SOCIO-ECONOMIC CAUSES OF THE LOW LEVEL OF EDUCATIONAL ACHIEVEMENT OF RURAL STUDENTS: THE CASE OF BORER AND WALGA PRIMARY, AND WALGA SECONDARY AND PREPARATORY SCHOOL IN ABESHGE WOREDA, GURAGE ZONE SNNPR



WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

A SENIOR ESSAY REPORT SUBMITTED TO DEPARTMENT OF SOCIOLOGY IN PARTIAL FUIFILLMENT OF THE REQUIREMENTS FOR BACHLOR OF ARTS (BA) DEGREE IN SOCIOLOGY

***BY*:** **ID**

Endeg Melaku.....190/11

Belhu Tsige.....081/11

Ifa Mohammed..... 313/11

Advisor: Aschale kassie

August 2021 E.C

Wolkite, ETHIOPIA

Declaration

we……declare, this is our original work and every reference is dully acknowledged. We produced it independently except for the guidance and suggestion of my Advisor. This study has not been submitted for any other university. It is offered for the partial fulfillment of BA degree in sociology.

Approval by Advisor and Examiner

Advisor	**signature**	**Date**
_____	_____	_____
Examiner	**signature**	**Date**
_____	_____	_____

Acknowledgment

First and foremost our especial thanks go to Almighty God who granted us strength and made all things possible. Next to this, we would like to extend express our sincere thanks and gratitude our senior essay advisor Mr.Aschale.K. Who devoted his valuable time and added his intellectual work in reading and shaping this senior essay paper and give our valuable suggestion and constructive comments for successful completion of this paper. Also we would like to thank our family for their material and ideal support to the completion of this study. Finally, we would like to thanks all our friends for their material and ideal support.

Abstract

The general objective of this study is to examine major socio-economic cause of low level of educational achievement of rural students in Borer and Walga primary school and Walga secondary and Preparatory School. The general objective of the study was to examine the major socio economic causes of low level of educational achievement of rural students and the specific objective of the study was to identify the major economic factor that affect educational achievement of rural students, to assess the effect of educational background of parents on the educational achievement of rural students and to examine the social factors that affect the educational achievement of rural students. In this study we used mixed research approach (both qualitative and quantitative approach were employed) and we used cross sectional research design because the study was completed within the short period of time. The study was obtained information from primary and secondary data source. The primary data source was obtained /collected by using in depth and key informant interview and questioner from the respondent. The secondary data source was collected or gathered from books, magazines, published and unpublished. Our research were used probable random sampling techniques, with these techniques was used random sampling techniques and through this technique we were used 335 samples as respondent from the total population of which 35 for in depth and key informant interview and the rest of the respondents was selected for questionnaires'. And also the researcher were analyzed and displayed the qualitative and quantitative data that obtained from interview and questionnaires the qualitative data was gathered through interview, and it were interpreted and analyzed in the form of words, sentences and paragraph while the quantitative data that were obtained through questionnaire were displayed through descriptive statistics.

Table of Contents **page**

Acknowledgment i
Abstract ii
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background of the study. 1
1.2 Statement of the problem 2
1.3.1 General Objectives 3
1.3.2 Specific objective 3
1.4. Research Question 3
1.5. Significance of the study 3
1.6. Scope of the study 4
1.7 Limitation of the study 4
1.8. Operational definition of term 4
CHAPTER TWO 16
2.1 LITERATURE REVIE W 16
2.1.1 Socio economic status of parents and educational achievement 5
2.1.2 Parents educational background and academic achievement 17
2.1.3 Socio economic status of school environment and academic achievement 7
2.1.4. Social class and academic achievement 18
2.1.5 Socio-Economic Status and School Achievement 8
2.2 THEORETICAL FRAMWORK 9
2.2.1 Symbolic Interaction theory 9
2.2.2 Cultural capital theory 20
2.3 CONCEPTUAL FRAME WORK 21

CHAPTER THREE 22
3. RESEARCH METHODOLOGY....22
3.1 Description of the study area 22
3.2. Research design....22
3.3. Sampling technique and sampling size 22
3.3.1 Sampling Size 22
3.3.2 Sampling technique....23
3.4 Target population 23
3.5. Source of data....23
3.6 Data collection instrument 24
3.6.1 Interview 24
3.6.1.1 in-depth interview: 24
3.6.1.2Key informant interview 24
3.6.2 Questionnaire 24
3.7 Method of data analysis 24
3.8. Data Quality Control Mechanisms 25
3.9 Data Collection Procedure 25
3.10 Ethical consideration....25
CHAPTER FOUR....26
4. DATA PRESENTATION, ANALAYSIS AND INTERPRETATION....26
4.1 Part I Socio-Demographic characteristics of respondents 26
4.2 Family Occupational Status 28
4.3 Student's discussion time with friends. 32
4.4 the effect of celabrated cermonious on educational achievment of students ……..22
4.5effect of conflict within a family on educational achievement of students ……..23
4.6 the impact of role model on parental aspiration and investment in children's education ……..…….24
4.7 effect of family and school supportiveness on educational achievement of students……25

4.8 Effect of family relationship with a community on educational achievement of students 26

4.9 Effects of parent residential location on educational achievement of students27

4.10 Effect of parent income condition and school limited facility on educational achievement of students 28

4.11 Effect of asset on educational achievement of students 30

4.12 Effect of credit and debit on student's educational achievement 31

4.13 Effects of remittance on educational achievement of students.....32

CHAPTER FIVE 33

CONCLUSION AND RECOMMENDATION.....33

5.1 conclusion…….33

5.2 Recommendation 45

REFERENCE..... iv

APPENDIXII v

List of table **page**

Table 1 Age, sex and educational background of respondent ……..……15

Table 2 Educational status distribution of the respondent family……...…….15

Table 3 Occupational status, distribution of respondent family……..…….18

Table 4 Residential area of respondent family.....…….……19

Table 5 Student's time to discuss with friend …….....21

Table 6 Effects of celebrated ceremonious on student's educational achievement…….22

Table 7 Effect of conflict within a family on educational achievements of students…..…...……23

Table 8 Role model of parent to the students ……...……24

Table 9 Supportiveness of parents to the students.....…..25

Table 10 Family relationship with a community …….26

Table 11 Residential location of parents ……..…….27

Table 12 Income condition of respondents family and school facility ……...……28

Table 13 Effect of assets of parents …….……30

Table 14 Credit and debit ……31

Table 15 Remittance …… 32

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Socio economic status is an economic and sociological combined total measure of persons work experience and an individual or family economic and social position in relation to others (Fergusson 2008). Barry (2005) indicates when analyzing a family socio economic status, the household income earns, education and occupation are examined as well as combined. Socio-economic status is more commonly used to depict on economic difference in the society as a whole.

According to the international level poverty is sociologically defined as a condition in which people lack the minimum amount of income needed in order to maintain the average standard of living in the society in which they live and poverty is lack of income and productive resources sufficient to ensure sustainable livelihood, hunger and malnutrition, ill health, limited or lack of access to education and other basic service; increase morbidity and mortality from illness, homelessness and inadequate house, unsafe environment, and social discrimination and exclusion. Socio economic status tends to negatively affect academic success (Leach and Williams 2007). The achievement gap in the educational setting of economically poor and rich student is well documented. The gap where hefty and unrelenting, these facts are recognized and widely acceptable (Barton 2003). Children's from low socio economic status family do not perform as well as they potentially could at school compared to children from high socio economic families (Graetz 2002).

Hill etal(2012) argued that socio economic status of parents do not only affect the academic performance of children's but also makes it possible for them from low background to compete well their counter parts from high socio economic background under the same academic achievement. An unsupportive home environment further complicates the poverty stricken students' drive to acquire decent education.

Adewale, A.M. (2002) in Nigeria reported that in rural community where nutritional status is relatively low and healthy problems are prevalent, children's academic performance is greatly hindered. Hamid (2011) examined the relationship between student's family socio economic characteristics and their academic achievement in rural sub district of Nigeria. The result reveled that rural student had low levels of academic achievement in English and other academics.

Aikens and Barbarin (2008) in Bangladesh recognized that in the process of their investigation that children's from low level of socio economic status environment acquire language skills more slower exhibit delayed latter recognition and phonological awareness, and at risk for reading difficult. A person's education is clearly linked to their life chance and well-being (Baker. 2002).

The Ethiopian Orthodox Church has dominated education in Ethiopia for many centuries until secular education is adopted in the early 1900. When formal education started in Ethiopia during the fourth century Christianity was the recognized religion. For about 1500 years, the church education controlled all educational opportunity well seen as preserve of Ethiopia ruling urban Amharic majority. However, the Amharic minority ruling education ended when public educations become an option for all citizens (Alemayehu 2012).

Most people in Ethiopia feel that work is more important than education. So they start that at a very early age with tittles to no education. Today, some Ethiopian children do not have access to qualified educational opportunity they need to succeed. Ethiopia is one of the poorest countries in world, and countless Ethiopian children succumb to disease associated wi standard of living, while others are forced to stay home to help their families survive.

As we have get information from Gurage zone educational bureau there is a great educational achievement gap between rural and urban students because of different factor including family educational background, social relationship, economic condition and the like have create a difference between two areas. as a result there are thirty two woreda in Gurage zone among this Abeshge woreda is one of the woreda in Gurage zone and the problem of educational achievement variation is exist between rural and urban students.

1.2 Statement of the problem

As kozol noted in Schaefer (2003), there is great inequality towards public school between rural and urban area throughout the developing nation. Relatively students in urban enjoyed state of the art, science library, supper music and elaborate athletic facility were as most rural children's were crowded in to antiquated, decrypted buildings depraved of even the most basic requirement such as text books, class rooms, computers and counselors.

Several researches are done on the socio economic cause of low level of educational achievement of rural students in different areas, for instance yonas d Asibe (2012), in Haramaya University focused only female students, Yeshemebat M, Alemayehu B, and Firew T (2013) in Bahir Dar University

focused on selected subject (math's, science and English), Geremew Muleta and Abdisa Gurmessa (2007) in Jimma University focused on only female students and parental socio economic status. But our research were focused on both male and female student, parental educational background, school facility, parental socio economic status and all subjects, previously conducted researches in jimma and Bahirdar University was mainly focused at university level but our research were focused at primary and high school level. finally there is no previous conducted research in abeshge woreda on the case of socio-economic cause for low level of educational achievement of rural student, so our research pave the way for the next researcher who went to conduct on this tittle.

So the researchers were interest to examine socio economic cause of low level of educational achievement of rural students of Ethiopia in general and in the case of south nation nationality and people in Gurage zone abeshege woreda in particular and for warded possible solution regarding to the problem.

1.3 Objective of the Study

1.3.1 General Objectives

The overall objective of the study was to examine major socio economic cause of low-level of educational achievement of rural student.

1.3.2 Specific objective

- To identify major economic factor that affect educational achievement of rural student.
- To assess the effect of educational background of parent on the educational achievement of rural students
- To examine the social factors that affect the educational achievements of rural students

1.4. Research Question

1. What are the major economic factors that affect educational achievements of rural students?
2. How the educational backgrounds of parents affect the educational achievements of rural students?
3. How the social factors affect the educational achievements of rural students?

1.5. Significance of the study

The studies were help to understand how socio economic factor affect educational achievement and performance of rural students. The study also gives further information to those who need to

participate in rural development program. The studies help for other researchers who might be inspired to conduct further study on this issue. More over the study were promote awareness level of rural family as well as the community towards educational achievement of the student. Finally, the study were use to formulate educational policy and strategy that might narrow educational achievement gap between rural and urban area of the country.

1.6. Scope of the study

The study was conducted on Gurage zone Abesge woreda primary and secondary schools,. In abeshge woreda there is forty one (41) primary and three (3) secondary schools. Among this we were select borer primary schools from rural areas and Walga primary schools from urban area in order to show the educational achievement gap between rural and urban students. Additionally we were study the gap between rural and urban students in walga secondary and preparatory school in theirs educational achievement.

1.7 Limitation of the study

1. Lack of review related literature material or source, that is necessary to don more research.
2. Shortage of time, because when we done this study we have a formal class, test, and the like.
3. Shortage of finance. We are conduct this study at distant place as a result it require transportation coast, money to invite the respondent, and so on

1.8. Operational definition of term

- **Education**- is the act or process of acquiring knowledge during childhood and adolescence at school, college or university.
- **Socio economic status** – is an economic measure of a person's work experience and an individual possession or family economic and social possession relative to others based on income, education and occupation. Socio economic status is the possession of an individual on social and economic scale that measures such factor as education, income, types of occupation and place residence (Baker 2014).
- **Academic achievement**- represent to a student's success in meeting short or long term goal in education. Academic achievement represent (refers) performance out comes that indicate the extent to which a person has accomplished specific goals that were focus of activities in interactional environment specifically in school, college and university.

- **Achievement gap**- refers to any significant and persistent disparity in academic performance or educational attainment between groups of student, such as students from high income and low income household. The achievement gap shows up in grades, standardized test scores, dropout rate and college completion rate among other success measures (Duncan et al 2007).
- **Rural:** is a residential area that is characterized by low population density, people engaged in agricultural activity, informal social control, low division of labor, personal relation cohesive by culture, norm, value, and work mutually for common good and service.
- **Educational background:** is the set of all the formal and informal education that you have achieved, plus any new learning opportunities you are pursuing or plan to pursue soon.
- **Economic factors** are the factors that affect the economy and include interest rates, tax rates, policies, wages, and governmental activities.

CHAPTER TWO

2.1 LITERATURE REVIE W

2.1.1 Socio economic status of parents and educational achievement

Family is the first, the smallest and the most important unit of a Childs social organization. It is responsible for the development of the Childs physical, mental and moral disposition. The family education background and socio economic status play pivotal role in the learning process of the child (Asikhia 2010). Ushie and Emeka (2012) confirmed that family type, size, socio economic status and educational background play role in children's educational attainment and social integration. Ajila and Olutola (2000) posited that the home affect the individuals since the parents are the first socializing agent in an individual life.

Ndem in Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' performance. Egbule in Okoh (2010) added that students' academic performance may be enhanced if their financial needs are adequately met. Researches continuous to link lower socioeconomic status to lower academic achievement and slower rate of academic progress as compared with higher socio economic status community. Children's from lower socioeconomic environment acquire language skill more slowly, exhibit later recognition and phonological awareness, and are at risk for reading difficulty (Aikens and Barbrin 2008). Children with high socioeconomic status backgrounds were more likely to be proficient on tasks of addition, subtraction and ordinal sequence and math word problems than children with lower socio economic backgrounds Udida and ukway (2012).

. Shittu (2004) asserted that poor parental care with gross deprivation of social and economic need of a child usually leads to poor academic performance of the child.

Udida and Ukway (2012) argued that family characteristics are the major source of disparity in students' educational outcome. They stressed further that student academic performance is influenced by the socio economic background of their parents; as parents that earn high income can take absolute responsibility for their children's education compared with parents that earn meager salaries. Unity and Edith (2013) emphasized that a child is affected negatively if she/he come from

an economically disadvantage family. They stressed further that such children's are faced with overwhelming challenges that leads to poor school performance.

Students from privileged homes do well in school, where as those from disadvantaged background do poorly. Moreover, children's from viewer income family learned about as much as during vacation as during the school year. Children's from the most deprived background actually lost ground during summer (Baker 2014).

2.1.2 Parents educational background and academic achievement

Mathewos (2000), it is well know the issue of equal access to educational achievement is strongly correlated with socio economic status. Not only does ones education affect occupational and income life chances, but the education of parents has bearing on the education and socio economic position of the offspring.

Chen (2009) posited that parental education is the key determinant of student's academic achievement. Chen noted that there is the gap in academic achievement between students of high and low socio economic status families. Chen stressed further that because children's from low socio economic status have relatively poor skills they are prone to school early and less likely to gain admission to college. (Bolos and Varrati2007) confirmed that there is correlation between parent's educational level and children's motivation and academic achievement at school. Students who originated in a farm house hold show the lowest educational attainment while those who originated in academic household performed best achievement (Ndem and Adeynika 2009).

Unity and Edith (2013) emphasized that a child is affected negatively if she/he comes from an economically disadvantaged family. They stressed further that such children's are faced with over whelming challenges that leads to poor school performance. There is the fact that higher dropout rate among minority students are caused by the students do not receive enough help at home. This is known as the cultural disadvantage argument although minority enrollments are higher today than at any time in the past, the parents of white students and therefore are less able to assist their children (Edith 2013).

2.1.3 Socio economic status of school environment and academic achievement

School conditions contribute more to socio economic difference in learning rate than family characteristics (Aikens and Barbarin 2008). Most of rural schools due to fiscal restraints may find it

necessary to cut supplies and expense budget, resulting technology gap may well widen the already existing gap between qualities of schooling for those students in poorer versus wealthier area (Aikens and Bararin 2008). G, J duncan elat (2007) argued that there is relatively high rate of failure and dropout among low income pupils. In explaining this fact, both the social background of the child and the character of the school should be considered. Low income home have relatively few resource for stimulating and deplaning the child in ways that are helpful in his schooling. There is less practice in reading, less use of formal language less effective development of self-control, less effort by adult to encourage and satisfy curiosity. These deficiencies, compounded by an often turbulent and uncertain home life contribute to school failure. Furthermore, most schools do not adequately cope with the problems of lower class child. According to Leonard (2006) in educational psychology high poverty school district they have not enough textbook for all students, perhaps nonexistent materials and metal deflector at school entrance.

2.1.4. Social class and academic achievement

The distinctive norms and values of different social class affect the educational performance of students. According to, Bruce (2001) educational attainment related to variety of factors, but the single most important factor was parental interest. Middle class parents visit the school more frequently to discuss their children's progress, want their children to stay at school beyond the minimum living age and give to their children greater attention and stimulus during their early year. Moreover, Douglas argued that many difference in educational performance could be traced back to primary socialization during the prior school years.

In article by Adelmund, Karin (2000), a study was performed determine the extent to which parents involvement affect a child school performance. Parents of lower class and from low socio economic status are not involved with school activity as much as those of middle and upper class and from high socio economic status children. While, reasons for this vary the impact on student achievement is the same, lower than that of students with continual parent support and involvement.

2.1.5 Socio-Economic Status and School Achievement

Because of diminished school readiness and poor performance on mandated achievement tastes, economically disadvantaged children often experienced lowered levels of school success. Unfortunately, thus lack of success began when students encountered educators who were socially conditioned to view poor people as morally inferior, in other words a class that remained in poverty by choice or attitude (Amatea and West-Olatuji 2007).Some educators erroneously expressed their view that children who group up in poverty were beyond repair. Educators often behaved as if these

children's were so damaged by their early experience, they might be too difficult or impossible to educate (Bronstain,B, 2003).

Bowman (2001) maintained that to use mainstream behavior the sol criteria for healthy development (Developmental competent section, Para 8) miscalculated the learning potential of a great number of students. She argued that the teaching to majority culture lead students and families to feel devalued and to sense the need of choosing whether to plagued all again to their school or their family (Bowman 200).Perhaps. Because students often feel alienated while at school, those from the low socio economic group may miss more class time than wealthier students. Study of longitudinal data revealed that chronic absenteeism rates were higher among low income (National Center for Children in Poverty 2007). Researches posited that missing class time had amore detrimental impact on low income student than it did on more affluent children (Bolos and varrati 1983; National Center for Children in Poverty 2007).

Perhaps the most obvious difference regarding school achievement was reveled when studding the disproportionate rate of failures because of social classes. Because of the obstacle previously discussed, school failure was more likely an outcome for students who were economically disadvantaged (Amatea and West-Olatunji 2007).

2.2 THEORETICAL FRAMWORK

2.2.1 Symbolic Interaction theory

This theory focuses on micro-level class room dynamics; they have been particularly in labeling process operating in the class room.as Backer (2014) pointed out that administrator expected less of students from poor neighborhood, and He wonder if teachers where accepting this view. Thus, the impact that the teachers expectation about students' performance may has great influence on the student's actual achievements and this appears to be especially true in lower grades.
Teaches expectation about the students early in the school year, and in various ways those expectations are communities those students themselves. The students tends to perform in ways that meet the teachers expectation their by reinforcing them (Ushie and Emeka 2012) so the general overview of this theory is mainly emphasis on how the teacher's expectation is affect the educational achievement of the rural students an addition to their socio-economic condition because the students are act according to the teacher expectation.

As we have seen from the above theory teacher expectation have influence on the educational achievement of students. Because school environment by itself can create a difference on educational success of students.

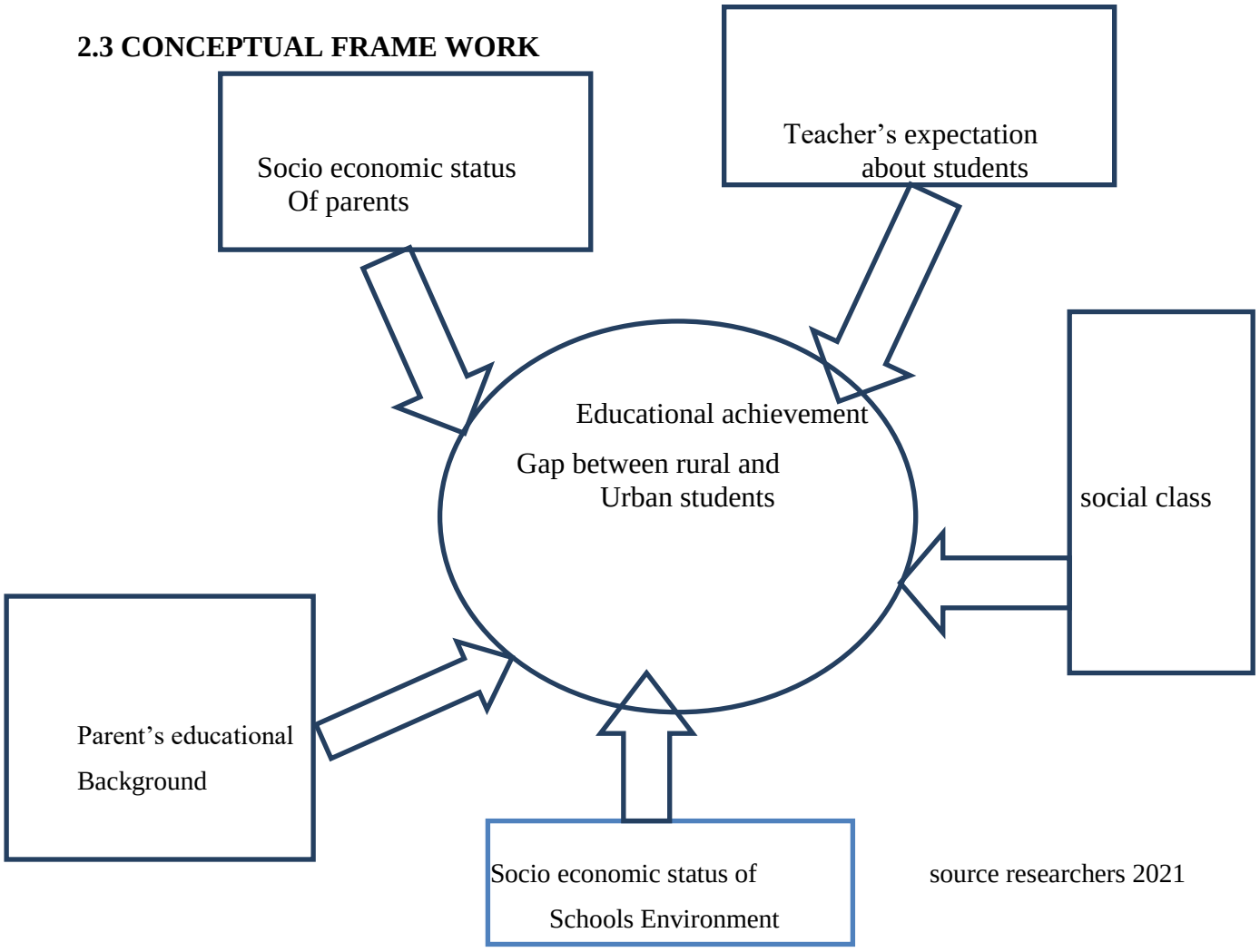
2.2.2 Cultural capital theory

Cultural capital theory is based on the premise that the greater in individuals cultural capital, the greater the likelihood of that individual procuring additional forms of capital, including economic and social success. Schools play an important role in the process through which the cultural capital of privileged class is converted in to opportunities and reward. Bowman,B.T.(2004). Children enter in to the institution of school needing key cultural and social cod that middle to upper class children already acquired. To flourish in the educational setting, students must have the capacity to operate within this system of codes, but when the system is based on the dominant culture, the low income students is disadvantage (Jila, Rolutala 2014)

cultural competent service include developing a knowledge base about cultural diversity, including ethnic and cultural diversity content in curriculum, demonstrating caring and building learning community, communicating with ethnically diverse students and responding to ethnic diversity in the delivery of instruction. (Hill,etael 2012) the premise is that by blending connection between daily lives of students outside of the school with instruction, one can improve achievement by making instruction more meaningful and taught in as context that they children understand.

Cultural capital theory suggest that parents and parents knowledge play important role in the process through which cultural capital contributes to difference in academic achievement and the inequality that results from those difference. Some parents, particularly those from the middle class possess cultural advantage that their carry within them in to school. Conversely parents from outside these privileged classes lack the cultural advantage and those, their children enter school at a disadvantage (Ndem inomring and Adeynika, 2009).

2.3 CONCEPTUAL FRAME WORK



source researchers 2021

Socio-economic condition of parent can also affect the educational achievement of students because it include social relationship between the parents and relationship between communities and the economic capacity of parent in order to fulfill school facility and the like. Teachers not always treat students equally rural and urban students as a result teacher create a variation on educational achievement of the students. As we know there are three types of class in terms of economics such as low, middle, and upper class and students from middle and upper class can score good result than the low class because they can get the thing that is necessary for their education. The educational background of parent has a contribution on the educational achievement of students because if parents are educated they fulfill all of the necessary things as much as possible. School environment include geographical location, facility in a school skilled teacher and the like. School in rural and urban has not equal capacity to fulfill in a school so students from rural and urban cannot be score similar result.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This parts of the study address population and samples of the student, method of data collection, data gathering tools, sampling procedure, variables to be dealt in the study, sample size, data collection procedure, ethical consideration in the study and method of data analysis.

3.1 Description of the study area

The study was conducted in SNNP Gurage Zone Abeshge woreda in case of borer primary school from rural area and walga primary schools from urban area. All of this are found in Abeshge woreda. In Abeshge woreda there is 41 primary and three secondary and prepaeatory school. Abeshge worda administrative office is found in Wolkite town, 158 km away from the capital city of Ethiopia (Addis Abeba), but Walga primary and secondary school is 17K/M and Borer primary school 23 k/m from administrative office. Abeshge is one of the woreda in Gurage Zone. Abeshge, is bordered on the south by the wabe River which separates it from Cheha woreda on the west and north by the oromia region and on the east by kebena woreda.

3.2. Research design

Since it was one time study, cross sectional survey design were employd with different appropriate methods of data collection from a sample selected and described some large populations as that time.

3.3. Sampling technique and sampling size

3.3.1 Sampling Size

Nigatu (2008) explain that the precision of facts are always in obtained from census. Nevertheless, due to financial and time constraints, absolute coverage of the entire population is impractical for student's research like this. With this reason sampling is one of the methods, which allows the researcher to study a relatively small number of units representing the whole population. To select the sampling units of the study which represent the whole population is by using statistical calculation which is approved by Yamane 1967.

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

Where n=sampling size

N=total population

e=marginal error

By using this mathematical formula our sample size in the study were 335 from the total number of population(2065). From 602 students in Borer primary school we have taken 98 samples and From 619 students from walga primary school was taken 100 samples, and from walga high school 844 students, from these 406 students were from rural area and we have taken 66 samples, 438 students from urban area among these we have taken 71 samples and generally there were, 2,065 total population students in the school.

3.3.2 Sampling technique

First by using random sampling technique, we selected borer and walga primary school, and walga secondary and preparatory school were focused area for the study. This was due to the problem was pervasive in the area. The sampling technique for the students was first list of all primary school students of 2013 academic year was taken randomly from those two primary school , one secondary and preparatory school. Second, all student attained in the primary level of the school were stratified according to their respective grade level. Then by using proportionate allocation of sample size (PASS) 335 students were selected based on proportionality to their number or size in each class of strata to represent the strata and students in the school.

3.4 Target population

The target populations of this study were students in borer and walga primary school and walga secondary and preparatory school. All of these schools are found in Abeshge woreda in which there were 2065 total number of students.

3.5. Source of data

The researches were employed both primary and secondary source of data. Primary source of data was collected from the subject of the study respondent or borer and walga primary school students and other important, Teachers, who were pertinent to the study by distributing questioner, interview and observation. The secondary data sources were supported by different literature, books, journals, magazine, news pepper, documents, and written materials which are available in the library and administrative office. The internet sources were also browse for a relevant document of the study.

3.6 Data collection instrument

To conduct this study, the data were collected through questionnaire, In-depth interview and Key Informant interview in primary and literature review, book, magazine, newspaper, journals, document written materials was taken from secondary source of data.

3.6.1 Interview

3.6.1.1 In-depth interview

it is the most commonly used data collection approach in qualitative research .it is hardly surprising given the common concern of qualitative researchers to understand the meaning people make for their lives from their own perspective. The in-depth interview takes seriously notion that people are experts on their own experience and so best abele to report how they experienced a particular events or phenomenon. If we interview different people about the same event or phenomena were invited to get a range of perspectives. Were the research question requires it, the perspective of members of a range, in this methodology we used teacher from both sex, students and some parents in order to gat detail information. In total we have taken 18 in-depth interviewee.

3.6.1.2Key informant interview

Key informant interview was prepared for 9 students and 10 teachers in the school in order to obtain detail and qualitative date that help to conduct this study. Key informant is selected purposively because by considering who can give detailed and necessary data to these research.

3.6.2 Questionnaire

Questionnaire survey was employed to collect the primary data both close and open ended question would be used, for this purpose Amharic quaternaries were distributed in order to collect date simultaneously from 300 respondents and require relatively short time to collect date and our questionnaire was distributed for students

3.7 Method of data analysis

After we completed the data collection, both quantitative and qualitative data were analysed that were collected from the respondents. The quantitative data that was collected through questionnaire and it was analyzed by using descriptive statistics in the form of percentage, frequency, rank and tables. All these brief summaries were followed by detail description. The type of data since they

lack numerical expressions was mainly analyzed by brief explanation and description qualitatively. The qualitative data that was obtained from interview were analyzed through statement.

3.8. Data Quality Control Mechanisms

Data control mechanisms is the process of controlling the usage date for an application or a process. This process is performed both before and after a data quality assurance process, which consists if discovery of data inconsistency and correction such as data validation and verification.

3.9 Data Collection Procedure

To conduct the research data collection procedure is very important. Thus our study follows the data collection procedure like inviting tea or coffee for the respondents and by keeping their willingness or voluntarism and by arranging time schedule which is not oppose the respondents program whatever they do anything. We cannot invite the respondent any other thing except tea or coffee, because we does not have money still we are students. So we were collected data through keeping when they are voluntary to give a relevant idea to the question which asked them.

3.10 Ethical consideration

To conduct the research, ethical issues are very important. Thus, our study were followed the following ethical issue like agreement, informed consent, confidentiality (trust) and verbal consent. Generally:

- An official binding agreement sign either on paper or digitally by parties involved.
- An official letter from wolkite university Sociology department was presented for the school administrative office.
- The objective of the study was to explained for the respondent and the study were only for academic purpose. And we also ask them about their right to jump any of vague questions and even terminate feeling the question.
- Assurance was given on the confidentiality of information. i.e. we were keep their relevant information confidentiality and without their consent we cannot revile their information to any third party.
- Verbal consent was insured on the free will of the respondents to participate in the s

CHAPTER FOUR

4. DATA PRESENTATION, ANALAYSIS AND INTERPRETATION

4.1 Part I Socio-Demographic characteristics of respondents

Questioner were distributed for 335 respondents and returned with a relevant data after completion. Personal information about the respondent is presented as follow.

Table 1 Age, Sex and Educational back ground of the respondents

Variable		Frequency	Percentage (%)
Sex	Male	207	62
	Female	128	38
	Total	335	100
Age	11-14	140	42
	15-18	153	46
	19-21	42	12
	Above 21	-	-
	Total	335	100
Educational Level of students	Grade 5-8	198	59
	Grade 9-10	71	21
	11-12	66	20
	Total	335	100

Source: researchers 2021

As it is possible to understand from the above table, the largest share of the respondent was taken by the male who accounts 207 or 62% of the population sample size. The female respondents were 128 or 38%.As far as the age structure of the respondents considered the 15-18 take the majority it accounts 153 or it represent 46% of from the total sample of respondents. while, the age group 11-14 ranked second having 140 respondents or 42% of the population sample size and the age group 19-21 ranked third by having 42 or 12% of the population sample size and lastly neither respondents were included under the age group of above 21.Thus, one can draw a conclusion from the above table that the age group proposition of sample unite respondents decline as one goes upward on the age ladder.

When we come to educational status distribution the lion share of the respondent 198 or 59% was incorporated by grade 5-8 students, while, and grade 9-10 students were having 71 or 21% of the respondents ranked 2nd and lastly grade 11-12 students having 66 or 20% of the respondent sample size ranked last. This was because of we are used Proportionate Allocation Sample Size (PASS).

Table 2 Educational Status Distribution of the Respondent's family

Variables	Number of respondent	Percentage (%)
Illiterate	178	57
1st-4th	70	23
5th-8th	33	11
9th-12th	13	4
Graduated from collage	10	3
University graduated	5	2
Total	335	100

Source: researchers 2021

As we can observe from the above table the majority of the respondent's parents were illiterate, it consists of 178 or it represents 57% of the population sample size, and 70 respondent's parents it represent 23% of the total sample can read and write. 33 respondent's family it represent 11% were learned 5-8 grade, and 13 respondent's family it represent 4% are learned 9-12. Only 3% of

respondent's parents it account 10 in number graduated from college and 2% of respondent's family it account 5 in number were graduated from university. Deriving for the above table, we can say that most of rural students parent are illiterate and they prefer work than education, this contribute worse for their children to achieve low level of educational achievement.

However, the few educated parent were highly committed for their children's education as the respondent of literate family indicated. These were because the educated families were well informed about the benefit of education.

As one of our key informant who is working in the school employed to keep it argued, "Most rural families were illiterate relative to urban families". Rural families prefer work than education because they have a less awareness towards education and they consider their children are passive in their education. This was because they the rural family of the students give the first hand for agricultural activity and they believed that agricultural activity can bring change than education, as a result they were not voluntary to spend their valuable asset for their children education and they were not voluntary to send their children to school (key informant interview 2021).

In general, children's of educated parents and urban students were more likely to achieve better in their education than the rural students, because they were well provided by moral as well as material support and the opposite holds true for the children of un educated parents who do not aware of the benefits of education and do not what their children needs to achieve better in their education and force the children to miss class and dropout from school by preferring work rather than education.

4.2 Family Occupational Status

It is clear that agriculture is a primary activity in the most developing countries in general and rural area in particular. Based on this truth, the following table describes occupational status of the respondent's family.

Table 3 Occupational status distribution of the respondent's families

Occupation	Number of respondent	Percentage (%)
Farmer	197	64
Merchant	63	20
Civil servant	44	14

Other	5	2
Total	335	100

Source: researcher, 2021

As we can understand from the above table, the largest shares of 197 or 64% of the respondent's family were incorporated under farming activity, and 63 or 20% of respondent's family were merchants. 44 or 14 % of the respondent's family were civil servants, including: teachers, police doctor etc. Lastly the rest of 5 or 2% of respondent expressed their parent occupation in the other personal professions such as weaving, craft, pottery and the like.

To sum up, most rural students' parents are farmers. However, in this farming activity they could not earn enough income to finance their children's basic need for education like reference book, school uniform, exercise book and the like. This related with subsistence nature of agriculture in the area. This factor are highly affect the student's academic achievement and the student are forced to dropout from school by considering themselves as inferior to others because of their family do not fulfill basic needs of educational material.

As one of our key informant who is working in the school employed to keep it argued, "Most rural families were illiterate relative to urban families". Rural families prefer in agricultural work than education because they have a less awareness towards education and they consider their children are passive in their education. This was because they the rural family of the students give the first hand for agricultural activity and they believed that agricultural activity can bring change than education, as a result they were not voluntary to spend their valuable asset for their children education and they were not voluntary to send their children to school (key informant interview 2021).

In general, children's of educated parents and urban students were more likely to achieve better in their education than the rural students, because they were well provided by moral as well as material support and the opposite holds true for the children of un educated parents who do not aware of the benefits of education and do not what their children needs to achieve better in their education and force the children to miss class and dropout from school by preferring work rather than education. This factor leads to the children participate in many deviant behavior and engaging in illegal activity to get income like stealing, in order to fulfill their basic need to education and make they equal to others. Finally, the occupational status of parents highly determined the educational achievement of students and the student who is unable to fulfill his/her basic need for

education by parents engage in many deviant behaviors to fulfill his/her need for education and finally failure in their education without any final result. However, one of our key informant interviewee who is a teacher in the school and his age is 33 noted that, “Relatively to the students who from civil servant or merchant parents are achieving better education because the parents provide both material and moral support”. In the opposite to this students who from farmer parents were leads to missing class and dropout without any final result because of they are exposed to unable to fulfill or get material and moral support which is basic requirement for his/her education to achieve better. Most of the time these students are forced to employed and work in labor wage area and children’s are vulnerable to child labor abuse due to working above their capacity of age level. These children’s are vulnerable to miss class and dropout from education and participated in wage labor activity in order to survive.

Table: 4 residential area of respondent’s family

Residence	Number of respondent	Percentage (%)
Own house	271	88
Rent	16	5
Living with relatives	22	7
Total	309	100

Source researchers 2021

As we have seen from the above table, the majority of our respondent’s family, 271 it account 88% were live in their own house and most of the students were live within their parents, as we have get information from our respondents the majority of family were live in their home even they have no other asset like car farm land and their multi-dimensional income like money from abroad, trade and the like. However, the majority of respondent’s residential area were located too far from the school and found in most remote area, as a result students from these area were less in their educational achievement than urban and their home located near to their school because of different factor such as the distance of their home to their school they spent more time to arrive their school and lack of facility such as electric light to read and done their assignment, to develop their skill of computer. And 22 respondent’s family it take 7% were live with relatives. Because of some respondent’s family were come from other area by different factor for instance, the need of productive area, ethnic conflict and personal case and so on. So, this family cannot fulfill the need of

their children. So, it affects the educational achievement of the students. Lastly, only 16 respondent's family it represent 5% of the total sample of respondent's family were live in rent house. As we are discussed in the above that there is different factor that affect the educational achievement of students like, remoteness of their home to the school, their home condition and the like, rent are one of the factor that affect the educational achievement of the student because the parents get additional cost for their rent so they need to cover rent rather than fulfilling the facility that is needed for the educational achievements of their children.

In general, children's of educated parents and urban students were more likely to achieve better in their education than the rural students, because they were well provided by moral as well as material support and the opposite holds true for the children of un educated parents who do not aware of the benefits of education and do not what their children needs to achieve better in their education and force the children to miss class and dropout from school by preferring work rather than education.

PART TWO SOCIAL FACTOR

4.3 Student's discussion time with friends.

Friends play an important role in the educational process. They provide support and resources and can both encourage and discouraged academic achievement. As a result the preferences of adolescent's for friends are very important. These preferences determine the group of friends with who spend their time. If high achieving students make high achieving friends, their achievement is reinforced and maintained by their friendships.

Table: 5 student's time to discuss with their friend

Variables	Indication				
	yes	Percent (%)	no	Percent (%)	Total (%)
Do you have a time to discuss with your friend in addition to formal class?	56	17%	279	83%	100

Source: researchers 2021

As we are seen in the above table, the majority of the respondents it take 279 it represent 83% of respondents from the total sample give their response by saying no for above the question by providing their reason as we are observe that their reason were the majority of our respondents live in rural area as a result their family obligated or forced their children to help them in farming area such as keeping cattle and work in cultivation and children's of merchants spent their time by helping their parent in trade activity such as selling and buying good rather than discussing with their friend about their education.56 of respondents it account 17% of the total sample say yes because they live in good standard live because they are from middle and upper income family and their family are well educated than the farmer and merchant. As the student have more time in order to read, done their assignment to develop their computer skill and to discuss with their classmate.

Generally, there is a variation of educational achievement between the students thus who have a time to discuss with their friend and other.

4.4 The Effect of celebrated ceremonious on educational achievement of respondents.

Celebrated ceremonious include both traditional and religious festivals that have special space in tradition and religious adherents and thus celebrated ceremonious is more respect in traditional (rural) societies as a result student in these area spent more time to prepare themselves for the program and waste more time in different case such as to visiting their relative, and so on. SO all of practice that is takes place in the programs have direct correlation with student's educational achievement. Because in this time they may not read, done their homework, and may not prepared themselves for exam.

Table 6 effect of celebrated ceremonious on student's educational achievement

Variable	Indication				
	yes	percent	no	percent	Total (%)
Do you think that the celebrated ceremonies such as fasika, meskel, gena, arafa, meulide and like have negative impacts on educational achievements of the students?	204	61%	131	39%	100

Source: researcher 2021

As we get response from respondents about the above question the majority of respondents it take 204 it represent 61% is agree by providing their reason. Among their reason the majority of respondents were live in the rural area and they are characterized by extended family and they are more emphasis on traditional and religious ceremony than the urban area. So, these ceremonious affect the educational achievements if they spent more time on it. In addition to this most of rural students waste more time to fulfill all of the facility that is needed for festival and missed a class before, during and after the celebrated ceremonious. So, it affects the educational achievement. 131 of respondents are not agreeing up on the issue by giving their reason. These group of respondents argued that the reverend ceremony not affect the educational achievement but, their attitude or awareness toward the festivals affect the educational achievements of the students.

Generally, more of respondents agreed up on the negative effects of reverend ceremonious on educational achievements and the inverse are true for the other

4.5 Effect of conflict within a family on educational achievement of students.

In some occasion disagreement may raise in a family and this conflict may grow in to divorced. The family breakdown is the main cause for stress, psychological effect, makes children a street child and if children haven't settled family they cannot follow their education properly. In addition to this conflict within a family is the cause for increasing school dropout rate because student in this family are not interested to continue their education because of lack of ability to fulfill their basic need for the school, and by all of the case as we have discuss above.

Table: 7 effect of conflict within a family on educational achievement of students

Variable	Indication				
	yes	percent	no	percent	Total %
Do you think that conflict within the family have negative effects on educational achievements of students?	321	96%	14	4%	100

Source: researcher 2021

As we can understand from the above table, most of respondents say yes for the above question it account 321 of respondents represent 96% of the total sample by providing their reason. Among their reason that they tell us sustained conflict within a family may reason for family break down and these make a children to street child, lack of support in moral material, financial psychological and so on. All of this is considered to be a factor that affects the educational achievement. And the rest of respondents 14 represent 4% were not agree upon issue by giving their justification for why they are say no. Among their reason some students are self-employed and they are fulfilling their own basic need by themselves. These groups of respondents believed that lack of their attention and their effort to their educational achievement affect their educational success than the conflict within a family. To sum up the general idea most of respondents were agree as we have seen in the above based on their evidence the inverse is true for other opponents.

4.6 The impact of Role model on parental aspiration and investments in children's education

Parents in poor communities may be able to improve their children's futures by investing in their education. Since it takes time to realize the benefit of educational and investment may reflect poor family's hopes and aspiration for the future. Additionally, Parents often invest less in the education of girls than boys. Role models can increase the aspiration for and investment.

Table: 8 role model of parent to the students

Variable	Indication				
	yes	percent	no	percent	Total %
Can your parent be your role model to achieve good results in your education?	88	26%	247	74%	

Source: own survey 2021

As we attempt to look on the above table, most of our respondents say no for the above question by giving their evidence to us. Among their reason as we are discussed in the background of the respondents family most of them were mainly engaged in agricultural and trade activity as a result, they advise want to be the children follow their way and they advise to become more economically successful by crossing way rather than changing their life by education. Generally, most of the parent is believed that spending more time in on education is considered to be wasting a time. They may only allow their children to learn up to eight (8) and less than only to read and write for the economic activity. So, they cannot role model. The other groups of our respondents it take 88 or represent 26% were agree upon the idea that they being role models of the parents by providing their justification to us. Among their reason these were not agree by the reason that is provided by the first group, but they are believed that the farmer, the merchant and generally the rural people have greater awareness toward the importance of education because in this time there is a great flow of information about its importance for instance even if there is no television and other media they get information by listening radio and by looking other people around their environment. Generally most of the respondents were not agree on role model of their parents the inverse is true for the o

4.7 Effects of family and school supportiveness on educational achievement of students

Any types of support that is given to their children in terms of material such as exercise book, uniform, and different things that are necessary for their educational success, money for rent, for transportation if they walk distance, and so on, idea including moral support, labor and the like that aim to improve the educational achievement of students is also known as family supportiveness. Generally family supportiveness includes all of parent's contribution to their children in order to improve the educational success of their children.

Table: 9 supportiveness of parent to the students

Variable	Indication				
	Yes	percent	no	percent	Total %
Your parents and school have supportive of your educational	151	45%	184	55%	

achievement?					

Source: researchers 2021

As we can understand from respondents response for the above question that is list on the above table 184 respondents it represent 55% of them are not agree up on the idea by giving their reason to us why they are say No. among their reasons are: most of the parents are encourage their children to take their family status for instance if they are a farmer they want to be their children a farmer and it is the same for the other as a result most of respondents' parent were farmer and merchant in number. For this reason they are more supportive for other activity than education. Generally the family of respondents was think that it is not necessary to waste money, material and time on education. And the other member of our respondent 151 or it account 45% of them are say yes (agree up on the question) by explain their reason to us. among their reason even if their parent live in difficult condition for instance in terms of economic capacity and different things, their parents will sacrifice their money, material and all of the thing as much as it is possible.

Generally most of the respondents were not agree on the idea as we are discuss in the above by saying No and the inverse is true for the other member of respondents.

One of our key informant as who is a teacher in high school, whose age 37 as respond as their school give special supports in order to improve the educational achievement of the students in a variety way as there school have well experienced teacher and there school attempt to share different guide book and text book in order to properly distributed the necessary materials as it help them to read and done the assignment. And the school creates suitable condition for the students by opening library at any time and space in order to read in a free class. In addition to these the school give tutorial class to low achiever students and give affirmative action for female students by considering their load at home and the school mainly engaged in awareness creation in a society because most of the rural society is develop an attitude that limit a from their achievements and invite them to enter in to early marriage so, awareness creation activity done by school in create suitable condition for women students by improving or changing the attitude of their parent towards the educational achievements of their children.

4.8 Effect of family relationship with a community on educational achievement of students

Family-school-community partnerships promote children's schooling, with districts encouraging parental assistance with homework, providing leadership opportunities, forming partnerships with local organization and more. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success.

Table: 10 family relationships with a community

Variable	Indication				
	yes	percent	No	percent	Total %
Is there good relationship between your family and a community?	284	85%	51	15%	100

Source: own survey 2021

As we can understand from the above table, 284 of respondents it takes 85% from the total sample were say yes for the above question by tell us their reason why they are say yes. Among their reason most of respondents' parents were live in rural area and this area is characterized by primary relationship than the urban area. Rural community is work together in farm land, reverend ceremonious mutually and works together for their common good as a result there is a good relationship. The rest of respondent or 51 or 15% of respondent say No by giving their evidence to us. Among thus reason some of respondents family were conflict each other for different factor for example they may make dis agreement over the boundary of their farm land and different social case some of our respondent's family were live in urban area as these area is more characterized by secondary relationship and these relationship is rational. According to their idea there may be contact in everyday life but this is more personal.

Generally most of respondent's is say yes for this idea by looking their environmental relationship between their parents and the local community example they are work together, there is a sense of oneness both in time of their happiness and worse time, characterized by primary relationship and the inverse is true for other components of our respondents

4.9 Effects of parent residential location on educational achievement of students

Residential location refers to the settlement area of the respondents that they are live either permanently or temporary. And its remoteness and nearness have its own effect for instance students from rural and remote area are make difficulties to arrive on time at morning and to follow tutorial class unless they are obligated to pay for rent. And the nearness of the school has much positive contribution such as it is suitable to learn, to follow tutorial class both before and after the formal class, to use library and the like. Generally residential location to the school has a direct relation to the educational achievement of students.

Table: 11 residential location of respondent

Variable	Indication				
	yes	percent	No	percent	Total %
Do you think that the nearness and the remoteness of your resident to the school have effects on your educational success?	327	98%	8	2%	

Source: own survey 2021

When we look the responses of our respondents for the above question, 327 of the respondents they account 98% of the total sample were say yes (agree) up on the idea by telling their reason for the question why they are say yes. among their reason especially high school students that they came from rural area to follow up their education they spent more than 1 and half (1:30) hours to arrive the school. As a result it is difficult to be come at the morning and to learn tutorials class due to remoteness of their residents to the school. So all of these respondents argued that the distance of their home is directly affect their educational achievement of the student. Other eight (8) of respondents were Not agree up on the question that is explained in the above table by giving their reason why they are say No. these groups of our respondents is mainly emphasis on the attention of the students to their education and their family support for their educational support in terms of material, time, moral and different things that is necessary for their educational successes rather than the distance of the home to the school.

Generally most of respondents were argued on the idea as we are discussing on the above and the inverse is true for other components of our respondent

PART III ECONOMIC FACTOR

4.10 Effect of parent income condition and school limited facility on educational achievement of students

Family income condition refers to the economic capacity (ability) of the parent to fulfill the basic needs to their children's. Economic condition of parent can be classified in to three classes such as lower, middle and the upper. If a parent generate low income they face difficulties to fulfill the basic requirement of their children and children are shoulder heavy obligation because they have not get enough support from their parent. So, family income conditions have direct relation with educational achievement to students.

Table: 12 income condition respondent family and school facility.

Variables	Indication				
	yes	Percent (%)	no	Percent (%)	Total

Do you think that the parent income condition and school facility can create a variation in educational achievement?	312	93%	23	7%	100

Source: researcher 2021

As we can understand from the above table, 312 respondents it cover 93% of the total sample were say yes (agree) upon the above question by giving their evidence to why they were say yes. Among their reason these groups of respondents were mainly emphasized on the economic capacity of the student's parent as it is necessary in order to fulfill the educational facility such as guide book, uniform, school fee, many for rent, and the like, are mainly the factor that affect the educational achievement of the students. As we are discussed in part one of data analysis and interpretation rural family were mainly engaged in small holding farming and they generate income once a year from their farm activity as result they may not have the capacity in order to fulfill all of the need for educational success. And most of the parents of our respondents were that they are engaged in trade activity were generate small income through out of the year ,because they start their business in small amount of capital and market condition may affect their income, for example un expected inflation or deflation of market situation. Generally, low income condition of family is also affect the educational achievement of students.

Other respondent group of our samples 23 or it represents seven (7) % of our respondents were not agree (say no) up on the idea that is list in the above table. By providing their reason and these groups mainly focus on the attention of the students toward their education and parents awareness toward the educational success of their children because there is many students in the school from middle and upper class but they are unsuccessful in their education as result it is difficult to say the income level of family determine the educational achievement of the students.

As our key informant interviewee who is teacher in the school and her age is 35 argued that, "difference between rural and urban school regarding facility fulfillment is clear". Thus, the schools under study lack many basic educational facilities. As the key informant portrayed, "the school has no library and greatly affect the students achievement because the students were only restricted their knowledge on text book because of lack of reference books in the school. The school has no library and reference book because of the school has no money to open library and to employee the library worker". This leads to poor academic achievement of the student in the school compared to other school students (key informant interview 2021).

In addition to this, the other interviewee who is grade 8 student added that "the school deprived of computer service and recreational area. This deprivation of service affect the students' academic achievement highly and it leads to the student do not improve their computer skill". In addition to

this we observed that, the school is deprived many basic facility such as lack of recreational area, has crowded class rooms, squatter toilet rooms, and deteriorated school building. In addition to this, our key informant interviewee who is grade 6 students and his age is 16 depicted that “the school has limited skilled teachers”.

As he argued “the skilled college and university graduates are taken and moved to urban area. Most teachers of the school of the school are diploma, up graded and distance educated”. According to his idea, “this is due to lack of many services like water, standardized toilet rooms, standardized class room, recreational area, and generally the school is not comfortable to teach and learn well”. By these cause the skilled teachers moved to urban and other comfortable area to get accessibility of service and comfortable condition to teach.

The other key informant interviewee who is the vice director of the school and his age is 40 portrayed that “the school has no accessibility and availability of water service”. Due to this problem both the students and teachers are highly affected by water shortage which is used for either washing or drinking”. Because of there is no water in the school, both the toilet room and class room are very dirty and highly polluted and this is highly affect the health condition of both teachers and students. She argued that, “this is one of the constraint factors for skilled teachers moved to urban area and other school which have available service” (key informant 2021).

Generally, beyond personal and family related factors, facility fulfillment in the school affects educational achievement. Consequently, most rural students fail in their education because they are unable to compute with the urban student who learned in better ways as well as in better school. So, this was true in the context of the research site that very few students of the area could have joined to college or university (key informant interview 2021) .

To sum up the above analysis and interpretation most of our respondent believed that the income condition of the parent are directly related to the educational achievement of the students. So the income condition can affect the educational achievement and the inverse is true for other group of respondents.

4.11 Effect of asset on educational achievement of students

Asset refers to what kinds of property parents have in cash (in money), in kind include crop, and different moveable such as vehicle and non-moveable resource such as building, farmland and the like. If a parents have an asset, for example house for live and rent service, car for daily income and farmlands or an accumulated wealth they can fulfill all of the thing what their children are needed and facilities that are necessary for the educational achievement of their children. Generally the presence and absence of asset have direct correlation with the educational achievement of students.

Table: 13 effect of asset of parent

Variable	Indication					
	yes	Percent	no	percent	Total %	
Do you think that the presence or absence of asset such as, car, home, farm land, and like can affect educational achievement of students?	291	87%	44	13%	100	

Source: researchers 2021

As we observe from the above table, most of our respondents or 291 it represent 87% of the total sample were say yes for the above question by giving their evidence properly to us. Among these reasons they are believed that the economic condition of the parent can be determining the educational achievement of the students. If their family of our respondents have asset such as car, farmland, house for rent, moveable and non-moveable wealth it can be determine their educational success because they can be easily get all of the necessary things for their need in educational activity because if they have posses a wealth they can easily cover the cost of their children. So, the presence of wealth can be affecting the educational achievement of the students.

some of respondents 44 or it represent 13% of total sample were say no or disagree over the idea of the majority of the respondent by giving their evidence to us. Among their reason they are not believed that the economic determination over their education because there is many students from lower class they can perform better than the middle and upper class family because, they use their time more properly. Generally, most of respondents were agree upon the idea that we are discussed the above. And the inverse is true for other.

4.12 Effect of credit and debit on student's educational achievement

Credit and debit means money that a family receives from both government and non-governmental institution for different purpose such as rural parent buying agricultural input such as modern seed fertilizer, for payments of daily workers, and the like. Urban communities use credit and debit for their trade activities and in order to buy home. So thus credit and debit have much positive contribution to multidimensional of family income and change the living condition of parents. As a result the improvements of living condition, income condition by credit and debit. So credit and debit have indirectly relation with educational achievement of student.

Table: 14 credit and debit

Variable	Indication				
	Yes	percent	no	percent	Total %
Credit and debit received from micro finance and bank by the family has an effect on educational achievement of both rural and urban students?	264	79%	71	21%	100

Source: researcher 2021

As we understand from the above table for the above question most of respondents it consists of 264 or represent 79% of from the total samples say yes by explain their reason for why they are saying yes. Among their reason the parents of respondents take a credit from banks and from different micro finance institution in order to use it for different purpose for instance the farmer use money in order to buy agricultural input for example for fertilizer, improved seed, and so on. And the merchant uses it for trade activity such as inorder to buy good that is necessary for their live. Generally, the money received bank and microfinance institution are generally very importance in order to improve their livelihood so it can be positively contributed to the educational achievement of the students. Some of respondents or in number 71 or it represent 21% of sample were say no for the idea based on their evidence. But, these members of respondents look the negative impact of the credit on the educational achievement of the students. For instance most of our respondents parents were live in rural area and they are not well educated as results they may not use this money properly and there may be natural disasters that affect their production system by this cause they are obligated to sell their farmland, house and so on in order to cover their debit from banks and other micro- finance institution. So these credits are negatively contributed to the educational achievements of the students.

Generally, the credit that is taken from bank and other micro finance institution can make profitable the parents of our respondents.

4.13 Effects of remittance on educational achievement of students

Remittance is money that sent from abroad by the emigrant to their parents In order to change living condition, multidimensional incomes of parents and in order to create job opportunities and the like. If this money can make all of the above contribution it has a relation with educational achievements of student's.

Table: 15 remittances

Variable	Indication				
	yes	percent	no	percent	Total %
Are your parents Remittances (money) that sent from foreign countries by emigrants can create diverse employment opportunities for their parents and have relation with educational achievements?	51	15%	284	85%	100

Source: researchers 2021

As we observed from the above table most of respondents or 284 or it represent 85% of the total samples were say no for the above question number 4 by giving their justification because there are no more children that they are emigrants from family member. Because they are not volunteer to go because, they fear negative consequence to their emigration. And some of the respondents were saying yes by looking the positive contribution of the remittance in order to change the life style of their family to support students in order to fulfill school facility**.**

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The main objective the study was to examine the socio economic cause of low level of educational achievement of rural students in the case of Gurage zone Abeshge woreda in Borer and Walga primary school and walga secondary and preparatory school. After assessing the finding of the study, the following conclusions are made.

First, in rural area most of the parents are illiterate in which that has been one of the typical factors for low level of educational achievement of the students. Because uneducated parents are not aware of the benefit of education and they are not voluntary to support their children either morally or materially. This was the implication that most people in rural area prefer work than education. Second, most of the rural area family income level is very low. These were related with subsistence agriculture orientation of the area and thus family has no extra income generating sources. This was high burden for the students to achieve well their education and computing from high income level family students.

Third the study found that the school where the student learn deprived of many basic educational facilities such as library, computer service, reference book, water and so forth. Beyond these, the students are forced to walk long distance on foot to learn. Because of the lack of family control, they are exposed to many deviant activity, where losing their base of education. Consequently, most rural youths drop out their education and spend their time in worthless places and other complete their education without any final outcome and vulnerable to unemployment.

As explained earlier, it was clear that the existence of wider gap between rural and urban students regarding educational achievement. However, now day's government plays major role by designing national educational policy. Moreover, government has designed policy and projects to increase educational coverage and ensure the quality of education through some hole are existing in its application. Furthermore, in the program of education extension that the school organizes students to promote their achievement was encourage. But, since the problem is pervasive in the area it has not yet been addressed. Finally, efforts have to be continued to promote education achievement of the students.

5.2 Recommendation

As the finding of the research shown that there are major causes of low level of educational achievement of the students in the research site, Gurage zone Abeshge woreda Borer and Walga primary and Walga secondary and preparatory school. The problems of low level of educational achievement of the students are mainly related with level of parental income and low accessibility and limited facility fulfillments in the school. To effectively minimize, if possible avoid at all, the following possible recommendation are forwarded:

- The research site needs further investigation in order to solve the problem by other governmental or non-governmental organization.
- The community leaders and responsible bodies make rural family as well as the students aware of the benefit of education and let family teach their children to have bright future for both their child and themselves by the.
- The government must be distributed equally the educational facility between rural and urban schools including skilled teachers.
- NGOs and other concerned governmental agency designed different rural based projects and programs have to be designed to promote educational achievement of the students.
- The government or the school themselves should be means of provision of stationeries and school uniforms for children of the most deprived parents who cannot afford to do.
- The school should provide tutorial classes for academically poor students.
- Finally alternative schools have to be established in the area near to the student.

REFERENCE

Adelmund, Karin Y.I.J (20000).Getting to work with Educational opportunities .The Hague Netherlands: Department of Education, culture and sciences.

Adewale .M. (2002).Implication of parasitic infections on school performance among school age children's. llorin journal of science education.vol.2pp.78-81

Aiekens and Barbarian (2008): Socio economic difference in reading trajectory, journal of educational psychology page 235-251.

Ajila,and Otulola ,A.(2000).Impacts of parents socio economic status on university students academic performance, life journal of educational studies ,7(1):31-39.

Alemayehu Bishaw, Lasser Jon (2012) Education in Ethiopia: past, present and future prospects.(Pdf)

Amatea, E.S., and West- Olatunji, C.A. (2007).Joining the conversation about educating our poorest children: Emerging leadership roles for school counselors in high poverty school. Professional school Counseling, 11(2), 81-89.

Barton, P.E. (2003, October).Parsing the achievement gap Princeton, NJ: Policy Information Center Education Testing Service.

Barry,G(2005)the effects of socio economic status on academic achievement. Wichita state university (2005).departments of sociology.

Biddle,Bruce J.(2001).Social class, poverty and education. New York: Rutledge Flamer.

Bolos, S.A., and Varrati, R. (2007).Apologize and analyze: Measuring academic achievement in the reservation school. Journal of American Indian Education, 23(1), 23-28.

Bowma, B.T (2004).Cultural Diversity and academic achievement. Chicago: North Central Regional Educational Laboratory Urban Education. Retrieve January 31, 2008, from.

Bronstein .B. (2003).Socio economic status, parenting, and Child development, Mahwah.

Chen (2012).The relationship between perceived parental involvements in educational achievements: The role of Taiwans students' academic belief and Filial Piety, International journal psychology, page.315-324.

Crooks, D.L, (1995).American Children at risk: Poverty and its consequence for children's health, growth and school achievement. Year of book physical Anthropology, 38(521, 57-58.

Davidoff, L (2009), Introduction to psychology. New York: Mc Graw. Hill Book Company.

Developing Students Academic Achievement tests Under No Children Left behind (NCLB) accountability requirements: A policy maker's primer. (2007).The Council of Chief State School Officers.

Elizabeth H. Baker: 21 FB 2014, Socio-economic Status Definition Published online.

Fergusson, D, Howard, J., L, Baden, M.J., (2008) The Transformation of Social inequality:

Examination of the linkage between family socio economic status in childhood and educational achievement in young adult hood.

Geremew Muleta and Abdissa Gurmesa.(2007). Femal educational achievement and parent educational achievement gap in jimma university.

G.J Duncan et al 2007 "School Readiness and Later Achievement".

Graetz. (2002).The influence of socio economic disadvantage in the academic performance of school students in Australia .University of Sydney.

Hamid (2011).socio economic character tics and educational achievements in rural Bangladesh ,Journal of Sociology.

Hill eta el (2012).The effects of parental socio economic status on academic performance of students in school Lega of Kwara state of Nigeria.

Kozol (2003), great inequality tward public school between rural and urban students.

Leach, M.T., and Williams, S.A. (2007). The Impact of Academic Achievement Gap on the African American family. A Social Inequality Perspective. Journal of Human Development in the social environment, 15, 39

Leonard.Beroom and Philip Selznick (2009).sociology; A text with adapted reading 4th edition; harper and row publishers.

Mathewos T . (2000).Factor affecting academic achievements of student's .At Bole senior secondary school. Ethiopian journal education pp.25-43.

Nadem Inmorin and Adeynika(2009)parents socio economic status .predictive validity of the junior secondary school certificate in Nigeria.

National Center for Children in poverty. (2019).Colombia University, Mail man of public school.

Shittu M.R (2004).Socio-determinants of academic performance of students in Nigeria university of Iorin .

Udida and ukaway (2012).Parental socio economic back ground as determinant of students' academic performance in selected public school. Cross river, Nigeria journal of education and practice page 129-135.

Unity, O.and Edith,O (2013).'The influence of poverty on students behavior and academic achievement' 'International journal of educational and practice page 129-135.

Ushie and Emeka (2012).Parents, Socio Economic status as predictor of Students' Academic achievements performance in Ektic state in united Nigeria journal of education.

Yonase Asibe (2012). Female educational achievent ,Haromia university.

Yeshiemebet M. Alemayehu B. Firew T. (2013) educational achievement gap between rural and urban students in selected subjects.in Bahirdar university.

APPENDIXII

WOLKITE UNIVERSITY
COLLAGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF SOCIOLOGY
QUESTIONNAIRE

This questionnaire is designed to investigate the socio- economic cause of low level of educational achievement of rural students in the case of Gurage zone Abshge woreda. Your genuine response will be contain has greater value for the success of the study.

Therefore, you are kindly requested to given reliable information for the following all items of questions. We promise you to keep all supply information confidently.

Direction: Dear respondents please tick **(√)** or mark **(×)** one of your answers from the given alternatives and write your idea for the open-ended question on the free space of the paper

N. B more than one answer is possible whenever necessary.

Part I Back ground information of respondents

- Sex Male ☐ Female ☐
- Age 7-11 ☐ 12- 16 ☐ 17-20 ☐ Above 20 ☐
- Educational level of students grade: 1-4 ☐ 5- 8 ☐ 9-10☐ 11-12 ☐
- Family educational status illiterate ☐ 1^{st} -4^{th} ☐ 5^{th} – 8^{th} ☐ 9^{th} – 12^{th} ☐ Graduated from collage ☐ Graduated from University ☐
- Occupational status of your family

  Farmer ☐ Merchant ☐ Civil servant ☐ other (please simplify)

  _____

6. Residence of parents: Own House ☐ Rent ☐ Living with relatives ☐

Part II: Social factors

1. Do you have time to discuss with your friend in addition to formal class?

   Yes ☐ No ☐

2. If your answer for question No 1 is yes, how many times you are spend per a day? _____

_____

3. If your answer for question no 1 is No, why? _____

_____

4. Do you think that the reverend ceremonies have negative impacts on educational achievement of students? Yes ☐ No ☐
5. If your answer for question No 4 is yes, how it can be affect? _____

_____

6. If your answer for question No 4 is no why? _____

_____

7. Do you think that conflict with in a family have a negative effects on educational achievement of the students?

   Yes ☐ No ☐
8. If your answer for question No 7 is Yes, give your justification? _____

_____

9. If your answer for question No 7 is No, why? ? _____

_____

10. Can your parents be your role model to achieve good results in your education?

    Yes ☐ No ☐

11. If you answer for question No 10 is yes, how?

    _____

12. If your answer for question No 10 is No, why? _____

_____

13. Are your parents and your school are supportive of your education?

    Yes ☐ N☐
14. If your response for question No 13 is No, why? _____

_____

- If your answer for question No 13 is Yes how they are support you? _____

_____

16. Is there a good relationship between your family and the community?

Yes ☐ No ☐

17. If your response for question No 16 is No why? _____

_____

18. How much time do you spend to reach your school?

Part: III Economic factors

1. Do you think that the parent income condition and limited school facility can create a variation in educational achievement between rural and urban students? Yes ☐ No ☐

2. If your answer for question No 1 is yes how? _____

_____

3. If your response for question No 1 is No why? _____

_____

4. Do you think that the presence or absence of asset such as home, car, farm land and like can affect educational achievement of rural students? Yes ☐ No ☐

5. If you are say yes for question No 4 how it can be affect? _____

_____

6. If you are say no for question No 4 why? _____

_____

7. Credit and debit received from micro finance and bank by the family has an effect on educational achievement of both rural and urban students? Yes ☐ No ☐

8. If you are say yes for question No 7 how it can be affect? _____

_____

9. If you are say no for question No 7 why you are say that? _____

_____

10. Remittances (money) that sent from foreign countries by emigrant can create diverse employment opportunities for their parent? Yes ☐ No ☐

11. If you are say yes for question No 10 what types of work? _____

12. If you are say no for question No 10 why? _____

_____

Part IV In depth interview question for respondent

This question is designed to investigate the socio economic cause of low level of educational achievement of rural students in the case of Gurage zone Abeshge Woreda .So, you are kindly requested to give reliable information for the following factors.

1. What is the problem of low educational achievement of students in their future life?
2. What are the possible solutions to improve the problem of low level of educational achievement of the student?
3. How the economic background of parent can affect the educational achievement of students?

Part V: Questions for key informant interviews.

The question of key informant interview is designed to investigate the socio economic cause of low level of educational achievement of rural students in the case of Gurage zone Abeshge woreda so; you are kindly requested to give reliable information for the following factors.

1. How the limitation of facility in a school and economic condition of parent can affect the students to score good results to rural students?
2. What types of special support is given from your parents and the school to encourage educational achievement of rural students?
3. How the educational background of family is affect the educational achievement of students?
4. What do you think about the effect of residential location on the performance of students?