



Status of Determinants Affecting Elementary School Students' Academic Achievement in Addis Ababa's Primary Education System

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Abstract

Students' academic achievement significantly impacts society and plays a crucial role in developing skilled individuals and leaders for the country's economic and social progress. The study investigated the factors influencing the academic performance of elementary school students in Addis Ababa, Ethiopia. Using a quantitative approach that combined descriptive and explanatory research designs, the researchers distributed 381 questionnaires, of which 370 were returned and analyzed using SPSS version 26. The findings identified key factors such as school safety, parental income, socio-economic status, teacher performance, and school facilities as having the paramount impact on students' academic achievement. The study also found that parent-teacher relationships, school commute distance, child preferences, and school fees play a substantial role in academic performance of primary school students of the studied area. Overall, parental involvement, school quality, and safety were determined to be critical factors for student success. In contrast, factors like the child's educational level, school curriculum, and social environment were found to have a weaker effect on students' academic outcomes.

Keywords *Students' academic achievement; School-related factors; Parent-related factor*

INTRODUCTION

Education is a human right that allows people to create, make choices, and live better lives (Chen, 2009). It is a means of acquiring knowledge, skills, and attitudes that are important for improving people's lives (Brennan, 2018; Hanushek and Woessmann, 2020; Peters, 2004). Scholars such as Brennan (2018), Hanushek & Woessmann (2020), and Peters (2004) have emphasized the transformation of education to improve personal skills, economic growth, and relationships. Education is an important factor in training the human resources required to meet a country's needs (Tichá et al., 2019). The role of education in promoting intellectual growth and human development has become a concern in both developed and developing countries (Hosseini, 2014).

A good student education is important for developing the country's future workforce (Hanushek & Woessmann, 2017). Kumar and Lal (2014) argue that student success is a true indicator of how well a program provides students with the knowledge, skills, and attitudes necessary for personal and social development. Hence, academic success is good academic performance and developing critical thinking (Barrett, 2005), problem-solving skills (Amuda et al., 2016), and social skills essential for navigating a challenging world (Liu et al., 2023). Students' academic achievement helps individuals and societies acquire knowledge, abilities, and skills that

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enable them to participate effectively in the development process (Kenneth et al., 2016). For this purpose, a practical curriculum is prepared, teaching materials are ordered, and lessons are disseminated through programs (Stevenson, 2021).

Students' academic achievement significantly impacts society and plays a crucial role in developing skilled individuals and leaders for the country's economic and social progress (Ali et al., 2009). Children all over the world attend school with the hope of gaining the necessary skills and knowledge to succeed in the future (Battle & Lewis, 2002). However, a concerning trend has emerged regarding the gap between formal education and the development of practical skills among students (Eric Chima Student & Edith Student, 2021). Despite spending time in traditional educational settings, many students graduate without the essential practical competencies needed for success in real-world situations (Brennan, 2018).

The issue of children leaving school without practical skills is a pressing concern in education. Studies have uncovered the factors contributing to this issue, with a focus on learning and academic achievement (Melhuish et al., 2023). The literature emphasizes the narrow focus on standardized testing and academic performance as the primary measures of success in schools (Ansari & Pianta, 2018). However, this approach may not fully capture the skills and competencies students need to thrive in the real world. Research by Darling-Hammond (2010) and Hattie (2009) stresses the importance of a more holistic approach to assessment, including critical thinking, problem-solving, creativity, and communication skills, to prepare students for success beyond school.

The problem of primary education in the study area is attributed to several factors at the student, family, and school levels. However, there is a lack of systematic investigation into the factors impacting academic performance and the interactions they create (Hoxby, 2018). Additionally, there is limited understanding of the various factors influencing the quality of primary education in the city, which impacts students' academic achievement. Studies by Kurdek and Sinclair (2000), Tavani and Losh (2003), Admasu (2004), Wongsak (2013), Duflo et al. (2012), Barrett (2005), Somerset (2009), Sun and Li (2011), Li and Qiu (2018), Hampden-Thompson (2013), Fullan (2013), and Hargreaves (2010) collectively shed light on various factors influencing student academic achievement. These factors encompass family dynamics, teacher-student interactions, socio-economic backgrounds, stakeholder involvement, demographic characteristics, and educational leadership practices. However, these studies reveal several theoretical, conceptual, and methodological gaps that warrant further investigation.

A lack of a comprehensive theoretical framework that integrates the multitude of factors influencing students' academic achievement hinders the understanding of the complex interactions between determinants and academic outcomes. Inconsistencies in methodologies used across the studies pose challenges in comparing and synthesizing results. The limited consideration of inferential data analysis further restricts assessing the long-term effects of various determinants on students' academic achievement. Additionally, the absence of exploration into potential quantitative approaches hampers the understanding of the nuanced relationships between determinants and students' academic achievement. The educational challenges faced by primary-level students in the current research area stem from a multitude of factors, encompassing the students' educational level, family dynamics, and school environment. Yet, there is a noticeable gap in research that delves into the nature and types of factors that underpin successful learning, along with the ensuing relationships and interactions. Furthermore, there is a dearth of understanding when it comes to the myriad of factors that contribute to academic achievement in Addis Ababa and their bearing on students' overall learning experience. Additionally, the existing literature fails to clarify whether students' educational level, family dynamics, or school environment holds greater sway over their educational progress. In light of these gaps, this research seeks to unravel the pivotal factors, both within and outside the school setting, that significantly influence the education of primary school students. The overarching aim of this study is to tackle the fundamental question: **I. To what extent do family-related, student education level, school-related, and safety-related factors predict primary-level students' academic achievement?**

Therefore, this study aims to investigate the determinants affecting students' academic achievement in selected primary schools in Addis Ababa.

LITERATURE REVIEW

According to Dam (2008), student academic achievement is defined as human beings' ability to reach targeted goals and obtain desired outcomes in their lives, in harmony with their environment and at peace with themselves (Ullah et al., 2018). In this study, the term achievement is used specifically in the context of academic accomplishment (Mdhlalose & Mlambo, 2023), as it is in many other studies. Academic achievement serves as a performance indicator that precedes educational activities in the process of school evaluation (Islam, 2014). Students' academic achievement encompasses various aspects of learning, including cognitive, emotional, social, and physical development (Kumar & Lal, 2014). It spans a broad spectrum of educational accomplishments, from obtaining a diploma to moral development (York et al., 2015). The term "academic achievement" is synonymous with academic performance and success, making its definition and measurement complex worldwide (Gobeze et al., 2022). Additionally, the ambiguity surrounding academic achievement is influenced by different perspectives on success (Kumar & Lal, 2014).

The studies on factors influencing student academic achievement highlights the significant role of family background and parental involvement. Eamon (2005) emphasizes that parents' education levels correlate positively with their children's educational outcomes, a notion supported by Nishimura and Yamano (2013), who stress the critical impact of family influence on academic success. This relationship is further elaborated by Hanushek and Rivkin (2006), who note that a supportive home environment fosters better educational performance. Wang and Degol (2017) extend this discussion by examining the broader implications of family dynamics on educational attainment. Sun and Li (2011) and Li and Qiu (2018) also contribute to this discourse by investigating specific familial practices that promote or hinder student success. Collectively, these studies underscore the multifaceted influence of family on educational achievement, suggesting that interventions aimed at enhancing parental involvement could yield significant benefits for students' academic performance. In their studies, Hampden-Thompson (2013) and Sun and Li (2011) pointed out the significance of family structure in students' learning outcomes, especially for refugee families who may have fewer resources and could potentially struggle academically. Sun and Li (2011) also highlighted the impact of growing up in single-parent families on academic achievement. Both studies recommended that teachers consider students' family backgrounds to help counter the effects of disrupted family structures on academic performance (Durisic & Bunijevac, 2017).

Furthermore, the quality of teaching and learning experiences in schools has been identified as a crucial factor in determining students' acquisition of practical skills (Qureshi et al., 2023). Fullan (2013) and Hargreaves (2010) emphasized the importance of effective teaching practices, engaging curriculum, and supportive learning environments in promoting students' academic achievement. Teachers are central in nurturing students' motivation, curiosity, and passion for learning, which are essential for developing practical skills (Sampson, 2019). In education, personalized learning approaches that cater to individual students' needs, interests, and strengths have been emphasized in literature (Deangelis & Erickson, 2018). Furthermore, factors such as parents' expectations, peer influence, socio-economic status (Supratman et al., 2021), family structure (Conrad & Openo, n.d.), parental involvement in children's schooling, children's behavior, academic self-concept (Subban, 2006), and school environment have been found to significantly impact students' academic achievement (Ateş, 2021).

The influence of family factors on students' academic performance has garnered

significant attention in educational research; however, a notable gap exists in the simultaneous examination of multiple determinants, including family financial status, parents' level of education, parents' occupation, parents' expenditure on education, and residence. Utami (2022) emphasizes that these factors have not been studied concurrently, leading to an incomplete understanding of their relative impacts on academic achievement.

Factors in a school's environment, such as the relationships between teachers and students, among students themselves (Spante et al., 2018), and between school staff and the school's overall culture (Abromitis, 1994), have a direct correlation with students' academic achievements (Dagneu, 2014). A positive school environment motivates the learning process and has been linked to improved student performance and academic success (Zullig et al., 2011). Additionally, a study by Thapa et al. (2012) found that a positive school environment was associated with higher academic achievement, and schools with a healthy atmosphere promoted high academic standards (Julius & Evans, 2015). Moreover, a positive school environment has a beneficial impact on students, encouraging them to achieve higher scores on standardized nationwide tests (MacNeil et al., 2009) and overall student achievement (Kullar, 2011). On the other hand, Kythreotis et al. (2010) discovered that, apart from the school environment, student achievement is influenced by the leadership style of the school principal (Hanushek, 2011). Similarly, Dagneu (2014) recognized that the school environment was significantly related to students' academic achievements.

The safety and well-being of students should be at the forefront of parental considerations when selecting a school for their children in South Africa (Hanushek & Woessmann, 2020). Parents consistently prioritize discipline and safety when choosing the right educational school for their children, recognizing the pivotal role these factors play in fostering a conducive learning environment (Marshall & Jackman, 2015). It's crucial to underscore the vital importance of parental involvement in shaping school discipline to ensure a safe and nurturing educational setting (Roy & Miller, 2021). Furthermore, a secure and protective school environment is not just beneficial but essential for cultivating a high-quality teaching and learning experience within educational institutions (Charles, Paul, Rispa, Ganira, & Joseph, 2015). The impact of safety, both on the route to and within the school, cannot be overstated, as it significantly influences parents' decisions regarding their children's academic prospects in Pakistan (Shumaila, Bushra, & Muhammad, 2020). The geographical location of a school is not solely a matter of convenience, but crucially contributes to instilling confidence in parents regarding the safety of their children. This study underscores safety as a persuasive determinant for parents when choosing schools for their children. School safety is an issue of utmost concern for both school leaders and parents alike (Nereyda, et.al. 2021).

The choice of schools by parents varies significantly based on their child's grade level. Parents tend to prioritize the moral guidance and safety of their younger children, who require more attention and care (Gervasoni et al., 2021). According to a study by Hossain, Shohel, & Jahan (2017), parents in the KCC area favored private schools over government schools for their younger children. This preference stems from the more nurturing educational environment offered by private schools, which stands in stark contrast to the challenging conditions often found in government schools.

RESEARCH METHOD

This study utilized both a descriptive and an explanatory design, engaging in the collection and analysis of data to unveil the effects of independent variables on dependent

variables. By doing so, the researchers were able to address the research question, shedding light on the current status of the study subjects. The research was conducted using quantitative approach, leveraging advanced statistical models to effectively address the core research question. Through meticulously crafted questionnaires, we collected rich data that fueled insightful analysis and responses to the research question.

The primary data was meticulously gathered through an extensive questionnaire completed by parents of students from eight primary schools in Addis Ababa. Parents were deliberately chosen to ensure a representative sample. These schools encompassed a diverse range, including two public, two private, two religious, and two international schools in Addis Ababa. The questionnaires were thoughtfully designed with a mix of scaling and closed-ended questions, utilizing a five-point Likert scale to gauge various factors that could potentially impact students' academic achievement. Additionally, the questionnaires included sections to collect biographical information about the student's parents, providing a comprehensive view of the participants.

The invaluable primary data was skillfully gathered from parents in Amharic, the prevalent language in our study area. Truly, our students' academic achievement goes beyond mere content mastery, encompassing their cognitive, emotional, social, and physical development, as expertly noted by Kumar & Lal (2014). Moreover, academic achievement vividly showcases the extent of students' mastery against a diverse array of well-established learning standards, as highlighted by Robinson & Biran (2006). To comprehensively gauge parents' perceptions and attitudes towards their children's academic achievements, we employed a meticulously prepared 5-point Likert scale, providing a structured and insightful assessment.

The target population consisted of 7,825 parents of students in selected schools. The sample size for parents was calculated using the Yamane (1967) formula, which is as follows $n = \frac{N}{1 + N(e^2)}$, Where: n = sample size N = population size (7,825 in this case) e = margin of error For this study $n = \frac{7825}{1 + 7825(0.05^2)}$ $n = \frac{7825}{1 + 7825(0.0025)}$ $n = \frac{7825}{1 + 19.5625}$ $n = \frac{7825}{20.5625}$ $n \approx 380.67$ $n \approx 381$

The sampling technique used to select participants involved both probabilistic and non-probabilistic methods. The researchers employed random sampling from the probabilistic approach and stratified sampling from the non-probabilistic approach to acquire the required sample subjects.

Descriptive and inferential statistical methods were used in the study. Descriptive statistics such as mean and standard deviation were used to analyze questionnaire data. Inferential statistics, specifically multiple regression, were applied to identify significant patterns for deeper analysis. Student academic achievement was assessed across cognitive, emotional, social, and physical development using a 5-point Likert scale based on parental responses.

Participants in the study were carefully briefed on the important purpose and implications of the research, ensuring complete transparency. Only individuals aged 18 or above were included, with their enthusiastic consent secured before engaging with the thought-provoking questionnaires. The privacy of all collected information was meticulously guarded, and the absolute anonymity of participants was rigorously protected. Furthermore, participants were empowered with the unequivocal right to discontinue their involvement in the study at any time if they so desired.

FINDINGS AND DISCUSSION

In the study, it was found that 198 parents (53.5%) were male, while 172 parents (46.5%) were female. Interestingly, the majority of respondents fell into the 26–30 age group, with 152 participants, and 106 were in the 31–35 age category. This data suggests that male parents, particularly in the 26–30 age range, are more prevalent. The study implies that male parents are more engaged in their child's education compared to female parents, indicating the need for targeted interventions to boost parental involvement in education.

Furthermore, it's crucial to note that students' academic achievement serves as a tangible measure of the educational system's effectiveness in equipping learners with the essential knowledge, skills, and attitudes for personal and societal development. Elevated levels of academic achievement signify not only academic success but also the cultivation of critical thinking, problem-solving abilities, and social competencies vital for navigating today's complex world (Kumar & Lal, 2014). The alarming trend of students graduating without practical skills is a pressing issue in education. By employing a blend of descriptive and inferential analyses, the research has unveiled the intricate web of influences on academic achievement. Through meticulous statistical techniques and a multidimensional approach, the researchers have arrived at compelling insights that underscore the vital importance of this investigation.

Descriptive Analysis For each Variables

The results of the descriptive analysis are summarized in Table 1 below, which shows the mean values and standard deviations for various factors influencing students' academic achievement.

Table 1. Descriptive Analysis of each variables

	Mean	Std. Deviation
Parent Income	4.1277	.58325
Socio-Economic Status	3.5366	.71966
Education Levels of Child	4.1685	.55812
Parent Perception of Education Quality	3.8976	.61757
School Facilities	4.1074	.76162
Parent Perception of Teachers' Performance	3.8703	.83617
Cost of school	3.6000	1.36229
Parent-teacher relationship	4.1081	.62426
School Curriculum	4.2649	.47653
Distance from school to home	4.5505	1.08472
School Safety	4.2358	.50970
Social atmosphere	4.1162	.57349
child preference related	3.5586	1.08243

Source: Survey, 2024

As shown above, parents' income was rated positively, suggesting a correlation between higher income levels and better educational opportunities for students' academic achievement. Socio-economic status received a moderate rating, indicating varying perceptions among parents regarding its influence on primary-level students' academic achievement. The high value placed on children's education levels by parents suggests a focus on academic success for better outcomes. While education quality was rated positively, with room for improvement, school facilities were perceived favorably, contributing to a conducive learning environment. The perception of parents about teacher performance received a good rating, highlighting the impact of effective teaching on student learning. The moderate rating for cost-related factors suggests some parents find school expenses burdensome, while positive perceptions of parent-teacher interactions and a well-designed curriculum indicate the benefits of strong collaboration and quality educational experiences. Parents highly value proximity to the school, which may positively impact students' academic achievement, and positive perceptions of safety measures and the social atmosphere contribute to better learning outcomes and students' well-being. However, students' academic achievement and child preference received a lower rating, reflecting varying parental expectations regarding academic success.

Determinants of Students' Academic Achievement

In this study, the researchers used multiple linear regression to explore the factors that shape students' academic success. The analysis encompassed a wide array of predictors, from parent-related and school-related factors to safety and security elements, as well as variables relating to student preferences. We redefined students' academic achievement to encapsulate not only their cognitive abilities but also their emotional well-being, social dynamics, and physical health, providing a more comprehensive understanding of their overall development. The study meticulously conducted regression analysis allowed to unravel the intricate interplay of these factors and their impact on academic performance, paving the way for a more insightful and compelling narrative on student success.

Table 2. Regression Results of the Model

Model Summary										
Model		Square	Adjusted R Square	td. Error of the Estimate	Change Statistics					Durbin-Watson
					Square Change	Change	f1	f2	Sig. Change	
	0.789 ^a	0.622	0.608	0.37382	0.622	45.052	13	356	000	2.000
a. Predictors: (Constant), Child preference related, Education Levels of child, School Safety, Parent Income, School Curriculum, Social atmosphere, Parent-teacher relationship, Distance from school to home, Cost of school fee, School Facilities, Perception of parents about teachers Performance, Socio-Economic Status, Perception of parents about Education Quality										
b. Dependent Variable: Student Academics Achievement										

Source: Survey 2024

The above table shows that 62.2% ($R^2 = 0.622$) of the variation in students' academic achievement is explained by thirteen independent variables, including child preference, education levels, school

safety, parental income, school curriculum, and others. This finding highlights the importance of these factors in shaping academic success. The remaining 37.8% is influenced by unidentified factors, emphasizing the need for further research to explore additional determinants of academic achievement.

Table 3. ANOVA Results

ANOVA ^a						
Model		Sum of Squares	f	Mean Square	F	Sig.
	Regression	81.845	3	6.296	45.052	.000 ^b
	Residual	49.749	56	.140		
	Total	131.59	69			
		4				
a. Dependent Variable: Student Academics Achievement						
b. Predictors: (Constant), child preference related, Education Levels of child, School Safety, Parent Income, School Curriculum, Social atmosphere, Parent-teacher relationship, Distance from school to home, Cost of school fee, School Facilities, Perception of parents about Teachers Performance, Socio-Economic Status, Perception of parents about Education Quality						

Source: Survey 2024

The ANOVA results show that the F-value of 45.052 exceeds 1, and the significance level (p-value) is less than 0.01, indicating a statistically significant impact of the combined predictors on students' academic achievement.

Table 4. Coefficients of Regression Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.874	.352		2.484	.013
	Parent Income	.334	.045	.326	7.435	.000
	Socio-Economic Status	.329	.046	.397	7.095	.000
	Education Levels of Child	.106	.045	.099	2.355	.019
	Perception of parents about Education Quality	.099	.061	.102	1.624	.105
	School Facilities	.201	.041	.257	4.935	.000
	Perception of Parents About Teachers' Performance	.259	.036	.363	7.248	.000
	Cost of school fee	.066	.023	.150	2.845	.005
	Parent-teacher relationship	.121	.042	.126	2.848	.005
	School Curriculum	.098	.079	.078	1.242	.215
	Distance from school to home	.118	.025	.214	4.631	.000
	School Safety	.617	.048	.526	12.951	.000
	Social atmosphere	.095	.046	.091	2.058	.040

child preference-related	.079	.026	.144	3.013	.003
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Source: Survey, 2024

The regression results indicate that school safety ($B = 0.617$, $p = 0.000$), parent income ($B = 0.334$, $p = 0.000$), socio-economic status ($B = 0.329$, $p = 0.000$), teacher performance ($B = 0.259$, $p = 0.000$), and school facilities ($B = 0.201$, $p = 0.000$) have the most substantial influence on students' academic achievement. In contrast, the education level of the child ($B = 0.106$, $p = 0.019$), school curriculum ($B = 0.098$, $p = 0.215$), and social atmosphere ($B = 0.095$, $p = 0.040$) show less significant effects.

The regression analysis provided compelling evidence that factors like school safety, parental income, socio-economic status, teacher performance, school facilities, parent-teacher relationships, distance from home to school, child preferences, and school fees significantly influence students' academic achievement. These findings align with important research by Roy and Chadalawada (2014), Mazharul Islam (2014), Jayanthi et al. (2014), and Al Shawwa et al. (2015), reaffirming the significance of these determinants. The factors identified in this study underscore the significant impact that both parents and educators can have on the academic success of primary school students. The findings of this study align with previous research, emphasizing the crucial influence of parents' or guardians' income on students' academic performance.

Additionally, it was found that the student's education level, school curriculum, and social status do not significantly affect their performance, further supporting the idea that the home environment plays a crucial role in shaping children's educational motivations. The study also highlights the importance of motivation in promoting discipline, concentration, and academic aspirations among children. These findings emphasize the essential role of family support and motivation in driving academic success, underscoring the need for a supportive family environment to positively impact students' academic achievements.

The compelling findings of this study resonate with impactful research conducted by Crosnoe, Johnson, and Elder (2004), Wongsak (2013), Eamon (2005), and Nishimura and Yamano (2013), which underscore the profound influence of the family environment on students. These studies highlight the pivotal role of parental involvement, support, and expectations in shaping children's motivation and aspirations. They demonstrate unequivocally that a nurturing home environment, characterized by parental support and encouragement, is instrumental in fostering children's discipline, focus, and learning needs, thereby significantly affecting their social and academic achievements. In essence, these studies establish a strong theoretical framework emphasizing the crucial role of the family environment in shaping students' academic success. Furthermore, Crosnoe, Johnson, and Elder (2004) emphasized the paramount importance of family background and parental involvement in shaping children's learning. The findings of this study further support this claim, indicating that the family environment has a significant impact on children's academic support and social development. Wongsak's (2013) investigation into the connection between parental support and children's education underscores the pivotal role of parents in enhancing children's discipline, focus, and learning motivation. Similarly, Eamon (2005) explored the influence of family factors on children's learning, highlighting the profound impact of the home environment especially parental involvement and support on shaping students' learning and academic motivation.

Duflo et al. (2011, 2012) and Hanna and Ryan (2012), which emphasizes the pivotal role of teachers in ensuring quality education. Teachers are key figures in shaping students' educational experiences and academic success. Therefore, the cooperative efforts of both parents and teachers are essential in fostering positive educational outcomes and ensuring the quality of education provided to students.

The study also aligns with the research by Sun and Li (2011), which emphasizes the impact

of family income on students' academic performance. This research also highlights the importance of a supportive family environment in promoting students' academic success. The positive home environment described in this study, characterized by parental support and sufficient income, has positive effects on students' educational outcomes.

CONCLUSION

The primary focus of this study was to identify the critical factors that influence the academic success of primary school students in Addis Ababa. The findings clearly establish that parent-related, school-related, and safety-related factors play a pivotal role in shaping students' academic performance. Notably, factors such as parental income, socio-economic status, education quality, school facilities, teacher performance, school fees, parent-teacher relationships, distance from home to school, school safety, and child preferences have been statistically proven to influence students' academic achievement. On the other hand, factors like education level, school curriculum, and social atmosphere were found to have a negligible impact on primary school students' academic performance.

SUGGESTIONS

Based on the findings of this study, the following strategies are suggested to improve primary school students' academic achievement in Addis Ababa:

Enhance parental involvement: School leaders should establish strong partnerships with parents and caregivers to support students' academic success both at home and in the classroom. This can be achieved through regular communication, parent-teacher conferences, and creating opportunities for parents to be actively engaged in their child's education.

Prioritize early childhood education: The Addis Ababa City Administration Education Bureau should implement high-quality early childhood education programs that promote cognitive, social, and emotional development in young children. This early foundation is critical in setting students up for long-term academic success.

Invest in teacher excellence: The Addis Ababa City Administration Education Bureau should prioritize professional development programs for teachers, ensuring that they have the necessary skills, knowledge, and resources to be effective educators. Ongoing training in pedagogy, classroom management, and subject-specific content is essential for improving teaching quality and, in turn, student outcomes.

Ignite student motivation: Parents, teachers, and school leaders should work together to foster intrinsic motivation in students by providing meaningful, engaging, and challenging learning experiences. Empowering students to take ownership of their education can increase their enthusiasm for learning, enhance their academic performance, and improve their long-term educational outcomes.

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