teachers were more likely to use homework to prepare students for work yet to come and to enrich classroom activities. Cooper, list many reason for homework and assignments. These reasons include communication, practice, re-teaching, and preparation. It helps parents know what their child's strengths and weaknesses are academically. Teachers can and should use parent involvement practices to create more understanding of the school environment. Teachers sometimes use homework as punishment for misbehavior, or do not know how to assign proper homework.

CAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

A descriptive survey method was employ for this paper. The researcher would be utilize descriptive methods in conduct of the study because descriptive research is a method used to obtain information relating to the exiting status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation. Because a descriptive survey analysis was made on factors that affect students' academic achievement in government secondary school of Meki Town. The study was use both qualitative and quantitative data

3.2. Sources of Data

The study was use both Primary and secondary source.

3.2.1. Primary sources

The Primary data was gathering from teachers of grade (9-10th), grade 10th students and Parent Teacher Association (PTA) by using questionnaires. Interview tools was use to collect data from principal and vice- principal.

3.2.2. Secondary sources

The secondary sources was school recorded student documents and Ethiopian General Secondary Education Certificate Examination (EGSECE) of grade 10th students' result for the past three years of (2007-2009 E.C) in Mathematics and English subjects.

3.3. Sample Size and Sampling Techniques

In Meki town one government secondary school would be selected purposively as area of the study and presented in the following table

Table 1: Sample size and sampling techniques of school

Schools	grade 10th of students sample			Teachers			Principal			Vice principal			PTA		
Respondents	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%
Meki secondary school	300	50	16.6	30	10	33.3	1	1	100	1	1	100	5	5	100
	Stratified sampling of random			Stratified sampling of random			Available sampling			Available sampling			Available sampling		

Source: from documents of the sampled school in 2009. NB: P=population, S= sample, %= percentage, PTA= parent teacher association.

3.4. Data Collection Instruments

Both quantitative and qualitative data was collect through questionnaire, interview and document.

3.4.1. Questionnaire

Close-ended and open-ended question items are constructing to collect information from Meki secondary school for teachers, students and PTA. The question items are preparing in English and develop using Likert-type five point rating scales. The five points will be weigh according to the degree of agreements: Always (5), Often (4), Sometimes (3), rarely (2), and Never (1). In close-ended questions the respondents have only one choice but in open-ended questions they have more than one option. To answer these questions the respondent will using one of the Ethiopia languages (Afan Oromo).

3.4.2. Interview guide

In this study, interview would taking in the form of person-to-person encounters using semi structured and UN-structured questions enabling respondents to address matters in their own terms and words. Based on this the source of data in interview are principal and vice principal that would take available from Meki secondary school. The interviews are prepared in English Language, because the interviewees can understand the Language.

3.4.3. Document analysis

Through document were examined relevant data of students for the past three years from (2007-2009 E.C) EGSECE result in Mathematics and English subjects of grade 10th student performance.

3.5. Data Collection Procedures

The questionnaires would design and redesign as to check whether they exactly tend to answer the research questions or not.

Depending on the nature of the gathering data through questionnaires and interview as well as the variables to be treating. Descriptive and inferential statistics values such as frequency, percentage, mean, standard deviation, t-test and regression analysis would computing to see the relationship of the independent variables with the dependent variable.

The dependent variable of the study would factors that affect students' academic achievement scores as measured in EGSECE of grade 10th in Mathematics and English subjects and the independent variables of the study were Physical environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their job, parent involvement, class-size and homework

Chapter Four

Data Presentation, Analysis, and Interpretation

This part of the study deals with the presentation analysis and interpretation of the data gathered from sample school to seek appropriate answer to the basic question raised in chapter one of the research doument

4.1 Characteristics of Respondents

A total of 40 participants responded to the questionnaire, including school leaders, teachers, and administrative staff. The demographic profile of respondents shows a relatively balanced representation in terms of age, educational qualifications, and years of service.

4.2 Data Presentation and Analysis

4.2.1 Socio-Cultural Factors

Item	Agree (%)	Neutral (%)	Disagree (%)
Cultural beliefs discourage women leadership	75%	10%	15%
Society accepts women in leadership	30%	25%	45%

Interpretation: The majority of respondents agreed that cultural norms and traditional gender roles discourage women from seeking leadership roles. A significant portion (45%) disagreed with the idea that society readily accepts women in leadership, indicating prevailing gender bias.

4.2.2 Institutional and Organizational Factors

Item	Agree (%)	Neutral (%)	Disagree (%)
Lack of support from school management	60%	20%	20%
Promotion criteria are unclear or biased	70%	15%	15%

Interpretation: Institutional barriers such as lack of encouragement and transparency in promotion practices are significant challenges to women's participation in leadership.

4.2.3 Personal and Psychological Factors

Item	**Agree (%)**	**Neutral (%)**	**Disagree (%)**
Women lack confidence to apply for leadership	65%	20%	15%
Women are overloaded with family responsibilities	80%	10%	10%

Interpretation: Personal confidence and the burden of household responsibilities are notable deterrents to women aspiring for leadership positions.

4.2.4 Interview Results

Interviews with female teachers revealed that fear of criticism, lack of mentorship, and limited family support further hinder their ambition to pursue leadership roles. They also indicated that leadership positions are perceived as male-dominated and competitive.

Chapter Five:

Summary of Major Findings, Conclusions, and Recommendations

5.1 Summary of Major Findings

Cultural Barriers: Deep-rooted societal norms continue to reinforce the notion that leadership is a male domain, thereby discouraging women.

Institutional Constraints: Lack of administrative support, biased promotion systems, and unclear leadership pathways contribute to women's underrepresentation.

Personal Challenges: Many women lack the confidence to apply for leadership roles and are burdened with family responsibilities, which limit their availability and willingness to take on additional roles.

Lack of Mentorship and Role Models: The absence of female role models in leadership positions discourages aspiring women.

5.2 Conclusion

The study concludes that the low participation of women in educational leadership at Abba Fransua Primary School is primarily the result of socio-cultural expectations, institutional biases, and personal constraints. These factors collectively hinder women's aspirations and opportunities for leadership, despite their qualifications and capabilities.

5.3 Recommendations

Based on the findings, the following recommendations are proposed:

Community Awareness Programs: Conduct campaigns to challenge traditional gender roles and promote gender equality in leadership.

Policy Revision: Educational leadership selection and promotion policies should be revised to ensure fairness and transparency.

Capacity Building: Provide leadership training, mentorship programs, and confidence-building workshops specifically for female staff.

Support Systems: Establish institutional support mechanisms, such as flexible schedules and childcare services, to accommodate women leaders.

Encouraging Role Models: Encourage successful women leaders to share their experiences and mentor others.

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