Abstract

The primary purpose of this study was to compare science academic achievement of students in government and private schools and examine the relationship of factors that affect science academic achievement. Besides it tried to examine the prediction of science academic achievement with the four independent factors parental involvement, school facilities, teacher competency, and principal leadership. Three government and three private primary school students were used in this study. A questionnaire and science academic achievement test were prepared to 215 student participants; more over an observation was conducted in each sampled schools. The 215 participants were randomly by stratified sampling chosen to respond to items in the provided questionnaires and achievement test. Data from the completed questionnaires were reported using descriptive statistics and frequency data. Major findings of the study were that the mean value for each of the independent variables of private schools was greater than the government schools, and the t-test computed revealed that there was statistically significant difference on science academic achievement between government and private schools in favor of private schools. Besides, the correlation of the independent variables to the dependent variable was low for both government and private schools science academic achievement result. Parental involvement (t = 5.39, p
Factors affecting the Academic Achievement of Grade Eight Students in Government and Private Schools in Debre Markos

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