Abstract

This paper investigates the influences of background to student’s academic performance in Debre Markos College of Teacher Education, Ethiopia. The research was conducted among randomly selected one hundred and seventy students in Debre Markos College of Teacher Education, Ethiopia. The results from data analysis using NCSS 2000 reveals that student’s there is no significant relationship between student’s academic performances with age, sponsor’s monthly income, and parental highest educational qualification. But, there is significant relationship between academic performances (measured in terms of CGPA) and student’s family settings and number of children in the family.

References


Index Terms

Computer Science

Information Sciences
Keywords
Academic performance  Cumulative grade point average  Background knowledge.