ADAMA SCIENCE AND TECHNOLOG UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF PSYCHOLOGY

FACTORS AFFECTING ACADEMIC ACHIEVEMENT AMONG PRIVATE HIGH SCHOOL STUDENTS IN ADAMA CITY

BY

GENANAW HABTAMU

MAY, 2016

ADAMA

FACTORS AFFECTING ACADEMIC ACHIEVEMENT AMONG PRIVATE HIGH SCHOOL STUDENTS IN ADAMA CITY

A THESIS SUBMITTED TO THE COLLEGE OF GRADUATE STUDIES OF ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN THE INDUSTRIAL AND/OR ORGANIZATIONAL PSYCHOLOGY

BY

GENANAW HABTAMU

MAY, 2016

ADAMA

DECLARATION

First , declare that this thesis entitled as ‘‘ FACTORS AFFECTING PRIVATE HIGH SCHOOL ACADEMIC ACHIEVEMENT IN ADAMA CITY ’’ is my own work and that all sources of materials used for this thesis have been duly acknowledged. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Name and Signature of author----------

The thesis has been submitted for examination with my approval as university advisor

Name----------

Sign----------

Date----------

ACKNOWLEDGEMENT

I indebted to my advisor Dr.Habtamu Kebu who helped me in this research process and my special thanks go to school directors for their valuable cooperation during data collection and i also would like to thank all my friends who motivated, supported and encouraged me to complete this study.

Table of Contents **Page**

CHAPTER- 2: REVIEW OF LITERATURE

CHAPTER-3: RESEARCH METHODOLOGY

CHAPTER-4: RESULTS AND DISCUSSIONS

CHAPTER-5: CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES:

ABSTRACT

The purpose of this study was to find out the relationship between student and family related factors and academic achievement among high school grade nine students in Adama town, East Shewa of Oromia. The sample of this study comprised a total of 201 students (107 females and 94 male) selected by stratified sampling technique from four private high schools. A questionnaire with four scales each with reliability coefficient of 0.733, 0.713, 0.701 and 0.602 was utilized to collect relevant information.Descriptive statistics, Pearson product moment coefficient of correlation , linear regression , t-test and f-test statistical analysis were used with the help of SPSS version 20.Results of this study revealed that there were significant and positive correlation between family climate, study habit , motivation and academic achievement .Nevertheless peer influence was negatively correlated with academic achievement with no significant impact. The finding illustrated the family climate and study habits are variables with strong impact on academic achievement of students .As can be concluded from this study majority of the students had uninvolved families in their learning activities, hadn't experienced good study habits ,had made wrong peer choices and had been unmotivated towards their education so that stake holders ,educators , professionals and teachers should arrange discussion panels,educational meetings,educate parents,timely communicate with parents about the learning of the child, and students how to select peer friends , how to organize and use their time properly when study and help students to be motivated for learning so as to produce academically successful ,productive and self-reliant citizen for the country.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In this era of globalization and technological revolution, education is considered as fundamental for individual and nation to prosper. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson and Elder, 2004).

The pressure to ensure success and higher test scores for all students forces educators to continue developing strategies to help every student progress and master essential skills. There is little equity in support systems for children as they develop in a society with many obstacles. Access to resources, such as technology and the internet, parental supervision, and financial resources become barriers for students as they work to excel in school. The achievement gap grows even as educators work to find solutions and develop a plan to promote elevated academic standards for every student, regardless of background and resource. Additionally students living in single-family homes, living

with parents who are not high school graduates, and being home alone more than 3 hours a day are also considered to meet the minimal standard (Chesebro, et al., 1992).

Researchers continue to investigate several indicators affecting academic achievement. Parent or caregiver relationships, self-motivation, socioeconomic status, peer influence, teacher-student relationships, study habits, gender and race all seem to contribute to the success, or lack of success with academic progress in students (payne, 2001) .

High school is a low point in student engagement (motivation), despite being a critical time for developing the skills necessary to thrive in the adult world (Seidman and French, 1997). Both intrinsic (i.e., learning for enjoyment) and extrinsic (i.e., learning as a means to an end) motivations decrease across the high school transition (Otis, Grouzet and Pelletier, 2005) and are lower than those of both elementary and college students (Martin, 2009). High school students also report being disconnected from school and teachers (Willms, 2003). Students who are not academically motivated may not pay attention, complete their school work, or even attend school (Yonezawa, Jones, and Joselowsky, 2009). It is vital, then, to investigate high school students' academic motives and how they map on to meaningful school outcomes. Motivation is the internal process that activated leads and maintained behavior over time (Murphy and Alexander, 2000). Two general types of motivation to learn and achievement exist, internal and external motivations. People are stimulated external when that their action to receive reward or to avoid punishment. In contrast, excitation is internal when that people because of internal desire to do the task successfully act, without considering rewards or punishment. The positive results of internal motivation are more than positive results of external motivation (Moore, 2009; Wright, 2009; Ryan and Deci, 2002).

Those who are motivated internal, set goals for themselves and are trying to reach it. In fact, if they feel that in perform of their interested activities are under pressure, the level

of motivation or inner interest is reduced (Bohranil, 2004).Research conducted by Pintrich and De Grout (1990) has shown that the following five factors can predict an important part of the changes in academic achievement: self- abilities, inner value, test anxiety, self-regulated learning strategies or self-monitoring. Regardless of these factors, student motivation for academic achievement is one of teachers, researchers, and education professionals and families concerns. Whitehead (2003) has shown that internal motivation more than external motivation predicts the student's success.

According to the Center for Comprehensive School Reform and Improvement (Obeidat and Al-Hassan, 2009), successful parental involvement may be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education. Cotton and Wikelund (2005) asserted that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents –teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school.

Parents can influence their children directly through family interaction patterns and indirectly through interactions with other settings in which their children are involved such as schools. In terms of more direct parenting practices, consistent discipline has been associated with positive achievement related outcomes for children and adolescents

(Clark, 1983; Grolnick and Ryan, 1989. Clark (1983) found that parents of high-achieving adolescents exercised more consistent rule enforcement than did parents of low-achieving adolescents.

Research has shown that family environments that encourage the adolescents' role in decision making are associated with more positive school adjustment, higher self-esteem, and greater satisfaction with school and student/teacher relations (Epstein and Mc Partland, 1977. Parental encouragement is the amount of time parent and student discuss parental expectations and hopes. Parental involvement consists of attending teacher conferences and school open houses and Interpersonal contact with both the teacher and the student provides parents with a measure of the child's progress and further allows parents to stress the importance they place on academic achievement (Mc Carron and Inkelas, 2006; Smith & Fleming, 2006. Studies have shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith and Keith, 1993). Findings from a study that Sirvani (2007) carried out showed that students with involved parents reached higher mathematical achievement than other students.

Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, emotional, and social changes, youth begin to question adult standards and the need for parental guidance. It is also a time for individuals to make important decisions about their commitment to academics, family, and perhaps religion. Young adults begin to ask questions such as, "Is school important to me?" and "How do I want to spend my time?" The choices that adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they obtain from their choices depend, in part, on the context in which they make such choices (Ryan,

2000). According to Castrogiovanni (2002), a peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of five or six. Peer groups provide a sense of security and they help adolescents to build a sense of identity.The peer group serves as a barometer for children examining themselves and their feelings about self and family. The peer group also influences development of children's socializing skills. These early friendships help children learn how to negotiate and relate to others, including their siblings and other family members. They learn from peers how to cooperate and socialize according to group norms and group-sanctioned modes of behavior. The peer group can influence what the child values, knows, wears, eats, and learns. The extent of this influence, however, depends on other situational constraints, such as the age of children and the nature of the group (Harris, 1998).

In its most acceptable form, the peer group is a healthy coming-of age arbiter, by which children grasp negotiating skills and learn to deal with hostility and to solve problems in a social context. In its most destructive mode, the peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987).Peer effects in education usually include the impact of social interactions between individual student and other students in the same school or classroom, rather than the interactions between the student and families or teachers. The mechanisms through which peer groups affect individual's academic achievement are complex. Peers not only influence individuals directly through student teaching, role modeling, or classroom disruption; they also impact individual students indirectly through the perceptions of teachers and administrators on the peer groups (Moffit, 2001). According

to Ball (2000) students report two distinct reasons for approaching school related tasks: a general need to avoid failure and positive feeling towards school.

Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. It is one of the major factors effecting academic achievement of the students. Psychologists and educationists believe that good study habits are the gateway of knowledge and wisdom. It is one of the effective means of systematic development of knowledge of the individual. There are many factors like concentration, motivation, keen observation, adjustment in school, networking etc. which influence the proper development of study habits. More study gives better learning performance in schools that again motivates the learner to study more which in turn results in improvement in the performance level. Thus, Study Habits not only help in promotion of better academic work but also influences students' morale and sense of satisfaction. Thus, it can be concluded that certain mechanical procedures and abilities are significant contributors to achievement in the various fields and dimensions of learning.

Ethiopia is one of the world's oldest civilizations and Africa's oldest independent country (Arasho& Bernhard, 2008), and one of the world's oldest nations, dating back 2,000 years (Adejumobi, 2007). However, it is now one of the poorest countries in the world and is beset by multifaceted social, economic, and political problems, with poverty the most serious. The future responsibility for alleviating these multidimensional problems and developing this poor country to at least the level of middle developed countries will fall to its youth. This will be possible if its youth are effective and successful in

education, particularly in high school, since it is believed that attainment of the highest standards of education is fundamental to the dynamic development of science and technology, which, in turn, has significant impact on the cultural, socio-economic, and political development of any nation. The role that high schools play to this effect is paramount. Recognizing this, in recent years the Ethiopian government has been exerting efforts and working aggressively, through expanding high schools and building their capacities and increasing the rate of enrollment, to produce well trained and qualified citizens who can take part in the development endeavors of the country.

It has been realized that students who possess adequate mental abilities sometimes do not perform well in their academic work either because they do not know how to study effectively or they do not use the most effective method of studying as a result many questions have been raised by teachers, parents and students themselves on why students perform poorly academically, for example, Tschumper (2006) reported that the study skills of the high school students are very poor. Poor performance in school have been traced to poor study habit. Bradon (1996) noted that if study skills are not improved, students will continue to perform poorly in tests and may not be able to realize their full potential. Students should therefore evolve good study habit skills like note-taking, time management, organizing for a test, recording regular assignments in a notebook, having regular time to study while removing distractions that come from television or phone call at home.

There is little research available on the relationship between parental involvement peer influence, self motivation and study habit and academic achievement of high school students. A majority of the research in this area has been conducted solely with

elementary school students (Baily, Silvern, Brabham, and Ross, 2004; Marjoribanks, 2005).

Even though some research as have been done on selected factors affecting academic achievement in Ethiopia, particularly focused on elementary schools and higher institutions, the present variables of study have not been investigated related to academic achievement of high school students in Ethiopia, therefore, the researcher has motivated to examine the relationships of family climate, study habit, peer influence and motivation of high school students with academic achievement in Adama town. It appeared that there are no researches that show the influence of the study habits , peer influence , self motivation and family involvement on high school students' academic achievement locally or nationally aiming to increase the knowledge of the parents , teachers and educators and to help students have achievement motivation, good study habits, good friend selection and families to assist in monitoring home works, assignments, school attendances, rewarding for good scores, etc. which may in turn plays a role in producing academically successful , a productive and self -reliant citizen for the country.

1. 2. Statement of the Problem

One of the most important outcomes of any educational set up is achievement of the students. The pressure to ensure success and higher test scores for all students forces educators to continue developing strategies to help every student progress and master essential skills. The achievement gap grows even as educators work to find solutions and develop a plan to promote elevated academic standards for every student, regardless of background and resources. The researcher witnessed that lower achievers are not functioning at the academic level of their counter parts. There are factors related to student, family and schools such as lack of self motivation to learn , monitoring and

helping children in education , absence of timely communication between family and school that hinder students' academic success though students struggle to do well academically in school, they repeatedly score poorly in tests and get retarded and develop frustration, destroy initiative and confidence and make the feeling of worthlessness towards the subject of study and others frequently admitted that they are in difficulty of how and when to read their learning and some reported that they have family with no formal education to support and encourage them in their learning. Moreover, many of them are disadvantaged by wrong peer group choices that practices gang activities and eventually score below standard and lose motivation to learn and even dislike school .Therefore, the present study intends to examine why students in the same school setting show dramatic achievement gap and/or poor test scores. These constraints motivates the researcher to study the influence of family involvement, the study skills, internal motives to learn and school mate choices affect on high school students' academic achievement.

1.3. Research Questions

The research questions for this study were the following:

1-What is the relationship between demographic variables such as sex ,age,family ype, number of brothers and sisters, birth order,mother education ,father education ,transportation facility, electronic facility and students academic achievement?

2-what are the relations of students' family climate, study habits, peer influence and self motivation and their high school academic achievement?

3-what is the combined influence of the selected demographic variables on high school students' academic achievement?

4-what is combined influence of students' family climate, study habit, peer influence and self motivation on high school academic achievement?

5-what is the relative influence of students' family climate, study habit, peer influence and self motivation on academic achievement of high school students?

1.4. General Objectives of the Study

1. To examine the relationship between family involvement, student related factors and selected demographic variables among high school students' academic achievement.

2. To find out the relative and combined influence of demographic variables such as sex, age, family type, birth order ,number of brothers and sisters ,mother education ,father education ,electronic facility and transportation on high school students' academic achievement.

3-To examine the relative and combined influence of students' family climate and student related characteristics.

1.5. Specific of Objectives of the Study

1-To find out the relationship between demographic variables such as sex,age ,family type,number of brothers and sisters ,birth order,father education ,mother education,electronic facility and transport facility and academic achievement.

2-To find out the relationship between students family climate, study habit, peer influence and self motivation and academic achievement.

3-To find out the combined influence of the demographic variables on academic achievement of high school students

4- To find out the combined influence of students' family climate, study habit, peer influence, self motivation on their high school academic achievement.

5-To find out the relative influence of students' family climate, study habit, peer influence, self motivation on academic achievement of high school students.

1.6. Significance of the Study

This study by exploring the factors which influence the students' academic achievement will help the students, teachers, parents, administrators, curriculum planners and policy makers to coordinate in an effective way so that our students can have a sound and better academic achievementse by using the result of this study as base to help students improve their study skills, guide students to have the correct peer choice , family to have awereness in timely helping and monitoring their children and to create self motivation in the students for better academic success after completing their formal education .

1.7. Limitations of the Study

The following may be considered as limitations for this study;

i. Small population size was used due to shortage of time and budget.

ii. Only one semester average result was used as academic achievement of the students.

iii. Some of the schools completed the survey in Amharic language where as one school

iv. completed in Oromo language.

1.8. Delimitation of the Study

This study is delimitated to:-

1-Grade nine students only because grade ten students had left the school at the time of data selection.

2-Private high schools in Adama city

1.9. Definition of Operational terms

This part presents the operational definitions of variables of the present study, family climate, Study habits, self-motivation, peer influence, and academic achievement.

Academic achievement refers to the average mark secured by the students in their high school semester one examination, 2OO7 E.C.

Family climate refers to the active ongoing involvement of parents or primary caregivers in the education of their child at home and school.

Study habits refers to the habits that an individual might have formed with respect to his learning activities like reading habits, learning technique, memory, time schedule, physical conditions for study, examination, evaluation etc.

Self- motivation refers to a desire to engage in the learning process such as home work doing, project working, reading assignment, working for good result, asking questions etc.

Peer influence refers to the pressure that high school peer groups experience on each other which help academic success or lead to academic failure that includes skipping school, tardiness to class, school choice, encouraging each other, studying together and so forth.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the theoretical concepts and review of literatures of the variables of present study; family climate, study habits, self-motivation, and peer influence, related to academic achievement of high school students.

2.1. Academic Achievement

2.2. Factors Affecting Academic Achievement

2.2.1. Family Climate

Family climate have become reliable predictors of student achievement (Taylor, 2005). Researchers continue to investigate several indicators affecting academic achievement. The most prevalent attribute of children growing up in poverty is limited access to resources exist in the form of finances, parental guidance and tutoring. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate (Emery & O' Leary (1984). Parents also influence their children indirectly through involvement in their school. Parental involvement is a critical factor in children's school achievement at all grade levels. Parental involvement also varies widely by ethnicity and income level and thus may help explain differential achievement levels (Clark, 1983; Comer, 1980.On parental involvement and academic achievement, studies have shown that the two constructs seem to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella, 2003; Campbell, 1995; Rich, 1987). Parent or Caregiver-student relationships are not a strong predictor of academic achievement (Lynn, 2007).

The results of different studies on prominent parental involvement variables, including parent-child discussions about school, parental aspirations and expectations, parenting style, reading at home, checking homework, school involvement, and home rules and supervision. *Parent-Child Discussions about School* variable refers to ongoing conversations between parents and their children concerning school-related activities, programs, near- and long-term school plans, and other academic issues. This variable frequently yields the strongest positive association with academic achievement (McNeal, 1999) for example, found that the only dimension of parental involvement that was associated with improved achievement and reduced problematic behavior (e.g., truancy) was parent-child discussion. Parent-child discussion has a significant relationship to student achievement

Parental aspirations and expectations are often described collectively or used interchangeably in the literature. Taken together, aspirations and expectations reflect the degree to which parents presume that their child will perform well in school, now and in the future. This variable appears in many parental involvement research studies and is generally shown to have a positive relationship to academic achievement. For example, parental aspirations/expectations is the strongest dimension in the (Fan and Chen, 2001) meta-analysis examining effects on academic achievement in the Singh et al., 1995) structural equation modeling study. Parental expectations also has the largest effect size (d = .88) and is one of the strongest predictors in determining academic achievement (P < .001) in Jeynes' 2007) meta-analysis on parental involvement variables. Baker and Soden, 1998, note that high aspirations/expectations, coupled with an effective parenting style (i.e., moderate levels of parental support and supervision) are positively related to academic achievement.

Adeyemo (2005) examined the effects of different parental involvement dimensions on academic achievement for 250 secondary school students and found that parental involvement in their child's school environment significantly affected students' academic achievement . Parent-teacher communication, described as parents' communication with teachers regarding their child's progress, has shown a positive association with students' academic achievement (Jeynes, 2007).Parents checking children homework has shown a positive association with academic achievement in some studies (Jeynes, 2007) found that students whose parents were involved in checking their homework showed higher achievement (β = .78) than students whose parents were not involved in checking homework. Other studies, however, have shown a negative association between parents checking their children's homework and academic achievement (Tizard and Hewison, 1994).

The largest correlation was between parents' *aspirations and expectations* for children's educational achievement (average *r* about .40), and the smallest correlation involved the variable parents' *supervision* of the child at home (e.g., rules for watching TV and doing school work), with an average r = .09. Large-scale study reported by Jeynes, 2007 found a positive relationship between parental involvement and academic achievement. In his meta-analysis, Jeynes included 52 studies that involved more than 300,000 participants. Jeynes aimed to determine the influence of parental involvement on the educational outcomes of urban secondary school children. For this study, parental involvement was defined as parental participation in the educational processes and experiences of their children. The specific parental involvement variables included parental expectations, parent-child communication about school activities, parents checking homework before

submission, and parental style (i.e., helpful and supportive parental approach). Sui-Chu and Willms, 1996 reported that parental involvement made a significant unique contribution to explaining variation in students' academic achievement, over and above the effects associated with parental background.

The literature shows that children's perceptions about parental involvement variables appear to be better predictors of student achievement than parents' perceptions (Chen, 2008). In addition, most of the studies show that parental involvement and its probable influence on achievement declines as children progress through school (Patrikakou, 2004). There are several possible reasons for this decline: (a) middle and high schools become more complex, with more demanding curricula that can intimidate parents; (b) there are fewer school outreach efforts to involve parents in the secondary school years; (c) parents may exert progressively less influence over their adolescent children as they become more independent (Harris ,1998). Regarding the latter point, as students become older, they start to rely on peers for advice and support more than on their parents. Peer group influences have a powerful effect on children's motivation to do well in school (Kindermann, 1993).

The fields of education and psychology appear to be adjusting to the challenge directed toward the more traditional view that parenting has a very large influence on children's development. One possible view might be similar to the view expressed by Cohen, 1999, who argued that while both parent and peer influences are modest, the peer influence is smaller and parent influence is larger than estimated by Harris, who asserted that differences in parenting have essentially no lasting influence on how children turn out (Harris, 1998). Others have agreed that the influence of parents is modest but go on to assert that peer influence is likewise modest (Cohen, 1999). It seems that both parents

and peers can have an influence on a child's academic achievement.Given that parents have limited influence over the child's peer relationships, direct parental influence remains an opportunity to leverage those factors for the benefit of the child, including their academic achievement. The design of policies, practices, and interventions should reflect an understanding of these findings about the nature and magnitude of parental influence on children's academic achievement.

2.2.2. Study Habits

Psychologists as well as layman have attempted some definitions of the word "study". To some of them, study means hard work and is usually associated with school work. To others, study is applicable to other situations in life other than academic work. Mace (2002) pointed out that study is a systematic acquisition of knowledge and an understanding of facts and principles that calls for retention and application. Kelly (1998) stated that study is the application of one's mental capacity to the acquisition, understanding and organization of knowledge; it often involves some form of formal learning. Crow and Crow in Okorodudu (2000) explained that study is a programme of subject matter mastery. It involves hard work. Thomas and Robinson (1990) emphasized that the learner needs to use a systematic discipline and purposive approach to study. Effective study consists of a conscious sequential series of inter-related steps and processes. Okorodudu (2000) asserted that, study involves the total of all behavioral patterns (addition, verbal, psychomotor, emotional) determined purpose and enforced practices that the individual adapts in order to learn and achieve competence.

Study techniques: Most students do not know how to study probably because they are not aware of what techniques to apply in the study situation or they study at odd times and in

odd places. Hills and Ballow (2000) had an understanding of this deficiency in students approach to study and they developed a comprehensive study skill manual for college students. Effective study cannot be acquired without the application of these skills and methods. Some of which include reading, note-taking, time consideration, organizing material in a study and choosing a good study environment among others.

Environment of study: Consideration is here first given to the environment of study as it appears to have adverse effect on the whole concept of study. Where one studies has an important effect on one's efficiency because the location and all of its characteristics are stimuli. The stimulus of the study situation should produce the response of studying and no other response. It has been suggested that an important approach is to have a set aside specifically for study. It should be well ventilated, noisefree and well lighted room or open place with a desk and a chair. Ruch (1995) wrote on the need to consider the type of chair and desk used for study. These should be such that allow the individual to maintain an erect and comfortable sitting posture. The study desk should be spacious enough for the books and materials but should contain only what one needs at a time. Hepher (1990) revealed that the effect of temperature and humidity on the body temperature of the individual can cause a reduction in the body function and mechanism. The emphasis here is on the need for abundance of fresh air in the study environment to avoid unnecessary fatigue. Hills and Ballow (2000) pointed out that glaring light could cause eye strain and headaches. Therefore covered light bulbs and light coloured, blotters be used if possible to reduce light intensity. In effect, light should not shine directly on the table or reading desk. Taking to consideration a rural setting where students have to study under locally made lamps and hurricane lanterns, these should be adjusted well enough to reduce light intensity or place at a considerable distance away from the reading desk. It has been

observed that some people cannot study without music, Hills and Ballow (2000) agree that music is good if it does not constitute noise in itself or when used to neutralize other external noise.

The ability to direct ones attention on the task at hand is necessary for effective study.Robinson (1990) outlined five major conditions that affect concentrations, these include distractions, (internal and external situations) associated with other activities, study materials not convenient, poor lightening and physiological conditions. Oladele (2000) suggested that to avoid external distraction, students could choose place of study which can stimulate them to study. The essence of this is that once they are in such environment associated only with study, distraction such as anxiety and indecision, day dreaming, mental and physical fatigue that impair the ability to concentrate will be avoided, Personal problems that keep on flashing to one's mind if not properly tackled and discarded can act as greatest hindrance to concentration.

Reading without comprehension is no use. Robinson (1990) stated that reading with one's head instead of one's eyes is what effective study habit involves- The students must learn to read with an active attitude of seeking what is important in the material and subordinating what is merely explanatory. He suggested that the techniques of pre comprehension help in speeding up comprehension. Many students do not seek to Understand the basic concepts that seem simple and relevant but later in their studies they realize that without learning the basics adequately comprehension of more difficult materials is difficult. Students complain that they do not understand what they have read. It is suggested that reader searches for the meaning in the mind of the writer to know what to emphasize in his reading.

The ability to remember what has been read is a vital skill. The term means retaining past experiences. It is thought that in remembering, a memory trace is laid down on the mind and being a sensory impression, by repetition the traces are made deeper and therefore are more lasting Hallas (2002). Remembering must involve either recall or recognition. The former necessitates the reproduction of material that is not actually present before the senses at the moment. According to Oladele (2000) there are four kinds of remembering and they include recognition, recall, reproduction and performance, he held the view that our failure to recall emanates from non practice He also maintained that performance, a fourth kind of remembering, is the also performance of habits so well learned that they are highly automatic. But for Hallas (2002), remembering is in three parts, viz: - attending to, which is associated with short term memory, the second and the third being the need to think about and use the material associated with long term memory respectively. Most students make the mistake of reading and re-reading without actually training to think over what they have read. A very effective technique in remembering is to study the passage or diagram as the case may be for a given period of time. Try to reproduce it immediately and then later at increasing intervals of time, for example, every day for a week and then every week for a month. This method is known as repeated reproduction and has been found to be very useful.

Whatever time a student spends on study, what time of the day he sets aside for work only by organizing and planning their time that student can avoid distraction from regular studies. Determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction, Robinson (1990). As regards time planning, Hills and Ballow (2000) suggests the use of

work diary a work diary allows the student to look at everything he has to do and to apportion time to every subject. Organizing time in this way helps to minimize worry and indecision that may arise in case of

any extra work that has to be slotted in, the diary should be planned on the basis of needs and purposes; allocating adequate time to each task so that no particular task consume more time than necessary.

Today, student has much to read because of the great demand inherent in core curriculum. This is more obvious at the junior secondary school level in which the students are expected to study about fourteen different subjects or more in some cases. The ability to read fast will be an advantage. Quick reader takes in and retains more than slow readers because the quick reader catches the drift and flow on the passage better whereas the slow readers delay over each word. Solomon (1999) stated that most poor readers are too slow ones. They were often concerned with unimportant details while the good and fast readers often adopt a wider view of the entire paragraph. There are a number of bad habits which poor readers adopt; most of which involve using extra body movement in the reading process inefficient reading; the muscles of the eyes should make the external movement. Extra body movement such as pointing with the fingers or moving the lips, do not help reading and often only help in slowing it down. There are some cases in which slow reading can however be adopted depending on the subject matter and the purpose of reading Maddox (2002) formulated about four different types of reading which include mastery reading, exploratory and revision reading critical and pleasure reading. He stressed that these types of reading have different rates for the individual.

Note-taking is one of the activities that is believed to aid learning and remembering and consequently academic success note-taking when properly done, involves not only reading and writing or listening to lectures and jotting down points but also requires concentration and reading out for necessary facts. It may not be as easy as it seem to be the observer. It involves the thought and hearing ability of the individual. Note-taking may have detrimental effect for students who are slow in listening efficiency. In view of this, Derville (1998) suggested certain aids for effective note-taking in the form of short abbreviations; for example, “b/w" to mean between “c" to mean with "c" for which "b/w" for before etc. These abbreviations would be helpful to the slowwriter. Care need to be taken to see that only relevant ideas are included in a note, whether it is in a lecture or from a text book. The following procedure has also been suggested: a) Read through the text carefully, b) Read through it again picking out the key points that the section covers and writing them down as headings on separate pieces of rough paper and c) make note on pieces of paper under each key point.It may be necessary to use a second that has similar points since one book may have points not contained in the first text book, making the study varied and more stimulating. These notes would be useless if they are not reviewed consistently and regularly particularly just before examination. Okorodudu (2000) emphasized that unless a student has an exceptional memory, it is difficult to master and recall accurately all the main points and relevant details in a study material by merely reading it.

The essence of reading is to get the whole meaning of the passage. Students spend time reading inorder to get the actual meaning of the chapter. Reading seeks to acquaint the students with many ideas that would otherwise have been overlooked when surveying. Reading with the intent to understand should be the major aim. It is important to read

each line and take note of each sentence and sequence of events or arrangement of facts in the materials. Hills and Ballow (2000) explained that reading those phrases and sentences bring out the meaning in the passage, reading should not be done just once but several times until the meaning in the passage is got. While reading, it is advised that student be in a relaxed mood in order to concentrate. Recite: Lovell (1993) was one of the earliest psychologists to carry out a study on recitation as a learning strategy. In the study children in grades 4-6 were given either diagrams or short biographies to memorize. Results of this study obviously showed that recitation affected the children's learning positively. Lovell (1993) stated that instead of re-reading a material to be learnt, it is better to recite to oneself or to a friend, or write it out, making use of prompts whenever necessary. He recalled that relevant experimental evidence shows that with children and adults, the more time devoted to recitation, the quicker will be the rate of learning.

The importance of recitation is further stressed by a later study carried out by Del Giono, (1998), it was a comparison between the read-recite and read-re-read procedures. Retention in these two groups were tested immediately after study and one week later The readrecite group scored significantly higher on both tests than the earner to check on his own efforts. It should be noted however that though recitation is advantageous, it can only yield results when materials have been well understood and short.

Necessary as recitation is as a study strategy, review is equally very useful; it has been defined as recall and rehearsal of information presented in a study. The major advantage is that it aids both immediate and longterm retention As the students go through the material over and over again, the tendency is for them to get used to the material while being reminded as well as of those points they may have overlooked or forgotten, Lovell (1993) asserted that retention can be aided by thorough learning, by studying at a suitable

period of the say, by constantly reviewing and by avoiding circumstances likely to cause interference. He also pointed out that when materials have been learnt, partly forgotten and learn again, the rate of forgetting is slower after the re-learning and it becomes lower still afterfurther periods of review. This would appear to consume a lot of the student's time and can only be utilized by those who determined to study for excellence.

Motivation may be considered to be anything, material or non material which energize and direct a person's behavior towards achieving a set goal. Human have an inborn tendency to become self-actualized; a general positive force that is responsible for people achieving their potential and performing good works. Oladele (2000) said that motivation refers to whatever is within the individual that propels the individual into some sort of action. Three types of motivation move people to action. They are needs, emotions and feeling. All the three develop from inbornfactors. Lovell (1993) presented a number of contemporary theories of motivation. The instinctive theory, which states that human behavior is largely instinctive in origin and that human minds has certain inmate tendencies which are the essential motive powers of ail thought and action.

Many students do not study just for the interest of studying. Study is hard work. A great number of motivational interest; work habits and personality characteristics combine in various ways to determine school achievement. Many studies have shown that among the many variables that affect academic achievement, motivation is obviously an important one. Whether a student will work at a task to pursue excellence at any given time during the day depend on his consumatory needs (hunger, thirst etc) being met; his hierarchical structure of internal motives to achieve success in various activities and his tendencies to

avoid failure. According to Ball (2000) students report two distinct reasons for approaching school related tasks much as study:a general need to avoid failure and a positive feeling towards school.Students must be motivated before they can study effectively. This motivation can be from within or without or from both. Reasons for poor motivation could be any of the following: a) Preferring something else to actual school, b) attending college as a means to an end rather than learning, c) distracting personal problems and d) laziness and inadequate orientation

There is likely to be a positive correlation between academic success and effective study habits. Brown and Holtzrnan (1989) in a study-attitudes inventory for predicting academic success across validated a 102 item study attitude inventory and it yielded correlations of 0.05 and 0.52 with one semester grades for 219 male and 176 female.Verma (2002) concluded that the achievement was significantly and positively related to the study habits of the students. Rajendran ,Raji ,Sumathi , Rosaly and Sahavaraj ,(2009) investigated the nature of the family, namely, joint and nuclear, does not have any influence on the study habits of students, with respect to home environment, reading, note taking, planning, concentration and general study habits. Whereas, the nature of the family has significant influence on the study habits of students with respect to preparation for examination and school environment. Chand (2013) revealed that there exists no significant difference between high school students belonging to nuclear and joint family on different components of study habits and total study habits. Kumar and Sohi (2013) concluded that the sex of students is not likely to have any major effect on study habits and academic achievement of tenth grade students. It is also found that there is very high and positive relationship between study habits and academic achievement of tenth grade students.

A study habit is important for academic achievement of students and for successful adjustment. Study habits are a significant factor in learning process and knowledge of study habits is of immense value in predicting academic success, of learner for maximum teaching learning outcome. It is immense worth both for teachers and learners. Regarding the importance of study habits in teaching learning process of education and the role they play in education, the investigator considers in worthwhile to take the present problem for investigation.According to Kaur and Lekhi (1995) for academic achievement good study habits are essential. The most significant factor contributing to underachievement is poor study habit (Jha, 1970).The task of learning is not related to the teacher alone but it also requires many things on the part of the learners, like his ability to schedule his time, the plan of the study, concentration, note taking, mental review, *mass and part learning* etc. and therefore, "Study is self-directed education" but this does not mean that the student should be left entirely to his own devices in his search for knowledge.Study habits might be the result of several factors affecting the individual good and poor study habits.

According to Osa and Alutu (2012) there is high correlation coefficient (0.751) between study habits and students academic performance, that is to say, it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon. The differences in the study habit are attributed to the fact that students do not know how to study and those that manage to study do not adopt effective study methods. Lack of proper study habits is one of the root causes of our dwindling educational standard.

2.2.3. Motivation

Evidence documents motivation as an important determinant predicting students' achievement (Beal and Stevens, 2007; Sandra, 2002). Campbell and Pritchard (1976) defined motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior.Parents who nurture their children's curiosity about the world, welcome the many questions, and encourage exploration give their children the message that learning is a significant and important process (Lumsden, 1994). Children who do not view themselves as confident are less likely to feel free to take chances and engage in academic challenges for the fear of failure (Lumsden) . As children start school they begin to develop their own belief systems about success and failure.

Each student comes to the classroom with his or her own motivational histories; however, teachers have the ability to foster a warm classroom culture that encourages students to take risks in a safe and rewarding environment (Lumsden).This type of environment includes an emphasis on motivational principles that encourage learning and achievement (Margolis and Mc Cabe, 2004). In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman, 1995). Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. Motivation refers to the innate desire of

babies and youths to explore and act on curiosity and need to explore and understand their environment (Lumsden, 1994). Infants are born with the innate desire to explore and act on curiosity (Lumsden, 1994); babies and young children have the need to explore and understand their environment. Unfortunately, as children grow they adapt to the influences and beliefs of their surrounding environments at home, school and in society. These environments shape students' beliefs about their ability to learn (Student Motivation, 2005; Lumsden). Most often, students lose their passion and drive for learning (Lumsden).Whitehead (2003) has shown that internal motivation more than external motivation predicts the student's success.

According to Goldberg (1994), children with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have lower perceived academic competence. Gottfried (1990) found positive correlations between motivation and achievement. Specifically, young students with higher academic intrinsic motivation had significantly higher achievement and intellectual performance. She also found that early intrinsic motivation correlates with later motivation and achievement and that later motivation is predictable from early achievement (Gottfried, 1990). It was also found that perceived academic competence was positively related to intrinsic motivation. It seems that students who feel competent and self-determined in the school context develop an autonomous motivational profile toward education, which in turn leads them to obtain higher school grades.

Some studies have found little or no significant relationship between motivation and academic achievement. A study by Niebuhr (1995) examined relationships between several variables and student academic achievement. The study included an investigation

of the relationship of individual motivation and its effect on academic achievement. Findings indicate that student motivation showed no significant effect on the relationship with academic achievement. Niebuhr's (1995) findings suggest that the elements of both school climate and family environment have a stronger direct on academic achievement.Student's motivation for learning is generally regarded as one of the most critical determinants of the success and quality of any learning outcome (Mitchell, 1992). In this study, the correlation between achievement and motivation was very small (.07). This result is consistent with a study by Stipek and Ryan (1997) in which a weak relationship was observed between motivation and achievement.

In another study, Niehbur (1995) found that student motivation showed no significant effect on the relationship with academic achievement. He suggested that the elements of both school climate and family environment have a stronger direct impact on academic achievement. Motivation has a significant influence on achievement and is a moderate predictor of academic achievement (Lynn, 2007).

2.2.4. Peer-influence

Adolescents have always been exposed to peer- influence, but the kinds of peer influence that they encounter have changed tremendously in the past years. Peers can influence everything from what an adolescent chooses to wear to whether or not an adolescent engages in drug related or other delinquent behavior. This is an important topic because if society and education related professionals understand the issues surrounding negative peer influence, they are more likely to prevent it and be more adequately prepared to help a teenager facing negative aspects of peer pressure.James Jaccard, professor of psychology at the University at Albany in New York, noted that young people might be

influenced as much by what they think their peers are doing as by what they are really doing. A young person may think that everyone is smoking or everyone is sexually active and may therefore feel pressure to try those behaviors (cited in Fischhoff, Cromwell, and Kipke, 1999).

The difference between motivation and engagement is that motivation is more focused on student cognition underlying involvement in schoolwork (i.e., beliefs) and engagement is more focused on actual involvement in schoolwork (i.e., behavior). Ryan (2000) found that peer groups were influential regarding changes in students' intrinsic value for school (i.e., liking and enjoying) as well as achievement (i.e., report card grades). The peer group was not, however, influential regarding changes in students' utility value for school (i.e., importance and usefulness). It was found that associating with friends who have a positive affect toward school enhanced students' own satisfaction with school, whereas associating with friends who have a negative affect toward school decreased it (Ryan, 2000). Landau (2002) stated that an adolescent's expectancy of success was the primary predictor of academic effort and grades. A sense of belonging and support of a peer group was also significantly associated with these outcomes.

Athletics, dating, and sexual behavior, as well as alcohol, drug, and tobacco use have been shown to be important to friendship choice in adolescence. For some adolescents, other interests may compete with or take charge over similar academic motivation and engagement as criteria for selecting a peer group. This could put an adolescent's motivation and engagement in school in a precarious position (Ryan, 2000). Through selection, some adolescents may place themselves in peer group situations that support or

foster their achievement-related beliefs and behaviors. Others may place themselves in contexts that weaken achievement-related beliefs and behaviors.

Peer pressure comes in many forms, including pressures to engage in sex or drugs, conform to a group or gang, dress a certain way, or alienate a certain individual in school. Making decisions is difficult for children and teenagers to accomplish alone. The task becomes more difficult when other people, specifically peers, try to get involved in other's choices (Took, 2004). Peer pressure is the one commonality all teens face, no matter how popular they are in school. (Hardcastle 2006). Students at a higher risk for surrendering to peer pressure shows low self-esteem, lack of confidence, tendency toward eating disorders, feelings of isolation, depression, forging bonds with bullies, poor academic performance or ability, and lack of close friendships (Hardcastle). Teens also feel pressure to perform well academically; this type of "elitist" peer pressure forms within groups of academically accelerated students. The students feel pressure from parents, teachers, and peers to always perform with academic excellence.

Students naturally want to be liked and to fit in with classmates. This desire represents a burden that often inhibits success in school. Pressure can come in positive as well as negative ways (Took, 2004). Students often admire friends who help them with academics or give good advice on the athletic field. This phenomenon has crucial implications for my study, as academic achievement is assessed, with specific focus on determining factors that foster the development of success. Peer Influence significantly impacts achievement and is a moderate predictor of academic achievement (Lynn, 2007).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents research design, population, and sample size, sampling technique, instrumentation, reliability of instruments, data collection procedures and variables of study.

3.1. Research Design

This study employed a descriptive survey design which is widely used in social/behavioral research because of its suitability for research of that kind according to Osula (1985), in Nasir (2001). According to Best and Khan (1993), descriptive survey design is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The descriptive survey design enabled collection of data without manipulating the research variables .The descriptive survey design optimized on the strengths of both quantitative and qualitative research methodology as well as allowed collection of data from a large sample population and generated findings that were a representation of the whole population at a lower cost (Saunders, 2007).

3.2. Variables of Study

The academic achievement was used as dependent variable and the four independent variables were family climate, study-habit, peer-influence and self-motivation. Besides, the demographic variables such as sex, age, family type, birth order, number of brothers and sisters, father education, mother education, electronic facility, transport facility were also included in this study.

3.3. Population, Sample and Sampling Technique

Out of the total population of 429 grade nine high school students whose age was 14-19 in four high schools in Adama town, East Showa Zone of Oromiya Region, the sample consisted of 201 students which represent 46.85% of the total population which was selected on the basis of stratified random sampling technique. Thus, 107 female (53.3%) and 94 male (46.7%) respondents completed the survey. This sample size was considered to be enough based upon krejcie and Morgan (1970) table for determining sample size for a given population. Table 1 illustrates the statistical distribution of population and sample size.

Table 1: Distribution of Population and Sample size

School	Population			Sample			Percentage
Awash High-School	Male	Female	Total	Male	Female	Tptal	
	34	38	72	16	18	34	16.9
Khulefa High-School	51	26	77	24	12	36	17.9
Nejashi High-School	60	60	120	28	28	56	27.9
Excel High-School	55	105	160	26	49	75	37.3
Total	200	229	429	94	107	201	100
Percentage				46.7	53.3	100	

3.4. Instrumentation

After identification of the population and study sample and collection of permission from school directors and owners, a total of 52 questions was divided into two sections. The first sections were background information consisting of 10 questions addressing the students' sex, age, family type, father education, mother education, family size, transportation, electronic facility and academic achievement. The second section was students' survey consisting of 42 questions, 1-9 dealt with the family climate, 10-22 dealt with study habit 23-32 dealt with peer influence and 33-42 dealt with self motivation for generating data from 201 high school students.

The following tools were used for the collection of data ;i) family climate inventory (FCI) developed by Wang, Wildman and Calhoun, 1996) ii) study-habit inventory(SHI) developed by university of Puget sound learning center, iii) peer-influence inventory (PII) and self - motivation inventory (SMI) developed by Margheim, 2002 were employed. However, according to Shaibu (2008), it has often been observed that the undecided (U) column has the tendency to create a factual vacuum in the data collected since it provides chace for some of the respondents to provide no useful information by simply stating 'undecided'. Against this backdrop, the undecided (U) column was dropped from the questionnaire so that every respondent would be offered the opportunity to express his/her concrete views on everyone of the items in the questionnaire.

The students' academic achievement of 2007 E.C was taken from the schools record offices and was ranked as in the table below.

Table-2: Rank Distribution of Students' Academic Achievement.

No	Rank of performance	weight
1	High performance	Above 85
2	Medium performance	61-85
3	Low performance	51-60
4	Poor performance	Less than 50

The responses were then scored as follows:

Strongly agree (SA) = 4	or	Always=4
Agree (A) = 3,		Often=3
Disagree (D) = 2 and		Rarely=2 and
Strongly disagree (SD) = 1		Never=1

Selliz (1967), in Philips (2001), has reported that the Likert style questionnaire is the most frequently used in Social Studies research because of the high degree of freedom it provides the respondent in choosing responses. This style of questionnaire consists of five (5) columns. These are; strongly agree (SA)=5, agree(A)=4, undecided (U)=3,disagree(DA)=2 and Strongly disagree (SD)=1 or 5 = always, 4 = often, 3=undecided, 2 = rarely , & 1= never.

3.5. Reliability of Instrument

Iroegbu (1998) has indicated that for a sample of up to 360 subjects, 12 subjects are sufficient for a pilot study. The reliability of the instruments was determined through test-re-test method on fifteen students randomly selected from the four high schools. The instruments were administered twice within two weeks on the same group of adolescent.. The computer analysis produced internal reliabilities values of the four variables as: 0.733, 0.713, 0.602 and 0.701. These were found satisfactory enough for use in the main study and given in the table below.

Table 3: Internal Reliability of Instruments:

No	Scale	Number of Items	Internal reliability(alpha)	Origional reliability
1	Family climate	9	0.733	0.92
2	Study habit	13	0.713	0.89
3	Peer influence	10	0.602	0.81
4	Motivation	10	0.701	0.85
Total		42		

3.6. Administration of Instruments

With the help of directors in each of the four schools the researcher administered the questionnaire to all the 201 respondents. The directors and teachers of schools all became actively involved in getting the students answer the questionnaire. The correct procedure for completing the questionnaire was explained to the respondents. Care was taken also to provide a convincing explanation to the respondents that the request for their identity number numbers in the questionnaire was meant to enable the researcher access their

examination scores and that all information provided by them would be treated in strict confidence.

3.7. Coding of Variables

Following the collection of the survey, the variables of the study were coded so as to enter into statistical packages for the social sciences (SPSS) for analysis. The data included 10-demographic questions including age, sex, family type, birth order, number of brothers and sisters, father education, mother education, electronic facility, transportation facility and 42-survey questions related to the four independent variables of the study such as family climate, study habit, peer influence and motivation.

3.8. Methods of Data Analysis

Descriptive statistics such as means, standard deviation and Pearson product moment coefficient of correlation were employed to analyze the relationship between two variables as well as simple linear regressions, t-test and f-test to determine whether or not the independent variables predict academic achievement.

3.9. Ethical Cosideration

The participants of this study have bee told that all information provided by them would be treated in strict confidence and has no any psychological or social problems upon their life any time during or after the collection of data

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Data Interpretation and Discussions

This chapter reports the result of the study with complete over view of demographic information and data retrieved through the student survey. All data were entered into Statistical Package for the Social Science (SPSS) version -20. The statistical analysis included examination of all demographical information, besides a summary of the data gathered for each research question, including presentation of the data in tabular form. The academic achievement score of the respondents in rank of performance are shown in table 4 below.

Table 4: Distribution of Respondents' Academic Performance in Rank of Performance.

No	Rank of performance	Frequency	Percentage
1	High performance	18	9.0
2	Medium performance	39	19.4
3	Low performance	112	55.7
4	Poor performance	32	15.9
Total		201	100

From the above table it is clear that the percentage of poor achievers(15.9%) were more than those of the higher achievers(9.0%0 and those of low achievers(55.7%) were more than half of the respondents showing that there is remarkably achievement problem among students of high school students in the city,

4.1.1. Distribution of Frequency and Percentage of Respondents' Demographic Information (Appendix-A)

Morethan half the respondents (53.2%) in this study were girls and 46.8% were boys, among these, (55.7%) were low performers, 15.9% were poor performers and only 9.0% were high performers that revealed that there was achievement gap among high school students in Adama city.

Most of the respondents (79.6%) were 14-16 years old and nearly two- third (63.7%) of the respondents were lived with both their mother and father where as only 1.5% , 2.0% , and 3.5% were lived with their mother and step father , father and step mother and their mother only respectively .

Morethan 22% of the respondents had a father whose education level was primary, secondary and degree whereas 14.4%of their father had no formal education.

Morethan 21% of the respondents had a mother whose education level were no formal education. Primary and secondary education and only 8.0% had degree holder.

Morethan two-third (66.7%) of the respondents were 1-3 in their birth order and only 8.1%were above 6 in their siblings.Nearly half of the respondents (45.5%) had brothers or sisters up to three whereas 3.5% of them had no brother or sisters .

Most of the respondents (60.2%) had used transportation facilities and 39.8% did not use and nearly half (44.3%) had television, 12.4% had computer, 15.4% had internet and 7.5% had all electronic facilities at their home.

4.1.2. Relationship of Demographic Variables and Academic Achievement

The data from the Pearson correlation of student's demographic variables and their academic achievement showed the following results. Table-5 illustrates the statistics of the data.

- The age of students was negatively correlated with academic achievement that means when age increasesr chiev achievement decreases or the younger the student the better achiever it is but age had statistically no significant influence on academic achievement.
- The family type of students was negatively correlated and had statistically significant influence on academic achievement.
- Students' father education level was significantly and positively correlated with academic success that means whenever father quality of education increases it helps academic achievement of students to increase.
- Students' mother education level was negatively correlated and had statistically no significant influence on academic achievement that means though mothers are educated they are very loose in strictly monitoring and helping their children for bette academic success when compared with fathers which can be attributed to Ethiopian culture.
- Students' family size, birth order, transportation and electronic facility were positively correlated and had statistically no significant influence on academic achievement according to this study.

Table 5: Pearson Correlation and Significance level of Demographic Variables and Academic Achievement.

Variable	Achievement	Age	Family-type	Father-education	Mother-education	Number of brothers and sisters	Birth-order	Transportation	Electronic facility
Achievement	r-value	-0.135	-0.140	0.178	-0.010	0.115	0.019	0.048	0.117
2-tailled	Sig-value	0.056	0.047	0.012	0.885	0.103	0.786	0.495	0.098
	201	201	201	201	201	201	201	201	201

4.1.3. Comparison of Academic Achievement with Selected Demographic Variables

The data from the t-test and f-test comparison of students' academic achievement based on sex, family-type and father level of education showed the following results. Table 6, 7and 8 illustrates the statistics of the t-test comparison displaying mean, standard deviation, t-value-value.

- There was statistically significant difference in academic achievement among students with different levels of father education.
- There was statistically no significant difference in academic achievement among students with different levels of mother education, different number of brothers and sisters, different birth order in their siblings, those who used transportation and who did not,who were using different electronic facilities, between male and female student and of different family type according to this study.Table 6 illustrates statistics of the f-test comparison of demographic variables

Table 6: Results of f-test Comparison of Demographic Variables with Academic Achievement:

Variable	R	R^2	Mean	Standard deviation	F-value	P-value
Family type	-.140	0.032	2.12	1.892	1.618	0.144
Father education	0.178	0.020	3.02	1.373	2.380	0.040
Mother education	-0.010	0.000	2.58	1.206	2.039	0.090
No of brothers or sisters	0.115	0.013	1.65	0.806	1.353	0.259
Birth order	0.019	0.000	1.42	0.644	0.091	0.913
Electronic facility	0.117	0.014	2.21	1.349	1.067	0.314

Table-7: Results of t-test Comparision of Academic Achievement Based on Sex:

Sex	N	Standard devieation	Mean deviation	t-value	P-Value
Male	94	0.897	0.281	1.894	0.06
Female	107	0.731			

Table-8: Results of t-test Comparision of Academic Achievement Based on Family type:

Family Type	N	Mean	Standard deveation	Mean - deveiati	P-value
With mother only	7	2.57	0.535	1.071	0.012
With mother and step father	4	1.50	0.557		

4.1.4. Intercorrelation among Selected Study Variables

According to this study, the relationship among the study variables such as family climate, study habit, peer influence and self motivation was as follows.

Family climate was positively and significantly correlated with study habit showining moderate association with good study habit with coefficient of correlation , r=0.495 and significance level of 0.000.Similarilarly , family climate was positively and significantly correlated with self motivation showing strong strongassociation with motivation for better academic performance with coefficient of correlation , r=0.548 and significance level of 0.000.Eventually family climate was positively correlated but statistically had no

significant influence on peer selection showing that family climate had a weak association with peer influence with coefficient of r=0.116 and a significance level of 0.100.

Peer influence was positively and significantly correlated with self motivation showing weak association with motivation with coefficient ,r=0.183 and a significance level of 0.009.Similarly , peer influence was positively and significantly correlated with study habit showing moderate association with study habit with coefficient of correlation r=0.273 and significancy level of 0.000.

Self motivation was positively and significantly correlated with study habit showing stronger association with study habit with coefficient of correlation r=648 and significance level of 0.000.The statistical data of the Pearson correlation among the selected variables is shown in table 21.

4.2. Major Findings

4.2.1. Combination of Demographic Variables and Academic Achievement

The Table-9 below shows the combined contribution of the selected demographic variables on academic achievement displaying R, $R^{2,}$ mean, standard deviation, f-test and significance level the combination. The result of the of the data shows the combination of the demographic variables was positively and significantly associated with academic achievement showing moderate association with academic success as the r-value was 0.347 and R^2 –value,0.121 shows the combination of the demographic variables was the modest predictor of academic achievement with significance level of 0.001was statistically significant.

Table-9: Regression of Combined Contribution of Demographic Variables on Academic Achievement:

All-requested variables	R	R^2	Mean	Standard deveiation	f-value	P-value
	0.347	0.121	19.39	3.339	3.780	0.001

4.2.2. Combination of the main Study Variables and Academic Achievement?

Finding 9: The combination of the independent variables such as family climate ,study habit , peer influence and self motivation was positively correlated with academic achievement with r=0.158 showing weak association with academic achievement with significance level of 0.025 was statistically significant and r^2-value,0.025 shows the combination was a poor predictor of academic achievement. Table-10 illustrates the statistical analysis of the combined contribution of the four variables displaying r-value, r^2-value-value, t-value and significancy level.

Table 10: Regression of Combined Contribution of the four Study Variables:

All-requested variables	R	R^2	t-value	P-value
	0.158	0.025	2.260	0.025

4.2. 3. Family Climate and Academic Achievement

The composite variable for family climate included 9-survey questions addressing the relationship between family climate and academic achievement. The domain family climate was analyzed with descriptive frequencies on each question and regression was run to assess its predictability of academic achievement. Table-12 illustrates each

question frequency distribution with their respective percentages. The measuring scale were 1= strongly disagree, 2= disagree, 3=agree and 4=strongly agree.

There was wide range of positive and negative response for the composite variable ranging from 11.5% to 88.6%. The majority of the respondents (76.04%) elicited negative responses which showed they were unfavorable to the support their family provided. Over 80% of the participants of this study had families who didn't expect them to join college or vocational school, not confident on their performance and didn't spend time and work with them. The majority (>70%) of respondent also had families who didn't proud of good grades, not helped with homework, didn't ask about school performance, not gave time to discuss and not understood their feelings and two –third (66.1%) had no award from their families for good performance in school.

The lowest response reflected were 11.5 and 17.9% for the statements "do your family expect you to join college or vacation school'' and "do your family confident on your performance "which indicated that the students had no families giving the proper support and follow up in order for them to be successful in their academic career.

A simple linear regression was run to assess family-climate to predict academic achievement. The data showed the two variables reflected a correlation of r=0.177 there by indicating a weak relationship with academic achievement. The mean was 27.64 with standard deviation of 5.725. The r^2 value was 0.026 there by showing poor predictor demic achievement. The significance level of 0.021 was statistically significant. Table-11 illustrates the data analysis from the linear regression including mean, standard deviation, r-value significance level.

Table 11: Family Climate Linear Regression:

Family climate	Mean	Standard deviation	R	R^2	P	t
	27.64	5.725	0.177	0.026	0.012	2.531

Finding 2: Family climate was positively and significantly correlated indicating a weak association with academic achievement but the strongest among the four variables and a poor predictor.

According to Taylor (2005) family climate was reliable predictor of academic achievement and but Jeynes (2007) showed strongest predictor of academic achievement but study by Lynn (2007) showed weak prediction.

This finding is consistent with the studies of Valez and Rayan (2005); McNeal (1999) in that there was strong positive association as well as studies by Fan and Chen (2001); Baker and Soden (1998); Keith and Adeyemo (1993) ; Jeynes and Keith (2007) showed positive association of family involvement and high school academic achievement. Studies by Sui-Chu and Willms (1996); Chen (2008) ; McNeal (1999) indicated family climate was significant predictor of academic achievement .

- Students participating in this study had negative feelings towards their family involvement in their learning.
- Students in this study had parents not encouraging them to do well in School and not expecting them to attend college.
- Students in this study had parents not confident on their performance, not give time to discuss or work together, not proud of good results not help with

home work, not asking about school performance and not understand their feelings (appendix-A)

The data from the domain family climate showed that 33% had a parent encouraging them to do well in school;26% had received help with homework and 11.5% had parents that want their children to attend college 27.3% had parents that attend school performance; 29.3% had parents that proud of good results; 17.9% had parents that have confidence on their performance; 26.8% had parents that understand their feelings 19.9% had parents that are happy to be with them.Table-12 illustrates the statistical data .

Table 12: Respondents' Response towards the Involvement of their Family in their Learning:

Items	Level of Agreement							
	Favorable (Positive)				Unfavorable (Negative)			
	Strongly Agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%
1	25	12.4	29	14.4	65	32.3	82	40.8
2	33	16.4	35	17.4	72	35.8	61	30.3
3	21	10.4	38	18.9	67	33.3	75	37.3
4	12	6.0	11	5.5	38	18.9	140	69.7
5	18	9.0	28	13.9	72	35.8	83	41.3
6	11	5.5	25	12.4	80	39.8	85	42.3
7	21	10.4	33	16.4	74	36.3	73	36.3
8	17	8.5	23	11.4	73	36.3	88	43.8
9	20	12.9	29	14.4	81	40.3	65	32.3
Total	184	$\frac{184}{1809} x100 = 10.17$	251	$\frac{251}{1809}$ x100 = 13.87	622	$\frac{622}{1809} x100 = 34.38$	752	$\frac{752}{1809} x100 = 41.56$

4.2.4. Study habit and Academic Achievement

The composite variable for study habit included 13-survey questions addressing the predictability of study habit to academic achievement. The domain study habit was analyzed with descriptive frequencies and regression was run to assess study habit to predict academic achievement. Table 14-illustrates the frequency distribution and the respective percentages of each question. The measuring scales for the composite were.

1 = Never, 2 = rarely, 3 = often and 4 = always.

There was a wide range of positive and negative responses for the composite variable ranging from 18.9% to 81.1%. Over two-third (67.12%) of the participants in this study were rarely or never practiced the good study habit and nearly three-fourth of them (>74%) were not focusing on what they study or read; not took self-notes; not revised their notes before exams; and didn't find the meaning new words to use it in their readings. Majority of the respondents were also not taking study breaks and didn't get 8-hours sleep every 24 hours (81.1%).

Nearly two-thirds (65%) had no study places where there was no destruction and didn't complete their reading assignments before class. Over half (>50%) of the respondents in this study had daily and long term study schedule, nevertheless, they had no regular study place, didn't revise their notes in 24 hours and rarely worked over returned exams.

The lowest score reflected were 18.9% and 18.9% for the statements, "do you take study breaks" and "do you get 8 hours sleep in 24 hours' indicating that students were not getting the proper time of sleep which may contributed to their overall academic

performance. The highest response reflected were 45.3% & 44.3% for the items, “do you revise your notes in 24 hours” and “do you work over returned exams”.

A simple linear regression was calculated to assess study habit to predict academic achievement. The data showed the mean score of this composite was 36.83 with a standard devotion of 7.170. The r-value was 0.149 there by indicating a weak relationship with academic achievement but the stronger among the four variables according to this study. The r^2 value was 0.022, which shows weak predictor of academic achievement result and a significance level of 0.035 was statistically significant. Table-13 illustrates the statistical analysis of the linear regression of study habit.

Table 13: Study Habit Linear Regression:

Study habit	Mean	Standard deviation	R	R^2	P	t
	36.83	7.170	0.149	0.022	0.035	1.026

Finding 4: Study habit was positively and significantly correlated with academic achievement and had very weak predictability towards academic achievement.

According to Verma (2007) study habit was significantly and positively associated with academic achievement; study by Kumar and S(2013) very high relationship between academic achievement and family climate ;Kaur and Lekhi (1999) ;Jha (1970) also showed that family climate was predictor of academic achievement which is consistent with the result of this study that showed significant and positive relationship of family climate and academic achievement and a study by (Osa and Alutu , 2012) there was high relationship between study habit and academic achievement but according to this study there was a weak relationship.

- Most of the students in this study didn't take study break and were not getting 6-8 hours sleep every 24 hours.
- Majority of the participants had no experience of focusing on what they read; taking self notes; revising their notes in 24 hours, revising before exams, and searching meanings of new words.
- Students in this study had no experience of good study habit in their learning.

The data from the domain study habit showed 21.9% had a focus on what they read; 18.9% had taken study break; 25.4% had taken their own notes; 21.4% had revised their notes before exams; 18.9% had got 8 hours sleep every 24 hours; 34.8% had study place free of destruction and 34.3% had completed their reading assignments before class and 21.4% had looked for the meaning of new words. Table-14 illustrates the statistical data.

Table 14: Respondents'Response towards Practice of Study-habit in their Learning:

Items	Level of practice			
	Acceptable		Unacceptable	
	Always and often		Rarely and Never	
	Frequency	Percent	Frequency	Percentage
20	101	50.3	100	49.7
21	109	54.2	92	45.7
22	83	41.3	118	58.7
23	70	34.8	131	65.1
24	44	21.9	157	58.7
25	38	18.9	163	65.1
26	69	34.3	132	78.1
27	51	25.4	150	81.1
29	38	18.9	163	74.6
30	43	21.4	158	78.6
28	43	21.4	158	78.6
31	91	45.3	110	54.7
32	89	44.3	142	55.7
Total	869	$\frac{869}{2643} x100 = 32.88\%$	1774	$\frac{1774}{2643} x100 = 67.12\%$

4.2.5. Peer influence and Academic Achievement

The composite variable for peer influence included 10-survey questions to assess peer influence predicts academic achievement. Questions 11, 13, 16 and 17 were recoded for this composite variable in order to give positive response. The peer-influence was analyzed by frequencies on each question & regression was run to assess if peer-

influence is a predictor of academic achievement. Appendix c-illustrates the frequency & the respective percentage distribution for each question. The measuring scales were 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree.

There was a wide range of positive and negative responses for the composite variable ranging from 11.5% to 89%. Majority of the respondents (>80%) had friends not disciplined at home and school; had friends who didn't score good results and friends who were not coming to school regularly which revealed that they made wrong peer choices.

Three-fourth of the respondents in this study admitted that their friends skipped school and 64.7% were tardy to class. The lowest score reflected for positively stated items were 13% and 13.4% for the items, "do your friends attend class regularly" and "Are your friends disciplined at home and school". The highest negative score was 11.5% for the item, "do your friends participate in gang activities".

A simple linear regression was run to assess peer-influence predict academic achievement and 10 questions were included in the survey. The r-value was - 0.047 there by indicating negative relationship between the two variables. The r^2 was 0.002, which shows peer influence was very weak predictor of academic achievment. The significance level of 0.506 was statistically not significant. Table-15 the statistical analysis of the linear regression on of peer-influence displaying r, r^2, t, mean, standard deviation and significance level.

Table 15: Peer influence Linear Regression:

Peer- influence	Mean	Standard deviation	R	R^2	p	t
	24.98	3.645	-0.047	0.002	0.506	0.667

Finding 6: Peer-influence was negatively correlated with academic achievement and had no statistically significancant influence on academic achievement and very poor predictor according to this study.

According to Landau (2002) and Catherine Lynn (2007) peer was significantly impacts academic achievement and a moderate predictor of academic achievement and the study by Hardcastle (2006) showed students at a higher risk for surrendering to peer pressure shows poor academic achievement.

- Majority of the students had friends who were tardy to class and skipped school.
- Majority of the respondents had friends participating in gang activities and didn't attend school regularly.
- The respondents had undisciplined friends at home and at school and they were lower achievers.

The data from the domain peer-influence showed 13% had disciplined friends at home and at school 13.4% had friends that regularly follow their lesson; 19.8% had friends that make good results in school; 27.4% had friends that encourage working hard in school and 17% were not influenced in school choice of their friends. Table 16and 17 illustrate the statistical data of the respondents' response about their peer influen

Table 16: Respondents' Response towards the Positively Stated Items of Peer-influence.

Items	Level of agreement			
	Positive		Negative	
	Strongly Agree & Agree		Disagree & strongly disagree	
	Frequency	Percentage	Frequency	Percentage
10	40	19.8	161	80.1
12	55	27.4	146	72.6
14	26	13	175	87
15	27	13.4	174	86.6
18	102	50.7	99	49.3
19	71	35.3	130	64.7
Total	321	$\frac{321}{1206} x100 = 26.62\%$	885	885/ 1206$x100 =$ 21.630

Table-17: Respondents' Response towards the Negatively Stated Items of their Peer-influence.

Items	Level of agreement			
	Positive		Negative	
	Strongly Agree & Agree		Disagree & strongly disagree	
	Frequency	Percentage	Frequency	Percentage
11	142	75.6	49	24.3
13	178	88.5	23	11.5
16	130	64.8	71	35.3
17	167	83.1	34	17
Total	627	$\frac{627}{800} x100 = 78.37$	173	$\frac{173}{800} x100$ $= 21.63$

4.2.6. Motivation and Academic Achievement

The composite variable for motivation included 10-survey questions to assess self motivation to predict academic achievement. The domain motivation and analyzed with descriptive frequencies on each question and regression was run to assess the predictability with regards to motivation as a predictor of academic achievement. Table 18 illustrates the frequency and the respective percentage of negative and positive responses for each question. The measuring scales were 1 = never, 2 = rarely, 3 = often and 4 = Always.

There was a wide range of positive and negative responses for the composite variable ranging from 9.1% to 90.5%. Majority of the respondents admitted they didn't work hard to earn good results and had no interest to learn or spend time in school (82.1%).

Almost half of the respondents took part in sport or activities and enrolled for tutorial classes (50.8%) and (48.8%) respectively. The lowest positive score was 9.1% which describes the rate of student who needed to join college were minimal and 10% of them only had motivation to get good result.

Table-18:Respondents' Response towards Self- motivation in their Learning :

	Strongly Agree & Agree		Disagree & strongly disagree	
	Frequency	Percentage	Disagree	Percentage
33	36	18	165	82.1
34	28	14	173	86.1
35	20	10	181	90.0
36	19	9.1	182	90.5
37	102	50.8	99	49.3
38	39	19.4	162	80.6
39	91	45.3	110	54.7
40	98	48.8	103	51.3
41	53	26.4	148	73.7
42	36	17.9	165	82.1
Total	522	$\frac{522}{2010} x100 = 25.97$	1488	$\frac{1488}{2010} x100 = 74.03$

A simple linear regression was calculated to assess self motivation as the independent variable with the ability to predict the dependent variable academic achievement. The data showed the mean score was 30.24 with a standard deviation of 5.271.The r-value was 0.135 which indicated weak relationship between the two variables. The r^2-value was

0.018 which shows motivation was a very poor predictor of academic achievement and a significance level of 0.05 was statistically significant according to this study.

Table -19: Motivation Linear Regression:

Motivation	Mean	Standard deviation	R	R^2	P	t
	30.24	5.271	0.135	0.018	0.05	1.928

Finding 7: Motivation was positively and significantly associated with academic achievement and very weak predictor of academic achievement according to this study.

This result is consistent with the studies of Mitchell (1992) which showed very small correlation between motivation and academic achievement and Stipek and Ryan (1997) also indicated a weak relationship between motivation and achievement similarly ,a study by Catherine Lynn (2007) showed that motivation was a moderate predictor of academic achievement .A study by Gottfried found showed a positive correlation between motivation and achievement as well as a study by Niebuhr showed motivation has no significant impact on the relationship with academic achievement and lastly studies by Beal and Stevens (2007) , Broussard and Garrsion (2004), Johnson (1996) ; Sandra (2002) and Whitehead (2003) found that motivation was important determinant in predicting students' success .

- Majority of the respondents were not working hard to get good results; didn't want to attend college; and admitted that they didn't want to learn and spend time in school.

- Most of the respondents were not practicing behaviors of self- motivation contributing to academic achievement in school.
- The data from the domain self-motivation showed 9.1% wanted to attend college; 12.9% were ambitious to get their teachers in class to learn something new; 18% like school; 26.4% challenged themselves in school; 14% feel they work hard to make good results in school; 10% feel that they were self motivated to do well in school and 19.4% completed their home work most of the time .

4.2.7. Summary of Findings

According to this study the following are the summary of results discussed in chapter four:

- ❖ The age, family type, mother education level, of students was negatively correlated with academic achievement
- ❖ Students' birth order, number of brothers and sisters transportation and electronic facility were positively correlated and had statistically no significant influence on academic achievement according to this study.
- ❖ Students'Age, mother education level, had statistically no significant influence on academic achievement.
- ❖ The family type of students was negatively correlated and had statistically significant influence on academic achievement.
- ❖ Students' father education level was significantly and positively correlated with academic success

- Family climate was positively and significantly correlated indicating a weak association with academic achievement but the strongest among the four variables and a poor predictor.
- Study habit was positively and significantly correlated with academic achievement and had very weak predictability towards academic achievement.
- Motivation was positively and significantly associated with academic achievement and very weak predictor of academic achievement according to this study.
- Peer-influence was negatively correlated with academic achievement and had no statistically significancant influence on academic achievement and very poor predictor according to this study.
- The combination of the selected demographic variables was positively and significantly associated with academic achievement indicating very weak relationship and very weak predictability of academic achievement.
- The combination of the four selected study variables such as family climate, study habit, peer influence and motivation were positively and significantly correlated with academic achievement indicating weak association and weak predictability of academic achievement.
- According to this study family climate, study habit and motivation were positively and significantly associated with academic achievement showing weak relationship and weak predictability with academic ahievement among students.
- The strongest predictor of academic achievement was family-climate, the stronger was study habit and then motivation according to this study.Table-21 summarizes the Pearson correlation and significance level of the four variables with academic achievement.

The following table shows displays the summary of Pearson correlation coefficient and significance level of the selected study variables with students' academic achievement.

Table-20: Pearson Correlation Coefficient and Significance Level of the Variables.

variables	Pearson Correlation & Significance level	Achievement	Family climate	Peer-influence	Study-habit	Self-motivation
achievement	Pearson Correlation	1				
	Sig(2-tailled)					
Family climate	Pearson Correlation	0.177 *	1			
	Sig(2- tailed)	0.012				
Peer-influence	Pearson Correlation	-0.047	0.116	1		
	Sig(2- tailed)	0.506	0.100			
Study habit	Pearson Correlation	0.149*	0.495*	0.273**	1	
	Sig(2- tailed)	0.035	0.000	0.000		
Self-motivation	Pearson Correlation	0.135	0.548*	0.183**	0.648**	1
	Sig(2- tailed)	0.050	0.000	0.009	0,000	

**** Correlation is significant at 0.01 levels (1-tailed)**

***Correlation is significant at 0.05 levels (2-tailled)**

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The concern for increased academic achievement among all students besides the elimination of the poor academic achievement is a concern for educators to day so that the study of those factors which contribute to the success or failure of students' academic achievement is crucial.

- The results of this study showed that majority of the participants had families who were not involving in their learning activities ,they were practicing bad study habit in their reading , demotivated towards learning and made wrong peer choices.
- The result of this study proved that academic achievement was significantly and positively correlated with family-climate, study-habit and self-motivation (0.177, 0.149, 0.135) and (<0.05) but negatively correlated with peer-influence (-0.047) and (p>0.5).
- The combination of the demographic variables was positively and significanatly associated but very weak predictor of academic achievement and similarly the combination of the study variables family climate ,study habit , per influence and motivation was positively and significantly associated but very predictor of academic achievement according to this study.
- The biggest impact was evident in the domain of family-climate followed by study-habit and then motivation as their significance level was 0.012 , 0.035 ,0.050 respectively.

As research continues**,** educators and stake holders should continue to develop strategies to engage all students in a meaningful learning process that develops young students into successful and accomplished citizens. The key to school success should focus on the work which must be engaging and provide purposeful activities within instruction (schlechty, 2002).Continued investigation will provide imperative data to build upon strategies to promote academic achievement for lower achievers.

5.2. Recommendations

On the basis of the results obtained the researcher would like to formulate the following specific practical implications and recommendations .

Even though the findings from this study did reflect weak correlations of the four domains as predictor of academic achievement, future studies could provide more substantial evidence to support the impact of the four domains, family climate study habit, motivation and peer-influence on academic achievement. The following recommendations are suggested for future research.

5.2.1. Implication for Further Study

- The quantitative survey gives pertinent information, but the qualitative approach would allow for a personal interaction with participants, and would provide essential information and the affects of the four domains on academic achievement, so addition of qualitative perspective is recommended.
- A longitudinal study could incorporate the reflections of a cohort of students through their high school experience could take the survey at the beginning and end of their high school experience in order to compare data.

- Areas of study of factors affecting students academic achievement are inexhaustible, it is therefore of paramount interest that another study be carried out on the same topic but bearing in mind the limitation of this study such as limited time and few population sample. A larger population sample with students cut across public and private schools should be used for further investigation.
- More research is needed to determine the potential causes and effects of negative peer influence. Knowing the causes of negative peer influence can be helpful for developing prevention tactics, help an educator further communication with parents with regards to activities that go in school buildings and to understand a student experiencing negative peer influence.

5.2.2. Implication for practice

Many practical tools can be implemented to support academic achievement for low achievers.Based on the findings of this study the following practical implications are suggested.

- Provide workshops and information to parents with regards to the importance of positive relationships and involvement in learning process of their children.
- Parents should adopt parenting styles that will enhance motivation and instill high self-self esteem in their children in order to help them perform well in school.

- Educate parents as to the importance of positive peer relation and promote it through activities in the guidance department support group talks with students that are easily influenced by peers.
- Schools should extend a partnership with parents and encourage involvement of in school activities and decision making and promote accurate and timely.

- Provide students with academic support in the form of after school tutoring and study groups.
- Provide workshops to show students how to study and organize their time which will allow students to learn how to maintain excellent achievement by working smarter not harder.
- Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic performance in the absence of external rewards.
- Educators should praise the positive choices that students make in regards to peers and work to combat the negative ones.
- Throughout the rapid transformation that teens experience, adults need to balance proper guidance with adequate freedom for the adolescent to make his or her own choices.
- Education-related professionals need to realize that both positive and negative peer influence is inevitable in the school setting. Middle and high school teachers and psychologists should be aware that adolescents are particularly vulnerable to all forms of peerinfluence

REFERENCES

Adejumobi, S. A. (2007). The history of Ethiopia. In F. W. Thackeray & J. E. Findling (Eds.), *The Greenwood histories of the modern nations.* Westpor CT: Greenwood Press.

Adeyemo, D.,A.(2005). "Parental involvement, interest in schooling and school environment as predictors of academic self-efficacy among fresh secondary school students in Oyo State, Nigeria," *Electronic Journal of Research in Educational Psychology*, 3(1),163–180.

Arasho, B. D., Mehila, Z., & Bernhard, S. (2008). Neurology training and practice Ethiopia. *Sudanese Journal of Public Health, 3*(2), 49-60.

Bailey, L. B. Silvern, S. B., Brabham, E., & Ross, M. (2004). The effects of interactive read homework and parent involvement on children's inference responses. *Early Childh Education Journal, 32*, 173-178.

Baker, A.J.L and Soden,L.M.1998)("ED419030 1998-04-00 the challenges of parent involvement research," Tech. Rep. ERIC/CUE Digest Number 134, ERIC Clearinghouse on Urban Education, New York, NY, USA.

Ball, D.L., 2000. Building practice: Intertwining Content and pedagogy in teaching and leaning to teach. J.Teacher Edu., 51: 241-247.

Brown, W.E. and W.H. Holtzrnan,1989. Survey of Student Habits and Attitude. Forms C and H Psychological Corporation, New York.

Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty, 6*(2), 21-35.

Beal, C.R., & Stevens, R. H. (2007). Student motivation and performance in scientific problem solving simulations. In R. Luckin,

Best, J.W. and Kahn, J.V. (1993). *Research in Education.* London: Allyn & Bacon.

Bohrani, M. (2004). Study academic Motivation of secondary school students and factors Correlated with in the Fars. *Journal of Social Sciences and Humanities*, (4), 115-10

Bradon,J.A.(1996). *Poor study Habits*.http: www.library. Thinkquest.org/3354/Resources center/visual-library/student-studyhabits/--

Castrogiovanni, D. (2002). *Adolescence: Peer groups*. Retrieved January 24, 2004, from: *http://inside.bard.edu/academic/specialproj/darling/adolesce.htm*

Campbell, J. (1995).Raising your child to be gifted. Cambridge, Ma: Brookline Books.

Chand, Suresh (2013). Study habits of secondary school students in relation to type of school and type of family, International Journal of Social Science & Interdisciplinary Research,2(7), 90-96.

Chesebro,J.W., McCroskey, J. C., Atwater, D. F., Bahrenfuss, R. M.,Cawelti,G.,Gaudino,J.L.,et al.(1992). Communication apprehension and self-perceived communication competence of at-risk students. *Communication Education, 41*(October), 345-360.

Chen, J.J.L.(2008), "Grade-level differences: relations of parental, teacher and peer support to academic engagement and achievement among Hong Kong students," *School Psychology **I.***

Clark, R. (1983). *Family life and school achievement: Why poor black children succeed or fail*. Chicago: University of Chicago Press.

Comer, J. P. (1980). *School power*. New York: The Free Press.

Cohen, D.B.(1999). *Stranger in the Nest: Do Parents Really Shape Their Child's Personality, Intelligence, or Character?* JohnWiley & Sons, New York, NY, USA.

Cotton, K., & Wikelund, K. (2005).Parent involvement in education. Available at: http:/www.nwrel.org/. Accessed 03/18/ 2005.

Crosnoe, R., & Elder, G. H., Jr. (2004). Family dynamics, supportive relationships, and educational resilience during adolescence. *Journal of Family Issues, 25*(5), 571- 602.

Del Giono, S., 1998. Effects of Retention on the Acquisition of Prose. Unois Dorsey Press

Emery, R.E. & O' Leary, K.D.(1984) 'Marital discord and child behaviour problems in a non clinical sample', Journal of Abnormal Child Psychology. 12: 411-420.

Epstein, J. L., & McPartland, J. M. (1977). *Family and school interactions and main effects on affective outcomes*. (Report No. 235). ERIC.

Fan,X and. Chen, (2001)."Parental involvement and students' academic achievement: a meta-analysis," *Educational Psychology Review*, 13, (1), 1–22, 2001.

Fischhoff, B., Cromwell, N.A., & Kipke, M. (Eds.) (1999). *Adolescent decision making: Implications for prevention programs.* Retrieved January 24, 2004, from: http://aspe.os.dhhs.gov/hsp/adolescent99/

Goldberg, M. D. (1994). A developmental investigation of intrinsic motivation: Correlates, causes, and consequences in high ability students. Dissertation Abstract International, 55-04B, 1688.

Gottfried, A.E. (1990). Academic intrinsic motivation in young elementary school children. Journal of Education Psychology 82(3), 525-538.

.

Grolnick, W. S., & Ryan, R. (1989). Parent styles associated with children's self regulation and Competence in school. *Journal of Educational Psychology, 81,* 143–154.

Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multi dimensional conceptualization and motivational model. Child Development, 65, 237- 252.

Hallas, C.H., 2002. The Core and Training of the Mentally Retarded. Bristol John Wright and Sons, Bristol.

Harris, J.R.(1998).*The Nurture Assumption: Why Children Turn out the Way They Do*, Simon & Schuster, New York, NY, USA.

Hard castle, M. (2006). *Beating peer pressure*. Retrieved November 9, 2006, from About, Inc., A part of The New York Times Company Web site: http://www.teenadvice.com/cs/peerpressure/a/blpeerpressure.htm

Hepher, H.W., 1990. Psychology Applied to Life and Work. Pan Books Ltd., London.

Hills, P.S. and H. Ballow, 2000. Effective Study Skill. Pan Books Ltd. , London.

Iroegbu, N. (1998). *The Relationship between Dimensions of Students' Motivation and Science Achievement in Senior Secondary Schools of Abia State, Nigeria*. (Unpublished M.Ed Thesis). Zaria: Department of Education, A.B.U.

Jeynes, W.H.(2007). "The relationship between parental involvement and urban secondary school student academic achievement: a meta-analysis," *Urban Education*, 42, (1), 82–110,

Jha, V (1970). An Investigation into some Factors Related to Achievement in Science by Students in Secondary Schools. Unpublished Thesis, PhD. (Education).. Patna University.

Kaur, G.P., & Lekhi, V. (1995). Intelligence, achievement motivation and study habits as correlates of academic achievement. Buch, M.B., 4(2).

Kelly, W.A., 1998. Educational Psychology. Bruse Pub. Co., Milwaukee.

Kindermann, T.A, "Natural peer groups as contexts for individual development: the case of children's motivation in school," *Developmental Psychology*, 29, (6), 970–977, 1993.

Keith, T. Z. and Keith, P. B. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. *School Psychology Review, 22*, 474-

496.

Krajcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607-610.

Kumar, Sandeep and Sohi, Asha (2013). Study Habits of Tenth Grade Students in Relation to Their Academic Achievements, Paripex - Indian Journal of Research, 2, (12), 58-60.

Landau, A. (2002). *Peer groups and educational outcomes*. Retrieved January 24, 2004, from: http://inside.bard.edu/academic/specialproj/darling/bullying/group2/alison.html

Lovell, K., 1993. Educational Psychology and Children. Hodder and Stronghton, London.

Lumsden, L. S. (1994). *Student Motivation to Learn*. Eugene, Oregon: ERICClearinghouse on Educational Management. (ERIC Document Reproduction Service No. EDO-EA-94-7)

Lynn,(2007).At-Risk Students and Academic Achievement ? What Factors Influence Academic Success of At-Risk Students?" IRB 07-030, Feb, 2007.

Mace, C.A., 2002. The Psychology of Study. University of Penguin Book Ltd., Hasmondsworth, Middlesex, USA.

Maddox, H., 2002. How to Study. Pan Books Ltd.,London.

Margheim, D. (2001). *Teacher beliefs about the outcomes of high-stakes testing and Measurement- I instruction in Virginia's public schools*. Unpublished master's thesis, Virginia Polytechnic and State University, Blacksburg, VA.

Margolis, H., & McCabe, P. P. (2004). Self-efficacy: A key to improving the motivation for struggling learners. *The Clearing House, July/August 77*(6), 241-249.

Martin, A. J. (2009). Motivation and engagement across the academic life span: A developmental construct validity study of elementary school, high school, and university/college students. *Educational and Psychological Measurement, 69*, 794-825.

Marjoribanks, K. (2005). Family environments and children's outcomes. *Educational Psychology, 25,* 647-657.

McCarron, G. P., & Inkelas, K. K. (2006). The gap between educational aspirations and attainment for first-generation college students and the role of parental involvement. *Journal of College Student Development, 47*(5), 534-549.

McNeal, R.B.1999. "Parental involvement as social capital: differential effectiveness on science achievement, truancy, and dropping out," *Social Forces*,78, (1),117–144.

Mitchell, J. V. Jr. (1992). Interrelationships and predictive efficacy for indices of intrinsic, extrinsic, and self-assessed motivation for learning. Journal of Research and Development in Education, 25 (3), 149-155.

Moffitt, R. (2001). Policy interventions, low-level equilibria, and social interactions. In S.Durlauf and H. P. Young (Eds.), Social dynamics, Chapter 3, 45-82. Brookings Institution Press.

Moore, Kenneth. D. (2009) . *Effective instructional strategies : from theory to practice* . SAGE Publications , Inc . (2nd. Ed.).

Murphy, K. P. , & Alexander , P. A. (2000). A motivated exploration of motivation technology. *Contemporary Educational Psychology, 25* (1), 3 -53

Nasir, H.A. (2001). *Influence of Family Background on Educational Achievement and Career Aspiration of Secondary School Girls in Katsina State*. (Unpublished M.Ed Thesis). Zaria: Department of Education A.B.U.

Niebuhr, K. (1995). The effect of motivation on the relationship of school climate, family environment, and student characteristics to academic achievement. (ERIC Document Reproduction Service ED 393 202).

Obeidat, O. M. and Al-Hassan, S. M. (2009). School-parent-community partnerships: The experience of teachers who received the queen Rania award for excellence in education in the Hashemite Kingdom of Jordan. *The School Community Journal, 19*(1), 119-136.

Oladele, J.O., 2000. Fundamentals of Psychological Foundations of Education. Johns-Lad Publishers Ltd., Lagos.

Okorodudu, R.I., 2000. Intelligence and learning. Adolescent Psychology. Delta State University Press, Absaka, Nigeria.

Osa-Edoh, G.I., and Alutu,A.N.G, (2012).Department of Educational Psychology and Curriculum Studies, Faculty of Education, University of Benin, P.M.B. 1154, Benin City, Nigeria

Otis, N., Grouzet, F. M. E., & Pelletier, L. G. (2005). Latent motivational change in an academic setting: A 3-year longitudinal study. *Journal of Educational Psychology, 97*, 170-183.

Payne, R. K. (2001). *A framework for understanding poverty*. Highlands, Texas: aha! Process, Inc.

Patrikakou, E.N., "Adolescence: are parents relevant to high school students' achievement," FINE network at Harvard Family Research Project, 2004, http://www.gse.harvard .edu/hfrp/projects/fine/resources/digest/adolescence.html.

Philips, M. O. (2001). *Teachers Attitudes and their Influence on the Teaching of JSS Social Studies Curriculum in Nigerian Schools.* (Unpublished Ph.D Thesis). Zaria: Department of Education A.B.U.

Pintrich, P. R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82,* 33-40.

Rajendran, S., Raji, A., Sumathi, P., Rosaly, A. and Sahayaraj, W. (2009). Are Study Habits Gender Biased? Edutracks, 8(9), 41-44.

Rich, D. (1987).Schools and Families: Issues and Action. Washington: National Education.

Robinson, F., 1990. Principles and Procedures in Student Counseling. Harper and Row, New York.

Ruch, F.L., 1995. Psychology and Life. Scot Freeman and Co., New York.

Ryan, A.M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist,* 35, 101-112.

Ryan, R. M, & Deci, E . L. (2002). *The paradox of achievement: harder you push , the worse it gets* . In J. Aronson (ED.). Improving academic achievement: contributions of social psychology (pp: 59 – 85). New York: Academic Press.

Sandra, D. (2002). Mathematics and science achievement: Effects of motivation, interest and academic engagement. *Journal of Educational Research, 95*(6), 323-332.

Shaibu, A.A.M. (2008). *Educational Research Methodology (Mimeograph).* Zaria: Department of Education, A.B.U.

Saxton, J. (2000). *Investment in education: Private and public returns.* Retrieved from http://www.house.gov/jec/educ.pdf.

Seidman, E., & French, S. E. (1997). Normative school transitions among urban adolescents: When, where, and how to intervene. In H. J. Wahlberg & O. Reyes (Eds.), *Children and youth: Interdisciplinary perspectives* (pp. 166- 189). Thousand Oaks: Ca: Sage Publications.

Sirvani, H. (2007). The effect of teacher communication with parents on students' mathematics achievement. *American Secondary Education, 36*(1), 31-46.

Singh,K , Bickley, P.G, Trivette, P.S, Keith,T.Z, Keith,P.B, and Anderson,E.S. "The effects of

four components of parental involvement on eighth grade student achievement: Structural analysis of NELS-88 data," *School Psychology Review*, 24,299–317, 1995.

Smith, M. J., & Fleming, M. K. (2006). African American parents in the search stage of college choice: Unintentional contributions to the female to male college enrollment gap. *Urban Education, 41*(1), 71-100.

Solomon, R.H., 1999. Personal Adjustment to Reading Success and Failure; Clinical Studies in Reading.McGraw-Hill, London.

Stipek, D., & Ryan, R. (1997). Economically disadvantaged preschoolers: Ready to learn nut further to go. Developmental Psychology, 33(4), 711-723.

Student Motivation. (2005). Retrieved November 12, 2006, from Focus on Effectiveness Web site: http://www.netc.org/focus/challenges/student.php

Sui-Chu, E.H. and Willms, J.D. (1996). "Effects of parental involvement on eighth-grade achievement," *Sociology of Education*, 69, (2), 126–141.

Taylor, J. A. (2005, Summer). Poverty and Student Achievement. *Multicultural Education, 12,* 53-55.

Tella, A. & Tella, A. (2003).Parental involvement, Home background, and School Environment as Determinant of Academic Achievement of Secondary School Students in Osun State, *Nigeria. African Journal of Cross-Cultural psychology and Sport Facilitation,* 5, (2), 42-48.

Thomas, A.E.L. and C. Robinson, 1990. Improving Reading in Every Class. Allyn and Bacon, Boston.

Tizard, J., Schofield, W.and J. Hewison , (1994). "Collaboration between teachers and parents in assisting children's reading," *British Journal of Educational Psychology*, 52, 1–15.

Took, K. J. (Ed.). (2004). *Dealing with peer pressure*. Retrieved November 0, 2006, from Kids Health;site:http://www.kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=307&c36

Tschumper, K.S. (2006*). Study skills instruction in high school: Where O' Where the High school students' study skills Gone?* Published by University of Wisconsin La Crosse Onalaska Learning Community.

Verma Saroj (2002), Women Learning style in relation to certain Demographic Factors and Academic Achievement, Psychi - Lingua, 32,(1),27-34

Wang, J. and L. Wildman (1995). An Empirical Examination of the Effects of Family Commitment in Education on Student Achievement in Seventh Grade Science. *Journal of Research on Science Teaching 32:833 – 837.*

Whitehead, J. M. (2003). Masculinity, Motivation and Academic Success*: A Paradox. Teacher Development,* 7,287-310.

Willms, J. D. (2003). *Student engagement at school: A sense of belonging and participation: Results from PISA 2000*. Paris: OECD, Organisation for economic co-operation and development.

Wright, Trevor (2009). *How to be a brilliant teacher*. Routledge. Taylor & Franci s Group . London and New York.

Yonezawa, S., Jones, M., & Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change, 10,* 191

Appendix-A: Distribution of Respondents Demographic variables

No	Variable Name		Frequenc y	Percentage

1	Sex	Male	*94*	*46.8*
		Female	*107*	*53.2*
		Total	*201*	*100*
2	*Academic Achievement*	*Less than 50*	*32*	*15.9*
		51-65	*112*	*55.7*
		66-85	*39*	*19.4*
		Above 86	*18*	*9.0*
		Total	*201*	*100*
3	*Age*	*14-16*	*160*	*79.6*
		17-19	*36*	*17.9*
		Above 19	*5*	*2.5*
		Total	*201*	*100*
4	*Family Type*	*With both*	*128*	*63.7*
		With father only	*28*	*13.9*
		With mother only	*7*	*3.5*
		With father &step mother	*4*	*2.0*
		With mother &step father	***3***	***1.5***
		With other relatives	***26***	***12.9***
		With non-relatives	***5***	***2.5***
5	*Father education*	*No formal education*	*29*	*14.4*
		Primary education	*52*	*25.9*
		Secondary education	*51*	*25.4*

		Certificate/Diploma	*24*	*11.9*
		Degree &above	*45*	*22.4*
		Total	*201*	*100*
6	*Mother education*	*No formal education*	*43*	*21.4*
		Primary education	*60*	*29.9*
		Secondary education	*52*	*25.9*
		Certificate/Diploma	*30*	*14.9*
		Degree &above	*16*	*8.0*
		Total	*201*	*100*
7	*Number of brothers and sisters*	*0*	*7*	*3.5*
		1-3	*92*	*45.8*
		4-6	*67*	*33.3*
		Above 6	*35*	*17.4*
		Total	*201*	*100*
8	*Birth order*	*1-3*	*134*	*66.7*
		4-6	*50*	*24.9*
		Above 6	*17*	*8.1*
		Total	*201*	*100*
9	*Transportation*	*Yes*	*121*	*60.2*
		No	*80*	*39.8*
		Total	*201*	*100*
10	*Electronic facilitiy*	*Television*	*89*	*44.3*
		Telephone	*41*	*20.4*
		Computer	*25*	*12.4*

		Internet	*31*	*15.4*
		All	*15*	*7.5*
		Total	*201*	*100*

Appendix-B: English Questionnaire

Adama Science and Technology University

School of Graduate Studies

Department of Psychology

Questionnaire for High School Students

The purpose of this questionnaire is to get some relevant information for the MSC research entitled `factors affecting students' academic achievement' on high school students in Adama town 'The prime purpose of the study is to examine the effects of family climate, study habit, self- motivation and peer-influence on the academic achievement of high school students in Adama town ,Ethiopia. The findings of this research are believed to be useful to improve family involvement practices being practiced in Ethiopia, and for designing intervention strategies and techniques for high school students to follow good study habits, to select good friends, to have educational motivation in order to enhance academic achievement. This should enable high school students to be effective and successful in their higher education in particular and in their future life in general.

Therefore, the information and responses obtained from you are very important for this research to meet its prime objective. The study can be successfully accomplished only when you complete all the items honestly, frankly, and genuinely.The information and responses obtained from you will be kept confidential and used only for the purpose of this research. You are not required to write your name at any place in the questionnaire.

Part I: Background Information (BGI)

Direction: The following are some items about your background information.
In some of the items you are required to write the necessary information in the blank space provided but in others you are required to indicate your response by encircling the number of your appropriate answer.

1. Sex_____ 2. Age: _____

3. Average mark secured in semester one_____

4. With whom are you living now?

a) With both father and mother f) with other relative (e. g., grandparents, aunts, uncle, etc.)

b) With father

c) With mother

g) with other parents who are not relatives.

d) With father and step mother.

e) With mother and step farther.

5. Your father's/male guardian's level of education is:

a) No formal education d) Certificate/Diploma

b) Primary/Junior secondary e) First degree and above

c) Senior secondary

6. Your mother's/female guardian's level of education is:

a) No formal education d) Certificate/Diploma

b) Primary/Junior secondary e) First degree and above

c) Senior secondary

7. Do you use any transportation to go to school_____?

8. How many brothers and sisters do you have_____?

9. What is your position in siblings_____?

10. Encircle the facilities you have at home;

a) Television b) telephone c) computer d) internet e) all

Students Survey:

No	Items	Scale				
1	Do your parents/caregivers insist on homework and help me with it?	1	2	3	4	
2	Do your parents reward you for good performance?	1	2	3	4	
3	Do your parents find time to talk?	1	2	3	4	
4	Do your parents expect you to go to college?	1	2	3	4	
5	Do your parents proud of good grade	1	2	3	4	
6	Do your Parents confident in your ability?	1	2	3	4	
7	Do your parents understand your feelings?	1	2	3	4	
8	. Do your parents enjoy doing things with you?	1	2	3	4	
9	Do your parents question your performance in school?	1	2	3	4	
10	Do most of your friends in school perform well in examination?	1	2	3	4	
11	Do your friends skip school?	1	2	3	4	
12	Do your friends encourage you to work hard in school?	1	2	3	4	
13	Do your friends participate in gang activities (drug addicts, sexual relations)?	1	2	3	4	
14	Are most of your friends disciplined in school and at home?	1	2	3	4	
15	Do your friends attend school regularly?	1	2	3	4	
16	Are your friends tardy to school?	1	2	3	4	
17	Do your friends influence your school chice?	1	2	3	4	
18	Is it ok with your friends if you make good grades in school?	1	2	3	4	
19	Do you spend most of your time in school with friends discussing academic work/revising for examination?	1	2	3	4	
20	Do you follow a daily schedule	1	2	3	4	
21	Do you keep a long-term schedule or calendar of tests or projects, etc.?	1	2	3	4	
22	Do you have a regular place to study?	1	2	3	4	
23	Do you study where there are no distractions?	1	2	3	4	

24	Do you remain focused on what you are reading or studying?	**1**	**2**	**3**	**4**
25	Do you take study breaks?	**1**	**2**	**3**	**4**
26	Do you complete your reading assignments before class?	**1**	**2**	**3**	**4**
27	Do you take notes in class?	**1**	**2**	**3**	**4**
28	Do you review before tests?	**1**	**2**	**3**	**4**
29	Do you get eight hours of sleep each night?	**1**	**2**	**3**	**4**
30	Do you look up new words?	**1**	**2**	**3**	**4**
31	Do you review your notes within 24 hours?	**1**	**2**	**3**	**4**
32	Do you go over returned tests?	**1**	**2**	**3**	**4**
33	Do you like school?	**1**	**2**	**3**	**4**
34	Do you work hard to make good grades in school?	**1**	**2**	**3**	**4**
35	Are you self motivated to do well in school?	**1**	**2**	**3**	**4**
36	Do you want to attend college /vocational school?	**1**	**2**	**3**	**4**
37	Have you involved in a school sport or activity?	**1**	**2**	**3**	**4**
38	Do you complete your homework most of the time?	**1**	**2**	**3**	**4**
39	Do you ask questions in class to learn new things?	**1**	**2**	**3**	**4**
40	Have you enrolled in tutor classes?	**1**	**2**	**3**	**4**
41	Do you challenge yourself in school?	**1**	**2**	**3**	**4**
42	Do you look forward to interacting with your teachers in class?	**1**	**2**	**3**	**4**

Appendix-C:Gaaaaffilee Afaan Oromoo

Yuuuniivarsiitii saayinsii fi Teeknoolojii Adaamaatti Mana barumsaa Digirii 2- ffaa fi Saa'iinsii Haawaasummatti muummee barnootaa Saa'iikooloojii.

Magaalaa Adaamaa keessatti manneen barnootaa sadarkaa 2- ffaa Dhuunfaa fi uummataa filataman keessatti gaaffilee kutaa 9ffaa fi qopha'an.

Kaayyoon gaaffilee barreeffama kanaa yuuniivarsiitii saa'iinsii fi teeknooloojii adaamaatti mana barumsaa digirii 2ffaa fi saa'iinsii hawasummatti mata duree magaalaa Adaamaa keessatti firii barumsaa barattoota sadarkaa 2ffaa fi irratti wantoota dhiibbaa taasiisan jechuu irraa qorannoo gaggeessuuf odeeffannoo barbaachisaa ta'an sasaabuuf wantoota firii barattotaa irratti dhiibbaa uuman keessaas muuxxannoo qu'annaa barataa dhiibbaa hiiriyaa kakaa'umsa barataan barachuuf qabu fi muuxxannoo maatiin ijoollee isaanii barumsa irratti gargaaraanii fi hordofan firii isaanii irratti dhiibbaa taasiisan ilaallata .

Argamnni qorannoo kanaa maatiiwwan magaalaa Adaamaaf akkasumas Itoopiiyaa keessa jiraniif tooftaa fi mala fiirin barattootaa ittiin dagaagu qopheessuu fi jireenyii isaanii fuullee milkaa'a akka ta'u taasiisa jedhamee amanama . Kanaafuu odeeffannoowwan fi deebiiwwan sirraa argaman galma ga'insa kaayyoo qorannoo kanaatiif baayyee barbaachisaa waan ta'aniif gaaffilee dhiiyaataniif amanamummaa fi dhaan

Odeeffannoowwaniif deebiiwwan ati kennitu kaayyoo qorannoo kanaaf qofa gargaaruu kanaafuu amanamuummaa fi iccitiidhaan eegamu . Maqaa kee iddoo kamittuu barreessuun barbaachisaa miti .

Odeeffannoo Waliigalaa Barataa

Hajaja; - kanatti aansuudhaan odeeffannoon waliigalaa si ilaallatuuf gaaffilee dhiiyaatanii jiru Gaaffilee tokko tokkoof deebii kee iddoo duwwaa kenname irratti guuti gaaffilee filannodhaan dhiyaataniif deebii kee sirrii ta'e irratti marsuudhaan deebisi.

1. Saala---------- 2.Qabxii aviireejii semiisteera 1ffaa-------- 3.umurii ------
4. Maatii keessatti eenyuu wajjin jiiraatta ?

A) Haadhaaf abbaa kootii wajjin B) Haadha kootti wajjin

C) Abbaa kootti wajjin D) abbaa fi haadhabiddeenaa wajjin

E) haadhaa fi abbaa biddeenaa wajjin F) firoota biroo wajjin (fkn,adaada,eessuma,…)

G) guddistoota firummaa hin qabnee wajjin

5. Sadarkaa barumsaa abbaa ykn guddisaa dhiiraa

A) Barumsa idilee kan hin baranne B)Sadarkaa 1ffaa /sadarkaa gidduu-galeessaa

B) Sadarkaa 2ffaa / sadarkaa 2ffaa olaanaa Waraqaa raga / dippiloomaa

C) Digirii 1-ffaa fi isaa-ol

6) Sadarkaa burumsaa haadhaa ykn guddittuu dubarttii: A) barumsa idilee kan hin baranneB) sadarkaa 1ffaa /sadarkaa giddu-galeessaa C) sadarkaa 2ffaa / sadarkaa 2ffaa olaanaa D) waraqaa raga / dippiloomaa E) digirii 1ffaa fi isaa-ol.

7) Obbooleettif obboleessa meeqa qabda? ----------

8) maatii keetiif ati meeqattaa dha? ----------

9) mana barumsaa deemuuf tajaajila geejjibaa kamiyyuu in fayyadamtaa ?----------

10)Meeshaalee armaan gadii keessaa mana keessatti kamiin fayyadamta ?

A) teleriziinii C) koompuutara

B) Teeleefoona D) Intaarneeti

Hajaja 1ffaa: - Gaaffilee armaan gadii erga dubbistee booda barumsa kee sadarkaa 2ffaa irratti firi qabeessa ta'uuf muuxxannoo qu'annaa kee. Dhiibbaa hirii yoota kee.kaka'umsa ati barachuu f qabdu fi haala gargaarsaa fi hordoffii maatiin kee baenoota irratti siif taasiisan ilaalchisee yaada qabdu safartoota armaan gadiittii fayyadamuudhaan lakkoofsa filannoo siin sirriitti ibsu irratti marsuudhaan deebisi

1=daran walii hingalu 3= waliin –gala

2= walii hingalu 4= daran walii –gala

2-Gaaffilee gargaarsaa fi hordooffii matii

Lk	Gaaffiilee	Safartuu			
1	Maatiin /guddistoonni kee hojii- manee irratti Badhaasaan si-jajjabeessuu ?	1	2	3	4
2	Maatiin / guddistoonni kee firii gaarii ati argatteef badhaasaan si-jajjabeessuu ?	1	2	3	4
3	Maatiin /guddistoonni kee sii wajjin hojjechuuf ykn haasa'uuf yeroo qabuu ?	1	2	3	4
4	Maatiin / guddistoonni kee yuuniivarsiitii ykn koolleejiinii seenta jedhanii yaaduu?	1	2	3	4
5	Maatiin/ guddistoonni kee sadakaa gaarii ati argattatti ni boonuu ?	1	2	3	4
6	Maatiin / guddistoonni kee dandeetti ni amamuu ?	1	2	3	4
7	Maatiin /guddistoonni kee fedhii kee ni hubatuu ?	1	2	3	4
8	Maatiin / guddistoonni kee si= waliin dalaguu ykn yeroo dabarsuun isaaniif ni gammaduu ?	1	2	3	4
9	Maatiin /guddistoonni kee tattaffii ati mana barumsaa keessatti qabdu ilaalchisee gaaffii si gaafatuu ?	1	2	3	4
10	Hiriiyoonni kee mana barumsaa keessatti qabxii garii ni galmeesiisuuu?	1	2	3	4
11	Hiriiyoonni kee mana barumsa keessaa ni baduu ?	1	2	3	4
12	Hiriiyoonni kee mana barumsaa keessatti cimtee akka hojjettuuf si jajjabeessuuu ?	1	2	3	4
13	Hiriiyoonni kee jimaa qamaa'uuf ykn sagaagalummatti ni hirmaatuu ?	1	2	3	4
14	Hiriiyoonni kee manaaf mana barumsaa keessatti amala gaarii qabuu ?	1	2	3	4
15	Hiriiyoonni kee barnoota idilee isaanii irratti yeroo hunda ni hargamuu ?	1	2	3	4

16	Hiriiyoonnii kee baayyeen ni barfatuu ?	1	2	3	4
17	Hiriiyoonni kee filannoo mana barumssaa kee irratti dhibbaa ni taasisuu?	1	2	3	4
18	Barumsa keetiin firii gaarii argachuu keetiif hiriiyoonni kee rakkoo siratti uuman qabuu ?	1	2	3	4
19	Yeroo kee baayyee qormaataaf qophaa'uuf hiriiyoota keetii waliin shaakaluun dabarsitaa ?	1	2	3	4
20	Sagantaa quu'annaa guyyaa ni hordoftaa ?	1	2	3	4
21	Sagantaa quu'annaa yeroo dheeraa ni hordoftaa ?	1	2	3	4
22	Iddoo dhaabbataa itti qu'attu qabdaa ?	1	2	3	4
23	Iddoon itti qu'attu jeequmsa adda addaa irraa bilisaa?	1	2	3	4
24	Waan qu'attu (dubbiftu) irratti xiyyeeffannoo gochuun niturtaa ?	1	2	3	4
25	Qu'annaa jidduutti boqonnaa ni fudhattaa ?	1	2	3	4
26	Hojii dubbisaa siif kenname dareen dura ni xumurtaa ?	1	2	3	4
27	Kutaa keessatti yaadannoo mataa keetii ni fudhattaa ?	1	2	3	4
28	Qormaataan dura keessa deebii ni gootaa ?	1	2	3	4
29	Sa'a 24 keessatti sa'a 8 f hirriba ni argattaa ?	1	2	3	4
30	Jechoota haaraa hiikoo isaanii babaaddee itti fayyadamtaa ?	1	2	3	4
31	Sa'a 24 keeatti yaadannoo kee ni dubbiftaa ?	1	2	3	4
32	Gaafilee qormaataa siif deebi'an irra deebitee ni dalagdaa ?	1	2	3	4
33	Mana barumsaa ooluu ykn barachuu ni jalattaa ?	1	2	3	4
34	Mana barumsaa keessatti qabxii gaarii fiduuf cimtee nihojjettaa?	1	2	3	4
35	Barumsaa keetiin qabxii garii fiduuf kaka'umsa mataa keetii ni qabdaa		2	3	4

36	Yuunivarsiitii /kolleejii seen	1	2	3	4
37	Mana barumsaa keessatti gumii Ispoortii ykn kan biroo keessatti ni hirmaattaa?	1	2	3	4
38	Yeroo baayyee hojii manaa xuumurtee ni hojjettaa ?	1	2	3	4
39	Kutaa keessatti gaaffi ni gaaffattaa?	1	2	3	4
40	Sagantaa tiitooriiyaalii addaaddaatti galmooftee ni barattaa ?	1	2	3	4
41	Mana barumsaa keessatti sammuu kee madaaluuf ni yaaltaa?	1	2	3	4
42	Kutaa keessatti barsiisaa keetiin walgartee barachuuf ni hawwitaa ?	1	2	3	4

Appendix-D

በአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ የድህረ ምረቃ ት/ት እና ሳይኮሎጂ የትምህርት ክፍል

በአዳማ ከተማ በተመረጡ የመንግስት የግል ሁለተኛ ደረጃ ት/ቤቶች ለ9ኛ ክፍል ተማሪዎች የተዘጋጀ የጹሁፍ መጠይቅ ::

የዚህ ጹሁፍ መጠይቅ ዋና ዓላማ በአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ በሣይኮሎጂ እና በማህበራዊ ሣይንስ ት/ቤት ለማስተርስ ዲግሪ ጥናታዊ ፅሁፍ "በአዳማ ከተማ በ2ኛ ደረጃ ተማሪዎች የት/ት ውጤታማነት ላይ ተፅህኖ የሚያደርጉ ምክንያቶች" በሚል ርዕስ ጥናት ለማድረግ አስፈላጊውን መረጃዎች ለመሰብሰብ ነው፡፡ እነዚህም ምክንያቶች የተማሪው የአጠናን ልምዶች፣ የጓደኛ ተፅህኖ፣ ተማሪው ለመማር ያለው ተነሳሽነት /ፍላጎት እና የበተሰብ የክትትልና የድጋፍ ልምዶች በተማሪው ውጤታማነት ላይ ያላቸው ተፅዕኖ የተመለከተ ይሆናል፡፡

የዚህ ጥናት ግኝቶች በአዳማ ከተማ ብሎም ለኢ/ያ የበቴሰብ የልጅ ድጋፍና ክትትል ልምዶች የተማሪው የአጠናን ልምዶች ተማሪው ለት/ት ያለው ተነሣሽነት እና የጓደኛ ትፅዕኖ በት/ት ውጤታማነት ላይ ያላቸውን በተመለከተ የተማሪውን ውጤታማነት ለማጎልበት የሚያስችሉ ስትራቴጂዎችን እና ዜዴዎችን ለመንደፍና ለወደፊት ሕይወታቸው ፍሬያማ እንዲሆኑ ያስችላቸዋል ተብሎ ይታመናል፡፡ስለዚህ ካንተ/ቺ የሚገኙ መረጃዎች እና ምላሾች ጥናቱ ያለመለትን ወናኛ ግብ እንዲመታ እጅግ በጣም ጠቃሚ ናቸው፡፡

ይህ ጥናት ውጤታማ ሆኖ ሊጠናቀቅ የሚችለው ለቀረቡት ጥያቆዎች በታማኝነትና በጨዋነት ምላሾችን ስትሠጥ (ጪ) ነው፡፡ ስለሆነም ከአንተ/ቺ የሚገኙ መረጃዎች እና ምላሾች የሚያገለግሉት ለዚህ ምርምር ዓላማ ብቻ ነው፡፡ ለተመራማሪውም በሚስጥር እና በታማኝነት ይጠበቃሉ፡፡ስምህን/ሽን በመጠይቁ ላይ በማንኛውም ቦታ መጻፍ አስፈላጊ አይደለም፡፡

ለቅን ትብብርህ/ሽ በቅድሚያ እጅግ በጣም አመሠግናለሁ፡፡

የተማሪው አጠቃላይ መረጃ

መመሪያ፡- ከዚህ ቀጥሎ የአንተ/ቺን አጠቃላይ መረጃ በሚመለከት ጥያቄዎች ቀርበዋል፡፡ ለአንዳንድ ጥያቄዎች መልስህን/ሽን በተሰጠው ቦታ ላይ ጻፍ/ፊ፡፡ በምርጫ መልክ ለቀረቡት ጥያቄዎች የምትሰጠውን/ጪውን ትክክለኛ መልስ የሚወክለውን ቁጥር አክብብ/ቢ፡፡

1.ዕድሜ ---------- 2.የተማሪው የ1ኛ ሴመስቴር አማካይ ውጤት ----------

3.ዕድሜ ----------

4. ከቤተሰብ ከማን ጋር ትኖራለህ/ሽ?

ሀ. ከእናቴ እና አባቴ ጋር
ለ. ከእናቴ ጋር
ሐ. ከአባቴ ጋር
መ. ከአባትና እንጀራ እናቴ ጋር
ሰ. ከእናተና ከእንጀራ አባተ ጋር
ሸ. ከሌሎች ዘመዶች ጋር (አያት፣ አክስት፣ አጎት ወዘተ---) ጋር
ቀ. የሥጋ ዝምድና ከሌላቸው አሣዳጊዎች ጋር

5. የአባትሽ/ህ (የወንድ አሣዳጊህ/ሽ) የት/ት ደረጃ)
ሀ. መደበኛ ት/ት ያልተማረ
ለ. አንደኛ /መለስተኛ 2ኛ ደረጃ
ሐ. 2ኛ ደረጃ / ከፍተና 2ኛ ደረጃ
መ. ሠርተፊኬት/ ዲፕሎማ
ሰ. የመጀመሪያ ዲግሪ እና ከዚያ በላይ

6. የእናትህ/ሽ (የሴት አሳዳጊሽ)/የት/ት ደረጃ
ሀ. መደበኛ ት/ት ያልተማረ
ለ. 1ኛ/ መለስተኛ 2ኛ ደረጃ
ሐ. 2ኛ ደረጃ/ከፍተኛ 2ኛ ደረጃ
መ.ሠርተፍኬት /ዲፕሎማ
ሰ. የመጀመሪያ ዲግሪ እና ከዚያ በላይ፡፡

7. ስንት ወንድሞችና እህቶች አሉህ (ሽ)?----------

8.ለበቴሰቦችህ/ሽ ስንተኛ ልጅ ነህ? ----------

9. ት/ቤት ለመሄድ ማንኛውንም አይነት መጓጓጥ ትጠቀማልህ? ----------

10. በመኖሪያ በትህ/ሽ የምትጠቀመውን /ሚውን የቁሳቁስ ዓይነት ከሚከተሉት ውስጥ መርጠህ (ሽ) አክብብ (ቢ)

ሀ. ቴሌቪዥን
ለ. ቴሌፎን
ሐ. ኮምፒዩተር
መ. ኢንተርኔት

መመሪያ አንድ፡- እባክህ/ሽ የሚከተሉተን ጥያቄዎች በጥንቃቄ ካነበብህ /ሽ በኃላ ለሁለተኛ ደረጃ ትምህርት/ሽ ውጤታማ ለመሆን ያለህን/ሽን የጥናት አጠናን ልምድህን/ሽን የት/ት ቤት ጓደኛህን/ሽን ለት/ት ያህን /ሽን ተነሳሽነት እና የቤተሰብህን/ሽን የድጋፍና የቁጥጥር ሁኔታ በተመለከተ ያለህን/ሽን ሃሳብ ቀጥሎ በተሠጡት መለኪያዎች በመጠቀም አንተን/ቺን በትክክል የሚገልፅ አማራጭ የሚወክለውን ቁጥር በመክበብ መልስ/ሽ

1=አጥብቄ አልሰማም
2=አልሰማም
3= እስማማለሁ
4= አጥብቄ እስማማለሁ፡

ተ.ቁ	ጥያቄ	መለኪያ			
1	ወላጆችህ / አሳዳጊዎች የቤት ሥራህን እንድትሰራ በመስጠትና በመገዝ ይደግፍሀል/ሻል?	1	2	3	4
2	ወላጆችህ /አሳዳጊዎችህ/ሽ ላገኘኸው ጥሩ የት/ት ውጤት ሽልማት በመስጠት ያበረታቱሀል/ሻል	1	2	3	4
3	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ ከአንተ/ቺ ጋር ለመነጋገር/ለመወያየት ጊዜ ይሠጣሉ?	1	2	3	4
4	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ ኮሌጅ/ዩኒቨርሲቲ ይገባል ብለው ይጠብቃሉ?	1	2	3	4
5	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ ባገኘኸው ጥሩ የት/ት ውጤት (ደረጃ) ይኮራሉ?	1	2	3	4
6	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ በችሎታህ/ሽ ይተማመናሉ ?	1	2	3	4
7	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ ስሜትህን/ሽን ይረዳሉ?	1	2	3	4
8	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ ከአንተ/ቺ ጋር መሆን /መስራት ያስደስታችዋል?	1	2	3	4
9	ወላጆችህ/ሽ አሳዳጊዎችህ/ሽ በት/ት ቤት ስላለህ/ሽ የት/ት እንቅስቃሴ/ጥረት ይጠይቁሃል/ሻል?	1	2	3	4
10	ጓደኞችህ/ሽ በት/ት ቤት ውስጥ ጥሩ ውጤት የሚያስመዘግቡት ናቸውን?	1	2	3	4
11	ጓደኞችህ/ሽ ከት/ት ቤት ይጠፋሉ (ይፎርፋሉ)?	1	2	3	4
12	ጓደኞችህ/ሽ በትምህርትህ/ሽ ጠንክረህ እንድትሠራ ያበረታቱሀል?	1	2	3	4
13	ጓደኞችህ/ሽ ጫት በመቃም ወይም አደንዛዥ ዕፅ በመmቀም ይሣተፋሉ?	1	2	3	4
14	ጓደኞችህ/ሽ በቤትና በት/ት ቤት በሥነ-ሥርዓት የታነፁ ናቸው?	1	2	3	4
15	ጓደኞችህ/ሽ መደበኛ ትምህርታቸው ላይ አዘውትረው ይገኛሉ ?	1	2	3	4
16	ጓደኞችህ/ሽ አብዛኛውን ጊዜ አርፋጆች ናቸውን ?	1	2	3	4
17	ጓደኞችህ/ሽ በት/ት ቤት አማራጭ ተፅህኖ	1	2	3	4
18	በትምህርትህ ጥሩ ውጤት በማግኘትህ ከጓደኞችህ ጋር የሚፈጠረብህ ችግር የለምን?	1	2	3	4
19	አብዛኛውን ጊዜህን /ሽን ለፈተና ለመዘጋጀት ከጓደኞችህ ጋር ክለሳ በማድረግ ነውን የምታሣልፈው?	1	2	3	4
20	ዕለታዊ የጥናት መርሃ ግብር (ፕሮግራም) ትከተላለህ/ሽ?	1	2	3	4
21	የረጅም ጊዜ መርሃ ግብር (የጥናት) ፕሮግራም ትከተላለህን/ሽ	1	2	3	4
22	መደበኛ የጥናት ቦታ አለህን/ሽ	1	2	3	4
23	የምታጠናበት ቦታ ከጥናትህ የሚያስተጓጉልህ ነገሮች የሌሉበት ነው?	1	2	3	4
24	ለመታጠናው ወይም በምታነበው ነገር ላይ አትኩሮት አድርገህ ትቀያለህ/ሽ?	1	2	3	4
25	በጥናት መሐል እረፍት ትወስዳለህ/ሽ ?	1	2	3	4
26	የተሰጡህን/ሽን የሚነበቡ ሥራዎች ከክፍል ትምህርት በፊት ታጠናቅቃለህ/ሽ ?	1	2	3	4
27	በክፍል ውስጥ የራስህን/ሽን ማስታወሻ ትወስዳለህን/ሽን?	1	2	3	4
28	ከፈተኛ በፊት ክለሣ ታደርጋለህ/ሽ ?	1	2	3	4
29	በሃያ አራት ሰዓት ውስጥ ለስምንት ሰዓት እንቅልፍ ታገኛለህ/ሽ?	1	2	3	4
30	አዳዲስ ቃላት ስያጋጥሙህ/ሽ ትርጉሙን ፈልገህ/ሽ ትጠቀማለህ/ሽ?	1	2	3	4
31	በሃያ አራት ሠዓት ውስጥ ማስታወሻዎችህን/ሽን ትከልሳቸዋለህን/ሽ ?	1	2	3	4

32	**የተመለሠሉህ/ሽን ፈተናዎችን ደግመህ/ሽ ትሠራዋለህ/ሽ?**	1	2	3	4
33	**ት/ት ቤት መዋል/መማር ትወዳለህን/ ሽን?**1	1	2	3	4
34	**በት/ት ቤት ጥሩ ውጤት ለማምጣት ጠክረህ ትሠራለህን/ሽ ?**	1	2	3	4
35	**በትምህርትህ/ሽ የተሻለ ውጤት ለማምጣት የራስ ተነሳሽነት አለህ/ሽ?**	1	2	3	4
36	**ዩኒቨርሲቲ /ኮሌጅ ለመግባት ፍላጎት አለህን/ሽ ?**	1	2	3	4
37	**በት/ት ቤት የስፖርት ወይም ሌላ ክበብ ውስጥ ትሳተፋለህ/ሽ?**	1	2	3	4
38	**አብዛኛውን ጊዜ የቤት ሥራህን አጠናቀህ ትሰራለህ/ሽ ?**	1	2	3	4
39	**በክፍል ውስጥ ጥያቄ ትጠይቃለህ/ሽ ?**	1	2	3	4
40	**በማንኛውም የማጠናከሪያ ትምህርቶች ተመዝግበሃልን/ሻል?**	1	2	3	4
41	**የራስህን/ሽን አህምሮ በት/ት ቤት ተፈትነዋለህ/ሽ?**	1	2	3	4
42	**በክፍል ውስጥ መምህርህን/ሽን አግኝተሽ ለመማር የውስጥህ/ሽ ጉጉት አለህ/ሽ ?**	1	2	3	4