WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING ACADEMIC ACHIEVEMENT OF STUDENTS: THE CASE OF MITO SECONDARY SCHOOL GRADE 10

PREPARED BY: ABDILAZIZ JEMAL

ADVISOR: Mr. HABTE NERI (MA)

A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT REQUIRED FOR B.A DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT

MAY: 2025

WOLKITE, ETHIOPIA

LETTER OF APPROVAL

This is to certify that the senior essay titled "Factors Affecting Academic Achievement of Students: The Case of Mito Secondary School Grade 10" has been submitted in partial fulfillment of the requirements for the Bachelor of Arts Degree in Education Planning and Management. This submission complies with all relevant regulations.

Approval by board of examiners

Department	Signature	Date
……..	…… …….	……..
Advisor	Signature	Date
……	……..	……..
Internal Examiner	Signature	Date
……..	……..	……

ABSTRACT

This study, titled "Factors Affecting Student Academic Achievement in Mito Secondary School Grade 10," aimed to identify the key factors influencing students' academic performance. The researchers employed both purposive sampling and simple random sampling methods, utilizing two questionnaires designed for students and teachers, along with an interview conducted with the principal. The collected data from these representatives were meticulously organized and categorized into appropriate formats, subsequently grouped into similar categories and converted into percentages for analysis. The findings revealed that school-related factors, parental involvement, and household income significantly impact student academic achievement. To address these issues effectively, the study emphasizes the importance of collaboration among school principals, teachers, the community, parents, and students in devising solutions to enhance academic performance.

ACKNOWLEDGEMENT

First and foremost, I would like to express my heartfelt gratitude to Almighty God for making my dreams a reality. I am also deeply thankful to my advisor, Mr. Habte Neri (MA), for his invaluable guidance, constructive feedback, and the essential information he provided throughout the research process. I extend my sincere appreciation to the teachers, students, and principal of Mito Secondary School for their cooperation during data collection, which was crucial to the success of this study. My special thanks go to my parents and friends for their unwavering support and encouragement, which played a significant role in my journey toward completing my university education. Finally, I would like to acknowledge my secretary, Abdu, for her patience and assistance with editing and printing the research. Your help has been greatly appreciated.

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LIST OF ABBREVIATIONS AND ACRONYMS

MOE Ministry of Education

U.S.A United State of America

SZEO Silte Zone Education Office

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Limitation of the Study and definition of operational terms.

1.1.Background of the study

Academic achievement was the learning outcome of students at school, college, or university at the end of the semester or year. It was assessed through teacher-prepared tests that could measure the achievement of students (Anend, 2008). The academic achievement of students was influenced by a number of factors, either positively or negatively. Some international studies showed that factors associated with family background significantly affected the academic achievement of students (Mathewos, 2000). Literature suggested that different factors influenced the academic achievement of students. The main factors, according to literature, included family background concerning their child's education, lack of motivation (Fiore, 2004), parental involvement (Levison, 2002), school environment, and others that impacted the academic achievements of students. Other studies, according to Mathewos (2000) referencing Maslow (1954), indicated that background health conditions of students, school environment, parental involvement, and other societal factors not only exerted a great influence on students' attitudes toward learning but also affected their achievement.

The school-related factors and the personality of teachers were very determinant in students' learning and performance because teachers were primarily responsible for shaping and directing students. Thus, teachers needed to motivate their students to help them become better achievers in their academic performance. Teachers who understood this expected maximum achievement and fostered good relationships with their students. If there was a positive climate between teachers and students, students learned better and improved their academic achievement (Elliot, 2000).

The main factors, according to literature, included family background regarding their child's education, lack of motivation (Fiore, 2004), parental involvement (Levison, 2002), school environment, etc., which influenced the academic achievement of students. Most studies on the problems associated with poor academic achievement of students had been conducted in economically developed countries such as the U.S.A and Britain; therefore, it was beneficial to examine the different types of problems associated with poor academic achievement of high school students in developing countries like Ethiopia. The Federal Ministry of Education (MOE)

prepared a general education quality improvement program implementation manual in 2009. This manual included curriculum reform and implementation, provision of teaching and learning materials, assessment and examination, etc., to improve quality education and focus on delivering quality education. It aimed to achieve specific programs, goals, or objectives through full agreement between parents, teachers, educational managers, and students to address the problem of poor academic achievement. Consequently, the repetition rate decreased according to data collected from 1994-1998 by the MOE.

According to the Silte Zone Education Office (SZEO), data collected in 2003 and 2004 from schools in Mito Town showed that students scored low achievements. This indicated that when compared with other schools in different towns, the academic achievement of students in Mito Town was low. As mentioned above, these problems were evident in Mito Secondary School. Therefore, the issue of poor academic achievement was a major concern in most Ethiopian high schools in general and Mito Secondary School in particular.

1.2. Statement of the problem

Robinson (1993) and Engine Dewir (2009) argued that sizeable research had consistently shown that student academic achievement had been influenced by family background characteristics such as socio-economic status, parental education level, occupation, and income. Among these factors, parental education level and income had the most significant impact on students' academic performance. According to Nayok and Rao (2004) and Elliot (2000), various factors such as class size, lack of motivation, low self-esteem, etc., influenced student academic achievement. Thus, the purpose of this study was to identify the factors that affected student academic achievement at Mito Secondary School. Over the next three years, through our project work across different courses, I observed and attempted to identify the factors that affected students' academic achievement in my study at Mito Secondary School. Accordingly, based on the points mentioned above, the study aimed to identify the problems related to factors affecting students' academic achievement to address the following basic questions.

- What were the major factors affecting students' academic achievement?
- How did these factors affect the academic achievement of students?
- How did these factors affect students' academic achievement?

1.3. Objectives of the study

This study had two objectives: general and specific.

1.3.1. General objective

The main objective of the study was to investigate the major factors that affected the academic achievement of students in Mito Secondary School.

1.3.2.Specific objectives

The specific objectives of the study were:

To examine the factors that affected the academic performance of students.
To investigate how those factors affected students' academic achievement.
To determine the extent to which factors affected students' academic achievement.

1.4. Significance of the study

This study contributed the following benefits:

The study helped students and teachers understand how to improve students' academic achievement for success in their education.
It helped teachers and school principals become aware of the problem of low academic achievement.
The study provided suggestions to the Mito Town Education Office, school directors, students, and the community at large to minimize the influence of factors on students' academic achievements.
Other researchers may have taken this study as a reference for conducting similar research in the future.

1.5. Delimitation of the study

The scope of this study was delimited to the factors affecting the academic achievement of students at Mito Secondary School (i.e., grade 10). However, the researcher was unable to conduct a very large-scale research study due to anticipated limitations such as a lack of financial resources, insufficient secondary data regarding the factors affecting the academic achievement of students at the school, and a lack of adequate time for the study.

1.6. Definition of key terms

There could have been various meanings or definitions for a single concept according to different individuals. Therefore, terms were often defined based on the research problem. The key terms in this study included:

- Factors: Elements that defined a system and determined or limited performance.
- Academic Achievement: The performance of students during their schooling, whether during a semester or an academic year.
- School Climate: The characteristics that distinguished a school from other organizations, which influenced the behavior of individuals within that organization.
- Secondary School: An educational institution that provided the second stage of the three schooling periods, known as secondary education, which was usually compulsory up to a specified age.

1.7. Limitation of the study

The researcher believed that it would have been better to conduct the study over a wider range. However, the study faced the following limitations that the researcher anticipated when conducting the research, such as a shortage of money and time to collect data, some respondents being unwilling to provide the necessary information, a lack of reference materials for reviewing related literature, and limited internet access. Nevertheless, the researcher aimed to overcome these challenges and ultimately complete the research study. Therefore, the researcher suggested measures to reduce these limitations, such as preparing a teacher plan that allowed for better access to information and ensuring that time was used effectively.

CHAPTER TWO

2. REVIEW OF LITERATURE

This chapter reviewed various literatures related to the different factors that were associated with student academic achievement, as follows. The concept of academic achievement and factors affecting student academic achievement, such as parental involvement, school environment, lack of motivation, family background, socioeconomic conditions, and attitudes of families toward their children's education, were listed as follows.

2.1. Concepts of Academic Achievements

In managing the work structure of the school, principals did not affect the academic achievement of individual students in the same manner that teachers did through direct classroom instruction. However, they influenced it through decisions made about various aspects of the school. For example, they formulated school goals and communicated expectations, allocated necessary resources, and supervised a positive, orderly learning environment (Hellinger and Leithwood, 1991).

The academic performance of students could be affected by a number of factors; some studies showed that factors associated with family background significantly affected the academic achievement of students (Chopra, 1967, and Daugherty, 1981).

2.2. Factors that contribute to students academic achievement

Factors related to student achievement were numerous. Some of the factors that contributed to student academic achievement included the school environment, socio-economic factors, lack of motivation, family background, parental involvement, health conditions, and low self-esteem. These factors significantly affected student academic achievement.

2.2.1. School environment

The school environment included the school climate and culture that were expressed through various activities and the social environment around the school and how it was perceived. As Hogue (1990) indicated, the key variable was student interpretation of situations rather than classroom characteristics. A positive school environment was characterized by state and student cohesiveness, high morale, and an environment where caring, mutual respect, and trust were evident. These factors were enhanced by opportunities for participation in decision-making, deep environmental activities, and high levels of communication. The school environment greatly influenced the success of its students and the morale of its staff; it was founded on the beliefs and values of stakeholders and governed by deeply ingrained norms that had the power to create or destroy the academic focus of the school. For schools to raise the performance of students and other stakeholders, the culture of schooling often needed to change.

It was the culture of a school that encompassed the system of norms, values, beliefs, and behaviors that formed the foundation on which academic achievement rested (Fiore 2004). A healthy physical school environment was essential for students. The physical environment included a properly swept clean school, a well-maintained facility, well-displayed student work, an open playground with play equipment, etc.; all of these factors influenced student learning (Nayate A.K. and R.A.V K 2004). To promote students' academic achievement, organizing and presenting materials in ways appropriate to students' abilities was crucial.

2.2.2. School Facilities

It was well understood that clean, quiet, safe, comfortable, and healthy environments were important components of successful teaching and learning. In this regard, the literature indicated that certain structural features of schools that impacted student achievement included indoor air quality, lighting, and facilities that supported the delivery of curricular programs, such as libraries and other resource centers. These elements played a crucial role in creating an optimal learning atmosphere for students, ultimately contributing to their academic success.

2.2.3. Family attitude towards their children education

The family attitude towards the education of their children made a significant difference in the classroom achievements of students. Although parents were not present in the classroom, they had a profound influence on the way children viewed school and learning. A study in this area, or literature written by Garbarino and Benn (1992), stated that the extent to which parents supported the school objectives directly affected their children's education and academic achievement. Low parental expectations for their children reflected the parents' own educational experiences, and if parents themselves encountered difficulties in school, they exercised a negative impact on their children's attitudes, expectations, and performance (Garbarino and Benn, 1992).

2.2.4. Family Characteristics

Schiller et al. (2000) argued that regardless of national context, parents who were more educated appeared better able to provide their children with the academic and social support important for educational success when compared to parents who were less educated. The writers argued that several studies demonstrated that an increased number of children in the family led to less favorable child outcomes. It was reasonable to suppose that, through the mechanism of resource dilution, Blake (1989) found that children from larger families had less favorable home environments and lower levels of verbal facilities.

2.2.5. Parents involvement

Successful parental involvement was defined as the active, ongoing participation of parents or primary caregivers in the education of their child. The most basic form of involvement of parents in their child's schooling was the provision of essential needs (Fuller and Heyneman, 1999). The results of many studies and activities in school districts and states contributed to the development of a framework that emphasized various types of parental involvement. As Levinson (2000), referencing Epslein (1995), stated, comprehensive partnership programs were necessary in schools. Parents had opportunities to participate in committees, parent-teacher organizations, and other groups that influenced decision-making for the school. Parents felt a sense of ownership in the school environment when they knew they could contribute to policy creation, organize activities for students, or implement changes. Research continued to show that when parents were involved in their child's education, students achieved higher test scores, graduated at higher rates, and completed more homework (Fuller and Olsen, 1999). As parental involvement grew, the academic and social lives of students reflected these positive effects.

2.2.6. Family Background

In many cases, family background and a student's academic achievement were inseparable, as the life status of a family had a significant impact on a student's learning. For instance, children from poor families experienced more health problems, and their low educational status greatly affected their academic performance. They also suffered more accidents and were exposed to greater stress, which led to behavioral and emotional problems and academic difficulties for students. Family attitudes towards the education of their children made a significant difference in the classroom achievement of students. The extent to which parents supported the school's objectives directly affected their children's academic performance (Elliot, 2000).

Many students from low-income families received an upbringing that was less consistent with what they were expected to do in school compared to middle-class students. Students from disadvantaged homes were less likely to have access to healthcare. These factors delayed cognitive development, which also affected school readiness. Low-income families lacked resources of all kinds to help their children succeed (Savin, 2006).

Parents were also likely to expose their children to learning experiences outside the home, such as museums, concerts, and zoos. They were more likely to help their children succeed in school and to be involved in their education, demanding high academic achievement from their children (Savin, 2006).

2.2.7. Lack of motivation

Motivation also influenced the academic achievement of students. Motivation affected individuals differently in the same circumstances. According to Slavin (2006), all students were motivated, but some were more inclined to socialize or watch television than to engage in schoolwork. The educators' role was not merely to increase motivation but to discover, prompt, and sustain students' motivation to learn and to engage in activities that led to learning.

Motivation remained a central construct in both educational and psychological research. Weiner (1990) defined motivation as "an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activities." According to Elliot (2000), who combined both cognitive and behavioral elements in his explanation of motivation, students who came to school were all capable and often very willing to imitate others; however, their academic achievement was affected by a lack of motivation. As Elliot (2000) stated, students' motivation was influenced by various motives, among which the most crucial were anxiety, curiosity, learned helplessness, and lack of self-efficacy. These motives hindered students from performing to their full potential (Elliot, 2000).

Another scholar, Goarge (2006), defined the concept of motivation as the tendency to exert effort to achieve a goal. It also represented a context in which students were motivated to learn and to be effective in their learning. There were various ways to establish these contexts. For example, if students were to take ownership and responsibility for their own learning, they needed to be involved in selecting what they learned and in planning how that learning would take place. Technology could also help arouse student motivation, which could result in higher academic achievement. The achievement of students could be increased through the utilization of different motivational devices that sparked and sustained interest, encouraging students to perform in desired ways. For instance, students who were reluctant to express their opinions in class may have felt more comfortable responding at their own pace in a given common environment (Goarge, 2006). Dweck and Elliot (1983) stated that the demonization and poor educational qualifications of teachers caused poor quality teaching, which in turn resulted in poor performance on the part of students.

2.2.8. Class Size

Many teachers of large classes felt that they spent too much time organizing and managing class activities and not enough on meeting the needs of individual students. Large classes and overcrowded classrooms had negative effects on students' behavior and academic achievement. Some of the problems associated with large class sizes included:

- It hindered the ability to give advice and guidance to individual students.
- There were technical problems when working with large classes; for example, it was difficult to project slides that were clearly visible to all students.

- It might have encouraged students to skip classes since monitoring attendance could be difficult.
- Laboratory sessions and fieldwork were also challenging, among other issues.

However, in smaller class sizes, students received more individual attention, flexibility for various teaching and learning activities was provided, group work could be employed effectively and flexibly, better quality feedback was given to students, and more opportunities for active learning were available. This enabled students to achieve their best academically (Nayok and Rao, 2004).

2.2.9. Socio Economic Factors

Students differed in many ways. They differed in performance levels, learning rates, and learning styles, as well as in social class. Some had disabilities, while others were gifted in one or more areas. These and other differences had significant implications for instruction and student learning (Slavin R.E, 2006). One important way in which students differed from one another was in social class. Even in small rural towns where almost everyone shared the same ethnicity and religion, the children of town bankers, doctors, and teachers likely had a different upbringing than those experienced by the children of most farmhands or domestic workers.

Sociologists defined social class (socio-economic status) in terms of individual income, occupation, education, and prestige in society. Social class dictated more than just the level of income and education; it also encompassed a pervasive set of behavioral expectations and attitudes that interacted with and were affected by other cultural factors. Students' social class origins were likely to have profound effects on their attitudes and behaviors in school. Students from working-class (lower-class) backgrounds were less likely than middle-class students to enter school knowing how to count, name letters, cut with scissors, or identify colors. They were less likely to perform well in school compared to students from middle-class homes (Slavin, 2006).

According to Slavin (2006), students from low-income societies were at risk for school failure due to the characteristics of the communities they lived in and the schools they attended. For example, school funding in most areas of the United States was correlated with socioeconomic status. Middle-class students were likely to attend schools with greater resources, better-paid teachers, and other advantages.

The lack of resources significantly affected student achievement. In very impoverished neighborhoods, crime, lack of positive role models, inadequate social and health services, and other factors created an environment that undermined children’s motivation and achievement.

2.2.10. Student Characteristics

Student characteristics referred to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities, and efforts of students. The perception of students regarding parental support and involvement, as well as their locus of control in all areas, had a significant effect on academic achievement (Engin-Demir, 2009). Heady (2003) argued that there was a negative relationship between academic achievement and work. Students' perceptions that their parents were involved and interested in school, and that they encouraged them to do well, were positively related to academic achievement. Through their involvement, parents conveyed the message that school was important and provided their children with positive emotional experiences related to school (Engin-Demir, 2009).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

This study was conducted in the Central Ethiopia region, specifically at Mito Secondary School in the Silte Zone. Mito Secondary School was geographically situated at a latitude of 7°41'0" N and a longitude of 38°21'0" E, with its altitude ranging from 100 meters above sea level. It bordered the Oromiya region to the east and the Halaba Zone to the south. Mito Town was located approximately 220 kilometers south of Addis Ababa. The climate in Mito town was characterized as degea.

3.2. Research Design

The research focused on the factors affecting academic achievement among students in secondary schools in Mito Town, located in the Silte Zone of the Central Ethiopia Regional State (CERS). A descriptive research technique was employed, as this approach is particularly suited for examining current conditions and aims to identify the present status of the phenomena under investigation.

3.3. Research Method

The study employed a mixed-methods approach, utilizing both quantitative and qualitative techniques, with a stronger emphasis on quantitative data. This approach allowed the researcher to gather a comprehensive set of data to facilitate an in-depth analysis of the factors affecting academic achievement. The primary aim of this research was to investigate the factors influencing the academic performance of Grade 10 students at Mito Secondary School in Mito Town.

3.4. Sources of data

The data for this study was collected from both primary and secondary sources. Primary sources included interviews and surveys conducted with teachers, the principal, and students at Mito Secondary School. Secondary sources comprised documents and reports obtained from the Mito Town Education Office.

3.5. Population, Sample Size and Sampling Techniques

Due to time limits and budget constraints, and to make the research manageable, it was difficult to collect data from the entire population. There were 8 sections of grade 10 at Mito Secondary School, with a total of 480 students. From this total number of students, 60 were selected using simple random sampling. The total number of teachers was 34, and from this total, 5 were selected using simple random sampling, while 2 principals were chosen using purposive sampling. Simple random sampling was employed to ensure that each element of the population

had an equal chance of being selected, providing appropriate data for the research purpose. Purposive sampling assisted the researcher in selecting certain groups or individuals that were relevant to the issue being studied. In total, 73 subjects were selected as a sample from the overall population of 516.

Table 1 . ***population and sample size***

No	Types of respondents	Population Size	Sample Size	%	Sampling Technique	Data gathering instrument
1.	Students	480	60	12.5	Simple random	Questioner
2.	Teachers	34	5	15	Simple random	Questioner
3.	Principal	2	2	100	Purposive	Interview
	Total	516	67			

3.6. Data collection Instruments

The data collected for this study included both questionnaires and interviews, using a mix of open-ended and closed-ended questions. Open-ended questions were employed under the assumption that respondents would not be influenced by a predetermined set of responses, allowing them to freely express their views and ideas about the issue under study. The respondents were asked to provide their feelings about the problems they faced. Closed-ended questions were also employed, as the respondents were asked to select their answers from a list provided by the researcher.

3.6.1. Questionnaire

A questionnaire was prepared to gather the necessary large amount of information within a short period of time. It was developed in the form of open and closed-ended questions based on a literature review and basic questions. It was prepared for a sample of students and teachers. Its objective was to find out what a selected group of respondents did, thought, or felt.

3.6.2. Interview

An interview was prepared for the school principal through face-to-face communication to obtain reliable data about the factors affecting student academic achievements.

3.7. Method of data analysis

The data was analyzed both quantitatively and qualitatively. The data collected through the questionnaire was analyzed using quantitative methods, such as tables, while the data collected through interviews was analyzed using qualitative methods. This involved coding each interview

with a number or code and breaking up the field into sections identified by the data, among other techniques.

3.8. Ethical Consideration

The researcher looked at the following before collecting data: the researcher obtained permission from the school management through a support letter from the Educational Planning and Management Department. Then, data was collected based on the consent of the participants.

CHAPTER FOUR

4. Data Presentation Analysis and Interpretation

This chapter serves as the core of the paper, where the student researcher dedicates efforts to present, analyze, and interpret the raw data collected from samples of students, teachers, and principals. The data was gathered through a combination of questionnaires and interviews. A total of 94 questionnaires were prepared and distributed: 60 for students and 34 for teachers, while interview responses from principals provided valuable insights for the study. The following sections will detail the characteristics of the respondents, leading into the main body of the research paper. This section will address various issues related to family background, socio-economic status, class size, school environment, family attitudes towards their children's education, and factors contributing to a lack of motivation, among others.

4.1. Characteristics of respondents

Examining and analyzing the background information of respondents is crucial for this study, as factors such as age, gender, educational qualifications, and experience play a significant role in interpreting their responses. Therefore, Table 2 below presents the characteristics of the respondents in detail.

Table 2. Characteristics of respondents

	Items	Alternative	Respondents			
			Students		Teachers	
1	Sex		No	%	No	%
		Male	39	65	26	75
		Female	21	35	8	25
		Total	60	100	34	100
2	Age	15-19	55	92.30	-	-
		20-24	3	5.12	-	-
		25-29	2	2.65	1	3
		30 and above	-	-	33	97
		Total	60	100	34	100

3	Your educational qualification	Certificate	-	-	-	-
		Diploma	-	-	-	-
		Degree	-	-	33	95.52
		Maters	-	-	1	4.48
		Total	-	-	34	100
4	Teaching experience	<3	-	-	-	-
		4-10	-	-	1	4.48
		11-15	-	-	21	61.19
		>16	-	-	12	34.32
		Total	-	-	34	100

Table 2 above presents the distribution of respondents by sex, age, educational qualifications, and teaching experience. The data reveals that 35% of the student respondents were female, while 65% were male. Additionally, the gender breakdown among teachers shows that 75% were male and 25% were female. The second item in the table outlines the age distribution of respondents. It indicates that a significant majority of students, 92.30%, fell within the age range of 15-19 years, while 5.12% were aged 20-24. Among teachers, 97% were aged 30 and above, with only 3% in the 25-29 age bracket. This suggests that most respondents who completed the questionnaire were young and energetic, contributing to the validity of the study. In terms of educational qualifications, 95.52% of respondents held a bachelor's degree, while 4.48% possessed a master's degree. Regarding years of service, 4.48% had between 4 to 10 years of experience, 61.19% had between 11 to 15 years, and 34.32% had more than 16 years of service.

4.2. School environment

The school environment encompasses both the climate and culture of the institution, which are manifested through various activities and the social interactions that occur within and around the school. This environment significantly influences student performance, as it includes the facilities, resources, and social dynamics present in and around the school, as well as how these elements are perceived and utilized. The table below presents the responses from teachers and students regarding their perceptions of the school environment.

Table 3. Responses of students and teachers on school environment data.

	Items	Alternative	Respondents			
			Students		Teachers	
1	Which of the following factors is highly influences student's academic achievement?	School related factor	No	%	No	%
			24	39.74	12	35.80
		Motivation factor	7	11.53	2	6
		Economic factor	18	30.77	13	38.80
		Environment related factor	9	14.10	7	19.40
		Other	2	3.85	-	-
		Total	60	100	34	100
2	Which types of instructional method do you employ in the class room?	Student centered approach	-	-	10	28.36
		Teacher centered approach	-	-	-	-
		Both	-	-	24	71.64
		Other	-	-	-	-
		Total	-		34	100
3	Do you think that your school environment affect student academic achievement?	Yes	-	-	32	94
		No	-	-	2	6
		Total	-	-	34	100
4	Does your teachers use variety of instructional methods and allow active	Yes	55	92.30	-	-
		No	5	7.69	-	-

	involvement of students?	Total	60	100	-	-
5	Is there any relationship between the school and parent?	Yes	-	-	6	16.41
		No	-	-	28	83.58
		Total	-	-	34	100
6	Do you use varieties of instructional methods while you are teaching	Yes	-	-	25	74.62
		No	-	-	9	25.38
		Total	-	-	34	100
7	What is characteristics of relationship between students and staff?	Mutual respect	31	51.28	-	-
		Student respect	21	35.90	-	-
		Teachers only respect student respect	8	12.82	-	-
		No respect ach other	-	-	-	-
		Total	60	100	-	-

The data presented in Table 3 highlights several factors influencing students' academic achievement. School-related factors accounted for 39.74% of the responses, while economic factors comprised 30.77%. Motivation factors were noted at 11.53%, environmental factors at 14.10%, and other factors at 3.85%. This indicates that both school-related and economic factors have a significant impact on student academic performance. In contrast, teacher responses revealed that 35.80% attributed academic achievement to school-related factors, 38.80% to economic factors, 6% to motivation factors, and 19.40% to environmental factors. Interviews with the school principal identified various challenges affecting student performance, including economic hardships, family background issues that diminish school quality, high dropout rates, absenteeism, time management, student discipline, low parental awareness regarding education, and class sizes. These issues collectively hinder students' academic success. Regarding instructional methods, data shows that teachers predominantly employ a combination of teaching strategies, with only 28.36% using a student-centered approach compared to 71.64% utilizing mixed instructional methods. This suggests that relying

solely on a student-centered approach may not be sufficient to enhance student achievement. Furthermore, as indicated in Table 3, item 3, a significant majority of teachers (94%) agreed that the school environment affects student academic achievement, while only 5.97% disagreed. This underscores the considerable influence of the school environment on student outcomes. Item 4 reveals that 92.30% of students believe their teachers use diverse instructional methods and actively involve them in the learning process, whereas 7.69% disagreed with this assessment. Item 5 illustrates a concerning trend regarding parent-school relationships; only 16.41% of teachers reported a positive relationship between families and the school, while 83.58% indicated a lack of good relations. Open-ended responses suggest that some families do not support their children's education due to a lack of information and awareness, distance from the school, low self-esteem, and insufficient interpersonal relationships. According to item 6 of Table 3, 74.62% of teachers agreed that they utilize various instructional methods and encourage active student participation, while 25.38% disagreed with this statement. Finally, item 7 highlights the dynamics between students and staff: 51.28% of respondents noted mutual respect between students and staff, while 35.90% indicated that students respect their teachers. The remaining 12.82% reported that respect is primarily one-sided, with teachers showing respect towards students but not vice versa. Overall, the findings underscore the multifaceted nature of factors influencing academic achievement and the importance of fostering positive relationships within the school community to enhance student outcomes.

4.3. Class size

Various studies indicate that large class sizes and overcrowded classrooms negatively impact student behavior and academic achievement. The data collected from respondents is presented in the table below.

Table 4. The distribution of student in one class room and its impact

No	Item	Response				
		Alternative	Student		Teachers	
			No	%	No	%
1	How many students are learned in one class room?	30-35	-	-	-	-
		35-40	16	26.92	3	10.45
		45-50	19	32	20	58.20
		50-70	25	41	11	31.34

		70 and above	-	-	-	-
		Total	60	100	34	100
2	Does large class size affect your academic performance	Yes	52	87.17	29	86.56
		No	8	12.82	5	13.43
		Total	60	100	34	100

The data presented in Table 4 indicates the distribution of student responses regarding classroom size. Among the respondents, 30-35 students per classroom received a disagreement from a significant portion of participants, while 26.92% reported that classes typically contain 35-40 students. Additionally, 32% of respondents agreed that classes often have 45-50 students, and 41% noted that class sizes can range from 50 to 70 students. A small number of respondents indicated that class sizes exceed 70 students. Notably, the responses from teachers contrast with those of the students; only 10.45% of teachers reported that classrooms typically contain 35-40 students, and another 10.45% agreed on the presence of 45-50 students per classroom. This disparity highlights the significant impact that large class sizes can have on student academic achievement. In the same table, Item No. 2 reveals that a substantial majority (87.17%) of respondents believe that class size affects student academic performance, while 12.82% disagree. This suggests a strong consensus among students regarding the negative effects of large class sizes on their performance. Many students expressed a preference for smaller class sizes, which they find more conducive to learning. Smaller classes allow teachers to engage with each student individually, thereby enhancing the overall educational experience. This individualized attention is crucial, as teaching methods significantly influence academic outcomes. Conversely, some students who disagreed with the notion that large class sizes affect academic achievement argued that student success ultimately depends on the individual's understanding of the material. They believe that if a student comprehends the content well, their academic performance will be satisfactory regardless of class size. In terms of teacher perspectives, a majority (86.56%) concurred that large class sizes can negatively impact student academic achievement, while 13.43% disagreed. Open-ended responses from teachers echoed this sentiment, emphasizing that larger classes hinder continuous assessment, regular attendance tracking, and effective group work and discussions. Furthermore, large class sizes complicate communication with individual students and make it challenging to evaluate their progress within limited timeframes. Teachers also

noted the difficulties in managing large classrooms and ensuring student engagement and attendance.

4.4. Family background and socio-economic status.

In many instances, family background and a student's academic achievement are closely intertwined, as a family's socioeconomic status significantly influences the student's learning experience. The data collected from respondents, presented in the table below, illustrates this connection.

Table 5. Economic and educational status on family

No	Item	Alternative	Responses			
			Students		Teachers	
			No	%	No	%
1	What is the economic status of you family?	Rich	15	24.36	-	-
		Middle	33	55	-	-
		Poor	12	20.51	-	-
		Total	60	100	-	-
2	What is your family's educational background?	Illiterate	8	12.82	-	-
		Primary educational	32	53.84	-	-
		Secondary education	15	25.64	-	-
		Other	5	7.69	-	-
		Total	60	100	-	-

The data presented in the table indicates that a significant majority of students come from families classified as middle-income. Specifically, 55% of respondents reported their parents as middle-class, while 24.36% identified as wealthy and 20.51% as low-income. This suggests that a substantial proportion of families fall into the middle-income category. In terms of educational attainment, item number 2 of the same table reveals that 53.84% of respondents' parents have only completed primary education, while 25.64% have attained secondary

education. Additionally, 12.82% of parents are illiterate, with the remaining 7.69% falling into other categories. This data highlights a concerning trend: the overall educational background of these families is relatively low, which likely impacts student performance. Insights gathered from interviews with the school principal emphasize the importance of community involvement in addressing the challenges associated with low academic achievement among students. Notably, families with higher socioeconomic status tend to enroll their children in private schools, while students from poorer and middle-income families attend the public school in question. For instance, out of a total of 480 students at the school, only about 100 advance to preparatory school each year. This evidence suggests a persistent issue of low academic achievement among students, as noted by the school principal.

4.5. Motivation related factor

Motivation influences individuals differently, even among those in similar circumstances. According to the data collected from respondents, it is a key factor affecting students' academic performance.

Table 6. Factor related with motivation and its response

No	Item	Responses				
		Response	Students		Teachers	
			No	%	No	%
1	Do you have motivation to learn?	Yes	25	42.30	-	
		No	35	57.70	-	
		Total	60	100	-	
2	Do you have guidance and counseling service from your family?	Yes	22	35.90	-	
		No	38	64.10	-	
		Total	60	100	-	
3	Do you motivate and advice your students?	Yes	-	-	34	100
		No	-	-	-	-
		Total	-	-	34	100
4	What is the motivation of the students in the	Excellent	-	-	-	-
		Very good	-	-	24	70.15

	class?	Good	-	-	8	23.88
		Poor			2	5.99
		Total			34	100
5	Do parent schooling and income has impact on students academic achievement?	Yes	-	-	28	83.58
		No	-	-	6	16.42
		Total	-	-	34	100

The table above presents several key findings regarding student motivation and its impact on academic performance. Item number 1 indicates that students were asked whether they feel motivated to learn. The results reveal that 42.30% of students reported a lack of motivation, while 57.70% expressed an interest in learning. Further inquiries into the reasons behind the lack of motivation identified economic hardship (such as coming from low-income families) and insufficient resources as significant barriers to student engagement. In item number 2, which addresses guidance and counseling services, it was found that 35.90% of respondents perceived these services as adequate, while a substantial 64.10% indicated that such support is lacking. The data collected from teachers is encouraging, as all respondents (100%) affirmed their commitment to motivating and advising their students. The overall degree of motivation reported by teachers was notably positive, with 70.15% rating it as very good, 23.88% as good, and only 5.97% as poor. Insights from interviews with the school principal further emphasize the importance of teacher support in enhancing student academic achievement. The principal highlighted that teachers are motivated through praise, educational opportunities, provision of resources, and encouragement from various stakeholders. To improve outcomes further, the principal recommended enhancing library facilities and guidance services, as well as providing up-to-date materials and essential references. Comparing these findings with existing literature, it becomes evident that demotivation and inadequate educational qualifications among teachers can contribute to poor teaching quality, ultimately leading to subpar student performance (Elliot, 1983). Lastly, item number 5 explores the relationship between parental education and income on student achievement. A significant 83.58% of teachers agreed that parental education and income directly influence academic success, while only 16.42% believed these factors have no impact. This underscores the notion that when parents are unable to provide for their children's educational needs, student achievement may suffer as a result.

4.6. Family attitude towards their children education

As discussed in Chapter Two, family attitudes toward their children's education play a crucial role in influencing students' classroom achievement.

Table 7. Family relationship with school, role in school and attitude towards their children education

No	Items	Response	Responses			
			Students		Teachers	
			No	%	No	%
1	What is the attitude of your family towards your education?	Good	5	7.70	-	-
		Fair	6	10.25	-	-
		Bad	49	82	-	-
		Total	60	100	-	-
2	Does your family encourage you in your education?	Yes	52	87.18	-	-
		No	8	12.82	-	-
		Total	60	100	-	-

The table presented above indicates that parents at Mito Secondary School generally hold negative attitudes toward their children's education. Specifically, 82% of respondents reported that their families do not support their educational endeavors, while only 10.25% indicated a neutral or fair attitude. A mere 7.70% of respondents expressed that their parents maintain a positive outlook on their education. As discussed in the literature review, family attitudes toward education significantly impact students' classroom achievements. Although the effects of poverty may not be immediately visible in the classroom, they profoundly influence how children perceive school and learning. Research by Garbarino and Benn (1992) highlights that the extent of parental support for educational objectives directly correlates with children's academic success. Regarding family encouragement, the data shows that 87.18% of respondents believe their families actively support their educational efforts, whereas 12.82% reported a lack of encouragement from their families. Additionally, the factors impacting academic achievement include the school environment, class size (87.17%), economic conditions (38.80%), and other school-related factors (39.74%). Among these, class size,

economic factors, and school-related issues have a significant impact on students' academic performance.

Finally, according to an interview with the school principal, there are plans in place to address these challenges. The school aims to implement short-term, medium-term, and long-term strategies to improve the situation, including establishing a mentorship program where one to five students receive guidance and support.

CHAPTER FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATION

5.1. Summary

The primary objective of this study was to investigate the key factors affecting academic achievement among students at Mito Secondary School. The research aimed to address fundamental questions through a review of relevant literature. To achieve this, special emphasis was placed on answering these core questions.

A descriptive research method was employed, utilizing both simple random sampling and purposive sampling techniques. The researcher utilized various data collection tools, including questionnaires for students and teachers, as well as interviews with the school principal. A total of 94 questionnaires were distributed, with 60 completed by students and 34 by teachers, all of which were analyzed.

The analysis revealed several significant findings:

- Responses indicated that school-related issues, the availability of teaching and learning facilities, and class size negatively impact students' academic performance.
- Insights from the school principal highlighted that economic challenges, lack of awareness, student dropout rates, and absenteeism are major factors affecting academic achievement.
- A majority of teachers agreed that the school environment significantly influences student performance.
- The findings also suggested that family attitudes towards education are often inadequate due to factors such as lack of information, distance from school, and limited familial relationships.
- Economic difficulties were found to adversely affect students' academic success, with approximately half of the respondents reporting a lack of motivation to learn due to financial constraints and insufficient resources.
- In summary, this study concluded that students' academic performance is significantly influenced by several factors, including family attitudes, class size, inadequate teaching and learning facilities, economic challenges, and parental involvement.

5.2. Conclusion

Based on the findings and interpretations of this study, the student researcher would like to present the following conclusions:

1. Large class sizes significantly impact student performance, leading to decreased academic achievement.

2. The study revealed that parental involvement in their children's education is notably low, which adversely affects academic success.

3. Key factors contributing to this issue include inadequate teaching and learning facilities, low student motivation, and economic challenges.

4. School-related factors also play a crucial role in influencing student academic achievement.

5. Family attitudes towards education are generally negative, with a lack of support for improving their children's academic performance.

6. There is minimal parental participation in addressing issues related to low academic achievement and school-related challenges.

In summary, this study indicates that the low levels of parental involvement, economic constraints, negative family attitudes, and insufficient teaching resources are significant factors affecting academic performance at Mito Secondary School. While each factor varies in its degree of influence, all contribute negatively to student achievement.

5.3. Recommendation

There is no singular solution to completely address the challenges identified in this study. Therefore, based on the analyzed data, findings, and conclusions, the student researcher recommends that the relevant stakeholders take the following actions:

1. **Enhancing Parental Involvement:** The school principal, school board, and parent-teacher associations should collaborate closely to engage parents in their children's education more effectively.

2. **Addressing Class Size Issues**: To mitigate the challenges associated with large class sizes, the school principal, in partnership with the school community, should consider constructing additional classrooms.

3. **Financial Support from Education Authorities:** The Mito Town Education Office should provide adequate financial support to schools to facilitate improvements in educational resources and infrastructure.

4. **Improving Teaching and Learning Facilities:** Non-governmental organizations and the Mito Town Education Office should work together to ensure the availability of essential teaching and learning materials, including ICT services, recreational spaces, sports equipment, and sufficient textbooks.

5. **Supporting Economically Disadvantaged Students:** Schools should implement programs to support and motivate students from low-income families. This includes not only financial assistance but also recognition and praise for academic efforts, which can significantly enhance student motivation.

The Mito Town Education Office, local communities, and schools play crucial roles in implementing these recommendations.

In conclusion, while this study highlights several factors affecting student academic achievement, there may be additional influences not covered here. Therefore, the researcher encourages further investigation by other interested researchers to explore these complexities and contribute to solutions.

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Appendix I

WOLKITE UNIVERSITY

College of Education and Behavioral studies

Department of Educational Planning and Management

Questionnaire for Students

Dear Respondent

The purpose of this questionnaire is to collect first hand information on the study of factors affecting the academic achievement of students. Hence your cooperation in providing information will help for the success of this study. Please give your honest and compete responses to all questions and provided.

Be sure that your responds will be kept congenital.

Thank you in advance!

Direction

No need for writing your name

Please put (√) mark for close ended questions and with your own ideas for open-ended questions.

Part I Personal information

1. Sex

A. Male ☐ B. Female ☐

2. Age

A. 15-19 ☐ B. 20-24 ☐ C. 25-29 ☐ D. 30 and above ☐

Part II Questionnaire related with family background and status

3. What is your family's educational background?

A. Illiterate ☐ B. Primary education ☐ C. Secondary education ☐ D. Other ☐

4. Does your family encourage you in your education?

A. Yes ☐ B. No ☐

If your answer is no why? _____

5. What is the economic status of your family?

A. Rich ☐ B. Middle ☐ C. Poor ☐

6. Does your family with your teacher to improve your learning?

A. Yes ☐ B. No ☐

Depending on question No "6" if "yes" how _____

Part III questionnaire related with motivation

7. Do you have motivation to learn?

A. Yes ☐ B. No ☐

If you answer on number "7" is no why? _____

8. What is the attitude of your family towards your education?

A. Good ☐ B. Fair ☐ C. Bad ☐

9. Do you have guidance and counseling service from your family ?

A. Yes ☐ B. No ☐

10. If your answer on number "9" is "yes" how often you get counseling and guidance service ?
A. Sometimes ☐ B. Always ☐ C. Not at all ☐

Part IV Questionnaire related with school environment

11. Which of the following factor is highly affecting your academic achievements?

A. Motivation factor ☐ B. Economic related factor ☐ C. Environment related factor ☐
D. School related factor ☐ D. Other factor ☐

12. How many students are there is in your classroom?

A. 30-35 ☐ B. 35-40 ☐ C. 45-50 ☐ D. 50-70 ☐ E. 70 and above ☐

13. Does large class size affect your academic performance?

A. Yes ☐ B. No ☐

If your answer on number '13' is 'yes' how?

_____

_____

14. What is characteristics of relationship between students and staff

A Mutual respect ☐ B. Student respect☐ C. Teachers only respect student respect ☐ D. No respect each other ☐

15. Does your teachers use vaiety of instructional methods and allow active involvement of students?

A. Yes ☐ B. No ☐ If 'yes' how?

_____

Appendix II

WOLKITE UNIVERSITY

College of Education and behavioral Studies

Department of Educational Planning and Management

Questionnaire for Teachers

Dear Respondent

The purpose of this questionnaire is to collect first hand information on the study of factors affect the academic achievement of students. Hence since your cooperation in providing information will help for the success of this study. Please give your honest and compete responses to all questions and provided.

Thank you in advance!

Direction

No need for whiting your name

Please put (√) mark for close-ended questions and with your own ideas for open-ended questions.

Part I Personal information

1. Sex

A. Male ☐ B. Female ☐

2. Age

A. 21-30 ☐ B. 31-40 ☐ C. 41-50 ☐ D. 51 and above ☐

3. Your educational qualification

A. Certificate ☐ B. Diploma ☐ C. Degree ☐ D. Masters ☐

4. Teaching experience

A. <3 ☐ B. 4-10 ☐ C. 11-15 ☐ D. >16 ☐

Part II Questionnaire related with school environment

5. Do you think that your school environment affects student academic achievement?

A. Yes ☐ B. No ☐

6. Which of the following factors is highly influences student's academic achievement?

A. School related factor ☐ B. Motivation factor ☐ C. Environment related factor ☐

D. Economic factor ☐ E. Other ☐

7. Which types of instructional method do you employ in the class room?

A. Student centered approach ☐ B. Teacher centered approach ☐

C. Both ☐ D. Other

8. Is there any relationship between the school and parents?

A. Yes ☐ B. No ☐

9. Do you use varieties of instructional methods while you are teaching?

A. Yes ☐ B. No ☐

Part III Questionnaire related with motivation

10. Do you motivate and advice your students?

A. Yes ☐ B. No ☐

If you answer number 10 is 'yes' how often?

A. Always ☐ B. Sometimes ☐ C. Really ☐ D. Not at all ☐

11. How many students you teaching in one class?

A. 30-40 ☐ B. 45-50 ☐ C. 50-60 ☐ D. 50-70 ☐

12. Does large class size affect you when you teach in the class room?

A. Yes ☐ B. No☐

If your answer in No 12 'yes' why? Because _____

13. What is the motivation of the students in the class?

A. Excellent ☐ B. Very good ☐ C. Good ☐ D. Poor ☐

14. Do parent schooling and income has impact on students academic achievement?

A. Yes ☐ B. No ☐

If your answer on number 14 'yes' how?

APPENDIX III

WOLKITE UNIVERSITY

College of Education and behavioral Studies

Department of Educational Planning and Management

Interview guided questions for school principals

The intention of this interview is to collect relevant data with regards to factors affecting academic achievement of students the case of Mito secondary school.

Be sure that your response are used for this particular research and kept confidential. Thus, please, give me genuine and honest repose your response is very crucial for success this study

1. What are the problems that affect the academic achievement of students in your school?
2. How do you encourage teachers and other concerned body to increase academic achievement of students effectively?
3. What is your attitude and teachers in education toward student academic achievement?
4. Is there participation of community to improve problem of low academic achievement?
5. If so how?What is your plan to solve this problem?