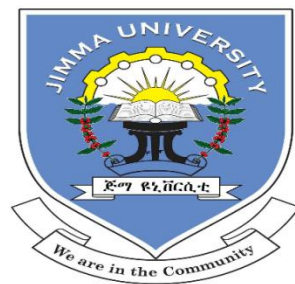


Contribution of Achievement Motivation, Peer Support, Parental
Variables and Test Anxiety to Students Academic Achievement
in Secondary Schools of Ameya Woreda



College of Educational and Behavioral Sciences

Research submitted to partial fulfillment of the requirements for
MA degree in educational psychology

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November, 2021

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I was that the undersigned, declare that this thesis is my original work and contains no material published elsewhere or extracted in whole or in part from any thesis submitted for previously completed degrees. Moreover, no other person's work has been used without due acknowledgment.

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Acknowledgement

Special gratitude goes to my Advisor Berhanu Nigussie (Dr, professor) and Aschalew Terefe (Assistant Professor) for their valuable and constructive suggestion and tireless support comment, and advice on the development of this research work. My appreciation and special thanks also go Jimma University college of behavioral science department of psychology helping me with financial and material support. Similarly, I would like to thank Ameya woreda high schools staff members school administrative, teachers, office workers, and study respondents for all their cooperation throughout the data collection time. I appreciate my family member for their strong initiation encouragement and all-rounded support in realizing the completion of this thesis and the program as well.

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Acronyms and abbreviation

CREDE-Center for research in education, diversity and excellence

DTA-Debilitating test anxiety

ESDP-Educational sector Development program

GDP-Gross domestic product

MOE-Ministry of Education

OECD-Organization for Economic Co-operation and Development

PIRLS-Progress in International Reading literacy study

PISA-Progress for international Student assessment.

SD-systematic desensitization

SPSS-Statistical Package for Social Science

TIMSS- Trends in international mathematics and science study

UAE-Unit Arable Emerita

UK- United Kingdom

UNESCO- Unite nationsEducationalScientific and CulturalOrganization

VIF-Variance inflation factor

Abstract

The objective of this study was to assess the contribution of achievement motivation, peer support, parental variables, and test anxiety to students' academic achievement in secondary schools of ameya woreda southwest shoa zone. The study employed a correlational design to assess the association between the characteristics of the variables which contribute to students' academic achievement in the study. The population of this study was 3756 students (male = 2308, and female=) 1448 respondent students (male =222 and female =140 were selected by stratified sampling technique. 'The collected data were analyzed using descriptive statistics and regression analysis. The result revealed that achievement motivation contribution for students' academic achievement is 34.3% ($R^2 = 343$, $F = 176.472$ $p < 0.05$). And the contribution of peer support to the academic achievement of secondary school students is 11.3 % ($R^2 = .113$, $F = 43.226$, $P < 0.05$). Moreover, parental variables contribute 58.7% to students' academic achievement $R^2 = 587$, $F = 119.214$, $p < 0.05$). Finally, as the result indicated test anxiety contributes 33.5% to students' academic achievement in achievement. Therefore, it can be concluded that Achievement motivation, peer support, parental variables, and test anxiety significantly predicted students' academic achievement. It is recommended that Government, parents, school administration other stockholders should reconsider giving reasonable meaning to students' academic achievement to increase achievement motivation, peer support, parental variables, and decrease test anxiety.

Key word: -*Achievement motivation, peer support, parental variables, test anxiety and academic achievement*

CHAPTER ONE

1.1. Background of the Study

It has been observed by various scholars' education has multifaced importance in human being life. It is a fundamental human right to all people regardless of their sex, race, or economic status as it is the key to sustainable social, economic, and political development (McMillan & Schumacher, 2010). Furthermore, education is a phenomenon for which nations have developed policies for centuries and which they have laid special emphasis to leave the next generations a more sustainable world. According to the results of (PISA, 2015; TIMSS, 2015; PIRLS ,2016) in which more than 60countries participated- Estonia, Finland, Japan, Singapore, Russian Federation, and Chinese Taipei are among the most successful countries (OECD, 2018) The data concerning some of those countries for the year 2014 demonstrated that Japan allocated 3.6% of gross domestic product (GDP) in the budget to education while Estonia allocated 5.5% and Finland allocated more than 7% to education. In addition to that such countries as the US, the UK, France, and Germany- which are in the category of developed nations- spend approximately 5% of GDP on education (UNESCO, 2019). Therefore, education was a vehicle for economic, social, and political development countries and measure through students' academic achievement that means Education is important for developing countries as well as for human benign social-economic development. This education or quality of education measured by students' academic achievement.

Similarly, the social and economic development of the country is directly linked with students' academic achievement. The student's academic achievement plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Newton, 2015). In

the process of teaching and learning of a subject, it is a need to measure the level of the success of the students' learning achievement, one of these means of measuring students' academic achievement is testing (Dinga et al.,2018). Understanding the status and determinants of academic achievement of students is essential for successful and effective intervention to bring quality education (Muhdin, 2016).

Furthermore, an important feature of educational goals is promoting socially responsible behavior in the form of moral character, conformity to social rules and norms, cooperation, and a positive style of social interaction. In doing so, it shapes the future development of a country. Therefore, it is imperative to adjust children's way of life in a more social and economic order through establishing a better-targeted education system. In this regard, focusing on improving the academic achievement of children is the most crucial and important investment. For the reason that the social and economic development of countries is directly linked with student academic performance achievement.

In the same manner in Ethiopia there has been a huge effort by ministry of education (MoE) to increase quality of education at various educational levels increasing of quality education was increasing students' academic achievement. However, recent evidences show that Secondary school students grade repeating has been a problem for years and still is a head ache for academicians and experts worldwide and in Ethiopian high schools. While poor academic achievement of high problem is particularly evident in the Ethiopian context Consequently, the development prospects of this poor country are in jeopardy. Additionally, lack of success in secondary education has often negative consequences for students to various psycho-social problems, and economic crisis of their families.

There are several factors that contribute to students' academic achievement in high schools in Ethiopia. Some causes for poor academic achievement that have been identified in various researches were related to potential factors. There seem to be general agreements among scholars that students' academic achievement in secondary schools depends on several interlacing factors such as: socio-demographic factors such as age, income and gender, psychological factors (e.g., motivation, stress, study strategies), and other factors like study hours and understanding the language of instruction are among the factors that could play substantial roles in students' academic. Moreover, various studies have also identified students' factors that contribute and impact on students' academic achievement such as personal characteristics, such as self-efficacy. Among these studies, (Aboma, 2009)

In addition to these, students' academic achievement was contributed by numerous factors including gender, age, teaching ability, students schooling, father and mother social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hours. With regard to student's academic success, a lot of studies have been conducted and these studies recognize and analyze the number of issues that contributed to the academic performance of the student at school. Many research finding identifies students' effort, previous schooling, parents' educational background, family income, self-motivation of students, age of the student, learning preferences, and entry qualification of students as important factors that have an effect on student's academic performance in a different situation.

1.2. Statement of the Problem

Secondary school students face a number of pressures and challenges in the academic environment as they seek to maintain the optimal academic performance or even to remain in the academic program. Due to these pressures and challenges, they fail to attain an acceptable level of academic achievement and ultimately withdraw results. Academic achievement can be influenced by different factors. Among these; individual differences, parents' socio-economic status, non-cognitive factors, motivation, self-control, extracurricular activities, and successful educational actions (Aboma, 2009).

As indicated in (Sirin ,2005; Cheadle ,2008) families can affect children's learning behaviors and academic achievement in important ways, as they are the primary and most significant environments that the children were exposed to. According to them, shows that families may play even more important roles in students' academic achievement than schools and communities. Since then, the line of empirical research on family background and children's achievement has found that the family social-economic statuses may affect children's academic achievements more than the impact of schools.

Furthermore, multiple investigations carried out in a national and international field confirm this. As to these investigations, the level of commitment to school work, types of parent's jobs and level of education, as well as climate, structure, cultural environment, family income, and parenting styles are variables that explain, to a great extent, a student's scholar success or failure (When income is low, it is more likely for family dynamics to be unstable and for parents not to show interest in their children's school activities; causing lack of encouragement and motivation in a student which could decrease his academic (Casanova, Cruz, de la Torre y de la Villa, 2005; Jones & White, 2000; Ruiz, 2001).

The perpetuated underachievement of students in many secondary schools was a serious problem faced in Ethiopia. For a number of years now, this has been the topic of public debate. The challenges observed in the secondary and preparatory education are the results of three factors; new needs that demand new policy frameworks, the policy itself, and the result of policy implementation source Ethiopian Education Development Roadmap (2018-30). Ameya woreda Secondary School were included in the study since it is in this phase that most students were faced the problem of grade repeating and dropping out due to low academic achievement. This low academic achievement may be attributed to such as less academic motivation, parents using students for different labor activities, especially feel students sometimes parent divorce, lack of peer supports, absence of students counseling center and test or examination anxiety. In this regard, as knowledge of the researcher, no research had been conducted in the study area on the case at hand that means the contribution of these variables not previously studied in Ameya woreda secondary schools. Hence, it is practical to investigate variables that contribute to the academic achievement of high school students in order to develop targeted involvement programs and counseling services to improve their academic success in secondary schools. Therefore, in this study, the researcher was an attempt to assess the contribution of achievement motivation, peer support, parental variables, and test anxiety to students' academic achievement in the Ameya woreda secondary schools. More specifically, the attempt was exerted to answer the following basic questions:

- To what extent does achievement motivation contribute to secondary school students' academic achievement?
- To what level do peer supports contribute to students' academic achievement?

- To what extent do parental variables: parental education level and parental income contribute to students' academic achievement?
- To what extent does test anxiety contribute to students' academic achievement?
- Is there any significant difference between test anxiety of males and females in secondary schools of Ameya woreda?

1.3. Objectives of the study

1.3.1 General Objective:

General objective of the study was to assess the contribution of achievement motivation, peer support, parental variables and test anxiety to students' academic achievement.

1.3.2 Specific objectives of the study was to: -

- Investigate the contribution of achievement motivation to students' academic achievement.
- Examine the contribution of peer support to students' academic achievement.
- Explore the contribution of parental variables to students' academic achievement.
- Examine the contribution of test anxiety to students' academic achievement.
- To identify the difference between test anxiety of male and female students.

1.4 Significance of the study

Assessing the contribution of achievement motivation, peer support, parental variable, and test anxiety to students' academic achievement was an important issue to overcome issues and may have the following rationale :

- The study was indicating future directions for those professionals, policy makers, school administrators and practitioners who are interested in the area.

- It may help students to understand their own behavior well and help themselves to improve their motivation and test anxiety adjustment techniques.
- The study may provide students basic information regarding the extent to which test anxiety in relation to academic achievement
- The result of study may serve as a mechanism sheet and reference for those interested to go for further study on the matter.

1.5. Scope of the Study

The research was delimited both geographically and conceptually. Geographically, the area and population of the study were students in three secondary schools of Ameya woreda, southwest shoa zone, Oromia regional state. Conceptually, it focuses on examining the contribution of achievement motivation, peer support, parental variables, and test anxiety to students' academic achievement of students' secondary schools Ameya woreda.

1.6 Definition of Basic Terms

Achievement motivation: was an impulse to master challenges and reach a high standard of excellence of academic achievement.

Peer support: Peer support in this work is when adolescent friend encourages a friend to do something positive with regards to school work academic achievement.

Parental variables: Father and mother education level and parental income of students.

Test Anxiety: -Indicates a state where a student experiences unpleasant disturbing feeling before, during or after a sociated to any evaluative or examinations.

Academic Achievement: -Academic Achievement of students on classroom examination as indicated by averaging the scores obtained from different subjects in Ameya woreda schools.

CHAPTER TWO: REVIEW OF RELATED LITERATUR

2.1.Students' Academic achievement

Academic achievement, which is measured by the examination results, is one of the major mechanisms to measure the academic performance of students' academic achievement in every society reflects the educational system's success in targeting and attention to individual needs (Aloka et al., 2018). Research shows that factors and personal factors, social, cultural, economic, political, moral, and psychological many academic growths can be effective (Duraku, 2016; Oludipe, 2009). Dinga et al. (2018) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. As a result, understanding the status and determinants of the academic performance of students is essential for successful and effective intervention to bring quality education (Muhdin, 2016).

Students' academic gain and learning performance are affected by numerous factors including gender, teaching faculty, students' previous education background, student's behavior of taking drugs, family's social, educational, and economic status (Moges, 2017) Moreover academic achievement is the extent to which a student or institution has achieved either short- or long-term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates. Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor's degree. Academic achievement is often measured through examinations or continuous assessments

2.2 Achievement Motivation

The motivation was generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). (Helmreich, 1983) defined achievements as task-oriented behavior. Performances of individuals are often compared against standards or with others for assessments. The differing perspectives Study of Achievement Motivation in Relation of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from (Atkinson, 1964) who defined it as the comparison of performances with others and against certain standard activities.

In addition (Atkinson & Feather, 1966) suggested that achievement motivation is a combination of two personality variables: the tendency to approach success and the tendency to avoid failure. In the line achievement motivation is the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks, and create a sense of achievement as a result. This definition contains three elements: the stimulation of personal capabilities, constant efforts with drive, and obtaining of sense of satisfaction.

Meanwhile, they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e., mastery of needs, work orientation, competition, and personal unconcern. After further studies, they found that the interaction of the first three elements was the key reason that contributes to the excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich, 1983).

1. Mastery of needs: An individual prefers jobs that are challenging, intellectually demanding, and thought-oriented. He or she enjoys playing a leadership role in groups and is able to complete tasks already started.
2. Work orientation: An individual takes a proactive attitude toward work and loves what he or she does. He or she obtains a sense of satisfaction from work and pursues self-realization and growth.
3. Competition: An individual hopes for victory and has the desire to win over others.
4. Personal unconcern: An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

According to the above literature, achievement motivation was a subjective and interior psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation was also a mentality to compete and compare with others. According to definitions, as proposed by the previously mentioned scholars, achievement motivation was a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive to be valuable and eventually achieve the goals. (Sparrow, 1998) found that motivations have an influence on the formation of psychological contracts. Motivations include meaningful work, job security, and a sense of achievement, promotional channels, and opportunities. Over the years, behavioral scientists have noticed that some people have an intense desire to achieve something, while others may not seem that concerned about their achievements. This phenomenon has attracted a lot of discussions and debates. Scientists have observed that people with a high level of achievement motivation exhibit certain characteristics. Achievement motivation was the tendency to endeavor for success and to choose goal-oriented success or failure activities.

Moreover, achievement Motivation was a consistent striving force of an individual to achieve success to a certain standard of excellence in competing for a situation. In this modern age, the achievement was considered to be a key factor for personal and social progress. The whole system of education revolves around the academic achievements of students in the school. Children do not find any interest in learning school subjects. The school learning of a child depends on various physiological, psychological, socio-cultural, and economic factors. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement (Patel, 1988; Khader, 1992). However, apart from the general mental ability, other factors such as personality traits like interest, achievement motivation are also the determinants of education. The motivation was always considered as a central factor in academic achievement.

Achievement is a task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or with some standard of excellence (Smith, 1969). Achievement motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, a high level of energy, strong desire for independence. It was a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Achievement Motivation was a drive to excel in learning tasks combined with a capacity to experience tried in accomplishment.

The concept of Achievement Motivation was first popularized by (Murray,1938). Later David McClelland and Atkinson concentrated on the study of achievement motivation. People who strove for excellence in a field for the sake of achieving and not for some

rewards are considered to have a high need for achievement. This need has been labeled as n-achievement for convenience. So, the need for achievement or n-Ach was defined as the desire or tendency to do things rapidly and to accomplish something difficult to master, manipulate, organize physical objects, human beings, or ideas. This was to do things rapidly and independently as possible to overcome obstacles and obtain a high standard to excel one to rival and surpass others and to increase self-regard by the successful exercise talents (Murray, 1938).

The theory of achievement motivation was concerned with the interaction of personality and the immediate environment as a contemporary determinant of aspiration, efforts, and persistence when an individual expects that performance will be evaluated as success or failure in relation to some standard of excellence. He has rightly said, if in a given country the students in the schools or universities have concern for excellence, that country will show a considerable amount of progress (McClelland ,1966. So, the progress of a country depends upon its youth /students and, to a great extent, depends upon their academic attainment. Since (Eysenek ,1953) research works have been reported on human motivation or achievement motivation and its concomitant effect upon classroom learning. The prediction of the relationship between academic achievement and achievement motivation has been the primary objective of many investigators.

Achievement motivation energizes and directs behavior toward achievement and therefore was known to be an important determinant of academic success (Wigfield et al., 2016). Achievement motivation was not a single construct but rather subsumes a variety of different constructs like motivational beliefs, task values, goals, and achievement motives (Murphy & Alexander, 2000; Wigfield and Cambria, 2010; Wigfield et al., 2016).

Nevertheless, there is still a limited number of studies, that investigated: diverse motivational constructs in relation to students' academic achievement in one sample and additionally considered students' cognitive abilities and their prior achievement (Kriegbaum et al., 2015). Because students' cognitive abilities and their prior achievement were among the best single predictors of academic success (Hailikari et al., 2007), it was needed to include them in the analyses when evaluating the importance of motivational factors for students' achievement. The best predictors of students' math and German grades compared to students' goals and achievement motives.

2.2.1 Achievement Motivation Theory

Achievement motivation theory was one of a number of psychological theories concerning what makes people do what they do. Knowledge of this theory is useful to managers who wish to get the most out of their team. Adherents to achievement motivation theory believe people have an innate need to succeed or to reach a high level of attainment. Psychologists who subscribe to achievement motivation theory consider achievement motivation---the need to succeed---as a foundation for all human motivation. Under the theory, achievement motivation tends to feed on itself. That is, people who experience great levels of success are motivated to strive for more success.

Psychologists who are adherents to the theory such as Bernard Weiner, have postulated that people who achieve high levels of excellence tend to regard those who do not as not having tried hard enough, while those who are not high achievers tend to see those who are as being lucky. Achievement motivation the lack of a need to succeed was at the root of f failure in developing countries.

2.2.2 Theoretical Relations Between Achievement Motivation and Academic achievement.

The literature on motivation constructs from these categories is extensive (see Wigfield & Cambria, 2010). In this article, we focus on selected constructs, namely students' ability self-concepts (from the category "expectancy components of motivation"), and their task values and goal orientations (from the category "value components of motivation"). According to the social-cognitive perspective, students' motivation was relatively situation or context-specific (Pintrich et al., 1993). To gain a comprehensive picture of the relation between students' motivation and their academic achievement, we additionally take into account a traditional personality model of motivation, the theory of the achievement motive (McClelland et al., 1953), according to which students' motivation was conceptualized as a relatively stable trait. Thus, we consider the achievement motives hope for success and fear of failure besides students' ability self-concepts, their task values, and goal orientations in this article. In the following, we describe the motivation constructs in more detail. Students' ability self-concepts were defined as cognitive representations of their ability level (Wigfield et al., 2016). Ability self-concepts have been shown to be domain-specific from the early school years. Consequently, they are frequently assessed with regard to a certain domain (e.g., with regard to school in general).

In the present article, task values are defined in the sense of the expectancy-value model by (Eccles et al., 1983; Eccles & Wigfield, 2002). According to the expectancy-value model, there are three task values that should be positively associated with achievement, namely intrinsic values, utility value, and personal importance. Students' goal orientations are broader cognitive orientations that students have toward their learning and they reflect the reasons for doing a task (Dweck & Leggett, 1988). Therefore, they fall in the broad category

of “value components of motivation.” Initially, researchers distinguished between learning subjects (e.g., math) or on a more general level (e.g., in reference to the school in general) and performance goals when describing goal orientations (Nicholls, 1984; Dweck & Leggett, 1988). Learning goals (“task involvement” or “mastery goals”) describe people’s willingness to improve their skills, learn new things, and develop their competence, whereas performance goals (“ego involvement”) focus on demonstrating one’s higher competence and hiding one’s incompetence relative to others (Elliot & McGregor, 2001)

Performance goals were later further subdivided into performance-approach (striving to demonstrate competence) and performance-avoidance goals (striving to avoid looking competent, (Elliot & Church, 1997). Work avoidance refers to the goal of investing as little effort as possible (Kumar & Jagacinski, 2011). Goal orientations can be assessed in reference to specific subjects (e.g., math) or on a more general level e.g., in reference to the school in general (McClelland et al. 1953) distinguish the achievement motives hope for success (i.e., positive emotions and the belief that one can succeed) and fear of failure (i.e., negative emotions and the fear that the achievement situation is out of one’s depth). According to McClelland’s definition, the need for achievement is measured by describing affective experiences or associations such as fear or joy in achievement situations. Achievement motives were conceptualized as being relatively stable over time.

Consequently, the need for achievement was theorized to be domain-general and, thus, usually assessed without referring to a certain domain or situation (Steinmayr & Spinath, 2009) However, (Sparfeldt & Rost, 2011) demonstrated that operationalizing achievement motives subject-specifically was psychometrically useful and results in better criterion validities compared with a domain-general operationalization.

2.2.3. Important Implications for Future Academic Success

It is important for both parents, and educators, to understand why promoting and encouraging academic motivation from an early age was imperative. Academic motivation was crucial to a student's academic success at any age. Because students from self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A great deal of research has found that students high in academic motivation were more likely to have increased levels of academic achievement and have lower dropout rates (Blank, 1997). At this point, the significance of early academic motivation to future academic success should be clear

However, different types of academic motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that students' academic career. As discussed earlier, individuals who were intrinsically motivated to learn to do so for the pleasure of learning, rather than for external rewards (Slavin, 2006) In contrast, those who are extrinsically motivated to learn, were motivated to learn for external rewards that learning will bring (Slavin, 2006). There are many differences between extrinsically and intrinsically motivated students, and the following list describes some of the most important differences.

2.2.4. Intrinsically Motivated Students

Earn higher grades and achievement test scores, on average than extrinsically motivated students. Employ "strategies that demand more effort and that enable them to process information more deeply". More likely to feel confident about their ability to learn new material. Use "more logical information-gathering and decision-making strategies" than

do extrinsically-motivated students. More likely to engage in "tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that were low in degree of difficulty." More likely to persist with and complete assigned tasks retain information and concepts longer, and were less likely to need remedial courses and review. More likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas were removed.

2.2.5 Extrinsically Motivated students

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion, and the threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Social psychological research has indicated that extrinsic rewards can lead to overjustification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be and were rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward.

2.3. Peer support

Peer support was defined as the ability of a student to give personal support to other students (Cohen, 2015). Peers can learn from each other and achieve equilibrium in learning with some peer support to teach those who need help among them. (Keenan, C. 2014.) commented that peer support enhances the diffusion of innovation amongst student as some peers will support the adoption of technology by other students to help them improve their

academic achievement. The support of the more experienced students enables others to complete more complicated tasks than they would alone (Court & Molesworth, 2008); House, et.al 2017). Similarly, peer support was one of the elements that assist the learning process besides teacher assistance, parental support and infrastructure (House et al., 2017).

Peer support was the “process of giving and receiving encouragement and assistance to achieve long-term recovery.” Peer supporters “offer emotional support, share knowledge, teach skills, provide practical assistance, and connect people with resources, opportunities, communities of support, and other people” (Mead, 2003).Peer learning plays an important role in changing the teaching-learning environment for the improvement of learners and their academic achievements. Due to the limitations of conventional approaches such as lecturing, which gives too much chance for teachers to talk, peer learning is among the most well-researched of all teaching strategies for maximizing their own learning and the academic accomplishments of their classmates.

In addition to Peer, the above literature learning plays an important role in changing the teaching-learning environment for the improvement of learners and their academic achievements. Due to the limitations of conventional approaches such as lecturing, which gives too much chance for teachers to talk, peer learning is among the most well-researched of all teaching strategies for maximizing their own learning and the academic accomplishments of their classmates.

2.3.1. Peer Support and Academic Achievement

Peer influence was believed to have an impact on children’s achievement and a number of studies have been done to prove that belief. According to (Coleman in Johnson ,2010) the child’s peer group influences social and academic development, and that these influences begin

at the very start of formal education. While (Pellegrini in Johnson, 2010) stated that influence and motivations for all kinds of children's behavior, including study habits and personal academic development, come not only from their peers, but also from their parents, teachers, and others with whom they come into close contact.

However, due to the share amount of time children spend each day with their peers the peer support can be substantial. (Johnson, 2010) was of the opinion that children must foster positive peer groups early in order to become well-adjusted adolescents and adults. Without positive peer group interactions, serious social problems may develop. stated that peer rejection in early childhood and adolescence was a good predictor of social and academic problems (Buhrmester, 1990). This was because peer disapproval leads to pro-social behavior in many areas of a child's life, including, academics, this will in turn tend to affect the self-esteem of the child, which has other social consequences. (Delp, 2015), in his work on how peers influence academic achievement gave a few statistics on some of the researches carried out in this area. He said that according to a study published by Williams' project on the study of Economics in the higher institutions; stronger students do have an impact on their peers and actually help improve the overall academic performance of their peers. Also, in a comparison of students surveyed, 34% of African American students said that their friends make fun of students who is smart or do well in school. Another study carried out by "the center for research in education, diversity, and excellence" CREDE suggest that peer group are highly influential during adolescence but peers are less influential as kids get older.

Similarly, (Ryan, 2000) discovered that peer group was 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 effect on school enhanced students' own satisfaction with school, whereas associating with the student who has a negative effect on school decreases it (Ryan, 2000). It is agreed by the number of literature that peer group has an influence on academic achievement but what was not agreed upon to what extent and the variables within that influence.

While Other researchers suggest that it is difficult to examine links between peer influence and adolescent functioning because parental support affects many dimensions of adolescent functioning (Galambos et al., 2003). Although (Fuligni et al., 2001) discovered that the development of close friendships is a necessary and normative part of adolescence and friendships are vital to the development of adolescent behaviors and values. Parents can still have an effect on the way their adolescents deal with the demands and expectations of their peers. It is very uncommon to find adolescents who eventually establish a healthy balance of advice and support from their parents and their peers to encounter many difficulties during the transition from childhood to adulthood.

However, some adolescents who were so attached to their peers may receive more support from their peers and this may lead to future problems. (Steinberg, 1986) cited in (Warren, 2014) observed that adolescents who do not have a healthy relationship with their parents and whose parents are too lenient are more likely to depend on their peers rather than their parents for support. This detachment from parents makes adolescents vulnerable to negative influences and places them at risk for problem behaviors like delinquency and substance abuse. Adolescents who were so attached to peers rely on them for reinforcement and approval; this means that they can defy authority by exhibiting negative behaviors, like ignoring schoolwork or experimenting with substances like alcohol and marijuana so long as

this was approved by their peers. (Dubow et al., 2000; (DuBois et al., 2001; Seidman et al., 2001; DuBois et al., 2002; McCord, 2001) concludes' that strong attachment to one's peers, in addition to an emphasis on peer acceptance versus parental authority, weakens protective factors for risky behavior and poor academic achievement, leading adolescents to maintain these negative behaviors.

Whereas the famous American psychologist, Judith Rich Harris says, a child who is raised in a traditional, happy family with adequate attention and care is as likely to go astray as the one brought up in a broken home; given their company of friends and peers at school. Parents' influence on teenagers doesn't always last in the face of peer influence (Harris, 2013).

2.4. Parental Variables

The parental variables which to study in this research were parent education level and parental income. The education of parents has significant influences on children's knowledge, skills, and values. Parents involved in educational activities at home have positive effects on their kids' educational attainments. There is research-based evidence that children's vocabulary which is the gateway for scholarship, other linguistic and social skills have been significantly influenced by their parents at home (Harris & Goodall, 2008; Kassim, 2011). The communications of educated parents at home through strong vocabulary, good pronunciation, and logical arguments in discussion contribute to children's language development.

Children from low-income families struggle to promote their social status on their own. (Li Yu, 2006) pointed out that how well an individual is qualified in education is a major path to change his/her destiny and rise to an upper class. Higher education through recruitment examination is of great significance to one's development. Given the limited educational

resources, not all people can get a good education. Then, what exactly has impacted an individual's performance in the exam? Li Chunling (2003), Guo Congbin (2007), et al. believed that parents or family backgrounds, such as income, education, and social status are key factors to their children's academic attainment.

2.4.1. Parental Support on students' academic achievement

The African culture was such that places a responsibility on children to obey their elders and most importantly their parents. Parents also take deep pride in the success of their children and are often willing to make sacrifices to encourage their children's academic endeavors (Fuligi & Pederson, 2002). As a result, children also tend to internalize a sense of responsibility to their parents and try to work towards their parent's high expectations (Chow & Chu, 2007). This often causes adolescents to feel supported both directly and indirectly, by their parents to achieve academic success.

Parental support was referred to as when parents get involved with their children's academics; this may include inspecting their notebook, monitoring their study, ensuring that assignments are done properly. However, (Budzienski ,2015) sees Parent support as when a parent puts too much strain on their child to force them to exceed. The support is normally to be the best in the chosen field, even the ones that they used to succeed at and now cannot. The support can come from any type of family and it is aimed at making one be the best in regards to school, and receiving the highest marks, or to scoring most points or goals in the sporting match and winning the best on the ground. It could be to play the best music, paint the award-winning picture; succeed in the career field, receive the same promotions and scores as the parent once did especially for educated parents, and to be better than they are for less-educated parents.

According to science educationists, the educational achievement of school children can be either poor, average, or high depending upon many contributing factors such as parenting style, parental educational background and level of involvement, family structure and social status, peer influence, school environment-related factors (teachers quality, availability of school educational facilities, quality of the curriculum...), family economical background, students preschool educational experiences, their self-efficacy and effort and the likes (Yalew, 1997; Gutman et al., 2000; Amare, 2001; Megan, 2002; Admasu, 2004).

With this regard, the feeding, smoking, or non-smoking and drinking habits, emotional, health, and psychological status of the mother during prenatal and post-natal stages significantly impact the overall personality development of the child. In a family, the mother took the upper hand roles for the development of trust in the newborn baby. The trust developed at this age level does have considerable positive impacts later in life. Later on, the role for the healthy social as well as educational development of the child will be shared among the father and more probably elderly family members. The degree of involvement is of course affected by a number of factors such as: family educational background, parental residence, and parenting style the parents are adhered to (Bempechat, 1992; Dandapani, 2001; Sheila, 2005).

Partnerships among families and schools are essential for two basic reasons. First, children spend the vast majority of their time throughout their lives outside of school, and families heavily influence this out-of-school time. Second, families are among the most important determinants of children's attitudes, learning, behavior, healthy development, and overall wellbeing (Eccles & Harold, 1996; Hoover- (Dempsey & Sandler, 1997; Epstein, 2001; Henderson & Mapp, 2002; Jeroen, 2007). A growing body of research suggests that; how parents rear their children may be more important than the parents' occupation, income or educational

level (Heath, 1983; Taylor & Dorsey-Gaines, 1988; Snow et al., 1991). In relation to parental influence on students' academic achievement, (Henderson & Berla, 1994) argued that, the most accurate predictor of students' academic achievement is the degree to which families encourage learning or get involved in children's education which varies across parenting styles. The more the family members communicate with mutual understanding and the more their expectations (authoritativeness) go in parallel with children's actual potential the better the child's success in education and social life.

In relation to the impacts of a family's educational background on children's academic achievement, (Dandapani, 2001) underlined that, parents with a high level of educational qualification are likely to create an environment that is intellectually stimulating for their child in education and social life. In addition, this high level of educational qualification could make parental support systematic, proper, and timely. This kind of support provision is regarded as a "hidden curriculum" by him and this contributes too much to the betterment of their children's academic achievement.

In relation to the second concern of this research, with the effect of parental residential background on academic achievement, there is a considerable body of literature that supports this (Broomhall & Johnson, 1994; DeYoung, 1985) cite in (Sarangi, 2015) concludes that rural students perform less well than urban students on standardized tests of educational achievement. One hypothesis for the existence of this condition is that; expenditure on education does matter, and they are smaller in rural areas than in urban areas (Mulkey, 1993; Reeder, 1988; DeYoung, 1985). Studies in the area of parental influence on students' academic achievement have come up with positive effects of parental engagement in their child's education. For instance, (Fehrman et al., 1987) asserted that, if parents encourage their children, monitored daily

activities and the progress made, and provide conscious academic guidance and support, students would get high academic grades. (Ferguson, 1991) on his part argued that, parental education accounted for about 24% of the variance in students' test scores, while socioeconomic status accounts for about 26%. Other researchers contend that a dysfunctional home environment, low parental expectations, ineffective parenting, language differences, and a high level of mobility might account for the lower level of academic achievement (Frymier & Gansneder, 1989). In the Ethiopian case, (Admasu, 2004) concluded that; proper parental involvement in their children's education resulted in better academic achievement. (Kassahun, 2005) in his part evidenced that parenting style is significantly associated with school performance. Furthermore, (Habtamu, 1995) in reviewing previous studies underscored that, authoritarian parenting style which is not conducive for the development of entrepreneurial characteristics is found to be the dominant parenting practice in Ethiopia.

2.4.2. Parental Involvements to students' academic achievement

Deferent scholars define parental involvement in different ways. It is defined by (Grolnick & Slowiaczek, 1994) as "the dedication of resources by the parent to the child within a given domain". Similarly, (Larocque et al., 2011) state that "family involvement can be generally defined as the parents' or caregivers' investment in the education of their children", to more specific ones that perceive parental involvement as "parents' behaviors in the home and school setting meant to support their children's educational progress" (El Nokali et al., 2010). In some studies, however, researchers choose to avoid a general definition of parental involvement and instead they focus on specific types of involvement exhibited by parents (Kohl, et al., 2000).

The term "parents' involvement" also refers to all the objects, forces, and conditions in the dwelling house, which lure the child physically, intellectually, and emotionally. (Baker, 2003)

points out that different home environments vary in many aspects such as the parents' degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents' future expectations for their children, and family size among others. Parents' involvement differs from one family to another, and it affects children's academic performance differently. Where things like gifts, prizes and their favorite/desirable places provided make positive reinforcement in children and generate higher performance. Parental involvement was also seen as one component of learning institutions for the children. Likewise, the term parental involvement was defined by (Adelman & Taylor, 2007) as parental collaboration, "Schools are located in communities, but are often "islands" with no bridges to the "mainland." Families live in neighborhoods, frequently with short association with each other or to the schools their children go to. Nevertheless, the gap among parents, community, teachers and school society affects each other, for the good or ill outcome. Referable to the mutual interest of society, all have goals to share, which relate to instruction and socialization of the young, schools, families, and communities must join forces with each other if they are to minimize problems and maximize outcomes.

2.4.3. Relationship between Parental Involvements and Students' Academic Achievements

The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one of the integral parts of new educational reforms and initiatives. The finding of a recent study revealed a strong relationship between parental involvement and the academic achievement of students (Ambachew et al, 2018). It is believed that the relationship between parental involvement and academic achievement was impacted by various factors. Some of the

most prominent, and thus most frequently investigated factors, include ethnicity, prior achievement, and socioeconomic status (Kohl et al., 2000).

Therefore, studies that manage to control for the effect of some of these variables, although rare, are valuable and able to provide a more realistic picture of the effect of parental involvement on student achievement. For example, after controlling for a child's ability, socioeconomic status, and ethnicity, (Zellman & Waterman's, 1998) findings indicated a significant positive correlation between parental in-school involvement and students' reading scores. Additionally, after controlling for children's intelligence, (Topor et al., 2010) reported that parental involvement was significantly related to academic performance and children's perception of cognitive competence. It should be noted that in this particular study parental involvement was measured by teachers' perceptions of positive attitudes parents had toward their children's education, teachers, and schools. It did not, however, take into account any wider view of parental involvement in school or at home, hence casting a shadow of doubt on the validity of the results. Similar concerns were raised regarding (Izzo et al., 1999) study results that indicate that parental involvement is a significant predictor of student academic achievement.

2.4.4. Parental education

Parents are the chief Teachers of their children; children learn everything from their parents. In light of this, parental education contributes to students' academic performance. (Ahmad, 2013) "suggested that children from families where parents have less education tend to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological, and emotional support to their children who in turn make them be more comfortable and adjusted to their learning development, and this results in high academic performance

Educated parents can also provide proper guidance to their children as they have already gone through the process of education and they are aware of the heights and falls of educational decisions and therefore they could also share the educational life experiences which are very powerful to motivate their children for studies. These experiences help the individual to help their behavior and adjust him/herself to the situation properly which leads to prosperous educated life. All these interactions at home including parents' guidance, mutual communication, helping in the educational decisions, and sharing the educational experiences with children have a significantly positive relationship with students' academic achievement. Home arrangements made by children's parents are also based on their understanding and education has positive influences on students' educational performances (Harb & El-Shaarawi, 2006).

2.4.5. Parents' Level of Education and parentalIncome

Students' scholastic achievement may be impacted by the socio-demographic foundation of their guardians such as the level of education, family size, and family income (Juma, Simatwa, & Ayodo, 2012; Udida et al., 2012). For example, in studies conducted in India and Nigeria (Selvam, 2013; Udida et al. 2012), students' educational accomplishment was positively impacted by their parent's level of education while, (Abigail &Ifeoma 2013), reported in their study that Nigerian parents' level of education did not significantly impact the mean scores of students' achievement in science. Moreover, a considerable association was found between parents' level of education and improved student's accomplishment in mathematics in grade seven in the USA (Wang, 1996) whereas, in Pakistan, it was found that parents' education did not have a strong impact on student's achievement in mathematics in preparatory grades. However, the relationship between fifth-grade students' achievement in mathematics and their fathers' education was negative (Saeed, et al., 2005). In another study, (Llorente, 1990) reported

that parents' level of education was found to influence students' motivation to achieve more than their level of income.

With regard to family size and achievement, in a study conducted in Pakistan, the family size was found to influence students' academic achievement (Jabbar et al., 2011). Another research conducted in Kenya revealed that students of large size families showed poorer academic achievement than students of smaller size families (Juma et al., 2012). However, some other studies (Joseph, 2009; Makewa et al., 2012) reported no association between students' academic accomplishment and family size. With regards to family income and students' achievement, several studies in Iran, Pakistan, and Nigeria, showed that family income significantly and positively affected the academic achievement of students (Jabbar et al., 2011; Shah et al., 2012; Udida et al., 2012; Yousefi et al., 2010).

According to (Sclafani J. 2004), not only are children's educations influenced by the personal, educational background of their parents, but these personal experiences are highly connected to their economic background. Students who come from more educated families and have the higher status of occupations tend high achievement values in the academy, since the low socioeconomic status of parents has been seen as a hindrance to student's success and it could lead to poor academic performance (Amarveer S. et al., 2014). The academic performance of students is very much influenced by numerous factors like Socioeconomic Status of the parents, residential locality of the students, gender, age, school and classroom environment, and many more. The socio-economic status of a student's family or parents has a great impact on academic success (Rofikul M., et al., 2017).

According to (Brent S.1998), Parental occupational status is strongly associated with how people think about and act in school. He showed that the students from the high-level

occupations are more likely to have the economic resources to purchase instructional materials and educational services (for example, computers and tutor-tuitions) that are not available to students whose parents have low-level occupational status.

Furthermore, Parent' income, educational level, occupation, and family size are the basic components to influence students' academic achievement. Regarding this, (Schneider J. & Coleman H. 2000) showed that parents' income level has a strong positive effect on the students' grades, and students from lower-income families are less likely to succeed academically. He also revealed that parents with low educational levels may have less expertise or information about how to interact with their children's education. This could result in poor children's achievement. students' performance and student family income are positive because money can buy you all the comforts that you need to concentrate on their studies but interestingly the result also shows that students belonging to more prosperous families do not give proper attention to studies, thus affluence cannot make a student necessarily serious about his/her studies. They recommended more research to explain this phenomenon (Hijazi and Raza Naqvi, 2006)

In a related study, Memon and others' 2010 study examined the impact of parental socioeconomic status on students' educational achievements at Secondary Schools of District Malir, Karachi. Questionnaires were used to collect data from 240 students using the purposive sampling technique. Statistical tables were used for data analysis. A significant relationship was found between family income and the academic performance of students in matriculation examinations. They also found a significant relationship between parents' occupational status and the academic performance of the students at matriculation examination. They concluded that students whose family income was higher performed well in matriculation examination as compared to those students who belonged to low-income families (Memon, et al., 2010).

Generally, parental income and parental education level impact the academic achievements of the students. So, parents have a critical role to play in improving the academic achievements of their children by providing the moral, financial and material support needed for their children to be encouraged to perform academically at school.

2.5. Test Anxiety

Tests and examinations at all stages of education, especially at the secondary education level have been measured as an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievement, skills, and abilities (Habibullah & Ashraf, 2013). A student's success is judged by test performance while the best criterion of performance is the sum of the student's academic achievement in all the subjects taken. On the other hand, poor academic achievement is a performance that is judged by the examinee and some other significant as falling below an expected standard (Mekonnen, 2014).

Test anxiety is an undesirable reaction toward evaluation. It is the most important problem that is faced by the students in their education (Dinga et al., 2018). Test anxiety is a psychological condition in which students experience extreme distress and anxiety in test situations. A little anxiety during exams is required that will help students to get motivated and learn. Mounting up so much anxiety will not help the student to perform rather it will influence the academic performance negatively (Oluoch et al., 2018). The psychological symptoms that build up in students before a test include restlessness, unusual body movements, difficulty in concentrating, insomnia, fatigue, muscle contraction, abdominal pain, and tremors (Habibullah and Ashraf, 2013).

A study conducted by (Nicholson ,2009) to explore the effects of test anxiety on student achievement of grade 11 students, revealed that anxiety and achievement are related to each other. (Khalid & Hasan,2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between test anxiety and academic achievement and found that students with academic achievement have low test anxiety scores and vice versa. (Oludipe,2009) conducted a study to explore how test anxiety affects students' performance levels in the sciences, especially in physics, and concluded that "low test anxious students performed better than high test-anxious students on both numerical and non-numerical tasks in Physics". Generally, most of the study's results mainly specify a negative relationship between test anxiety and academic achievement (Dodeen et al., 2014; Syokwaa et al., 2014; Shishigu, 2018; Oluoch et al., 2018). These research findings imply that an increase in test anxiety lowers the academic achievement of students. However, the findings in studies carried out by (Ndirangu et al. 2008; Kavakci et al., 2014) found no relationship between test anxiety and the academic achievement of students. Several researchers explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males (Syokwaa et al., 2014). It is quite evident from the arguments given above and results of the studies reported that text anxiety affects achievement along with other variables such as motivation to learn, ability to benefit from formal instruction, and gender.

The different researchers (Syokwaa et al., 2014; Oluoch et al., 2018) have suggested various means to minimize test anxiety by managing external factors like the environment of the examination hall; behavior of examiners, etc. internal factors like the organization of questions in a test, sufficient description of the context, clarity in instruction for students, etc. Despite these measures to minimize test anxiety it is generally agreed that it has become most upsetting and a

disruptive factor for students. There is a number of researches reporting text anxiety as one of the major causes for students' underachievement and low performances at different levels of their educational life (Oluoch et al., 2018).

2.5.1. Measures of Test Anxiety

A variety of measures of test anxiety have been developed. It is not our intent to describe them here. Interested readers should turn to a sourcebook such as the Mental Measurements Yearbooks discussed earlier. Some fairly common measures are the Test Anxiety Questionnaire, the Test Anxiety Scale, and the Achievement Anxiety Test.

2.5.2. Correlates of Test Anxiety

The major correlate of test anxiety is that it is negatively related to performance. That is, those who are most capable are least anxious. This is true for both aptitude and achievement tests. The relationship for standardized achievement tests appears to be fairly consistent across different subject matters (Crocker et al., 1988). However, a meta-analysis indicated there was no relationship between test anxiety and performance for elective courses (based on four studies) (Hembree, 1988). There is some evidence to suggest that women are more test-anxious than men and that blacks are more test-anxious than whites, although test anxiety alone does not account for the differences in performance between blacks and whites (Crocker, et al., 1988). There is a reasonably strong relationship between test anxiety and self-concept of ability (the lower the self-concept, the higher the test anxiety). There is a negative correlation between test anxiety and the ability to organize course material and study skills in general (Hembree, 1988; Naveh-Benjamin et al., 1987). It has generally been thought that there is a positive correlation between the level of anxiety and level of aspiration, but a meta-analysis of eight studies brings this belief into some doubt (Hembree, 1988). There does not appear to be a relationship between test

anxiety and creative thinking or level of curiosity (Hembree, 1988). Teacher anxiety correlated with students' test anxiety. Perceptions of the teacher as negative and unfriendly were moderately related to testing anxiety, but perceptions of the teacher as positive and friendly were not related to the construct (Hembree, 1988).

2.5.3. Treatment of Test Anxiety

A meta-analysis of 137 studies (Hembree, 1988) divided the treatments into (a) behavioral treatments, which attend to the emotionality component, of test anxiety; (b) cognitive treatments, which attend to the worry; (c) cognitive-behavioral treatments, which attend to both; (d) study skill treatments; and (e) test-unfamiliarity treatments. Behavioral treatments included systematic desensitization (SD), relaxation training, modeling, covert positive reinforcement, extinction, and hypnosis. All behavioral treatments resulted in test anxiety reduction.

Hembree concluded that cognitive treatment did not appear effective in reducing test anxiety (although others might reach a different conclusion from the data). Hembree found that cognitive-behavioral treatments were about as effective as SD in reducing test anxiety. He found study skills training by itself was ineffective, but it was effective when combined with behavioral or cognitive-behavioral treatments. Hembree also found that improved test performance consistently accompanied a reduction in test anxiety and that the treatment effect does not appear to decline with the passage of time. (Zimpfer, 1986) concluded that the literature "strongly supports the inclusion of group counseling or study skills training along with group-based cognitive or behavioral interventions as a combined approach to the treatment of test anxiety".

2.5.5. Test anxiety and academic achievement

Test anxiety is a psychological condition in which people experience extreme distress, discomfort, and anxiety in testing situations (Akinsola & Nwajei, 2013; Zeidner, 1998). It is a feeling of worry, apprehension, nervousness, or uneasiness that occurs when a student encounters a test or examination in any form and at any level (Onyeizugbo, 2010). Test anxiety involves four main components; cognitive, emotionality, behavioral, and physical components (Zeidner, 1998). The cognitive component is the mental activity that revolves around the testing situation. It constitutes elements such as thinking about consequences of failure, racing thoughts, negative and worrisome thoughts, problems in recalling facts, difficulty in reading and understanding questions, etc. The emotionality component is characterized by tension, fear, apprehension, and nervousness towards tests or examinations, which is usually associated with somatic symptoms such as palpitation, nausea, perspiration, headaches, stomach aches, diarrhea, excessive sweating, rapid heartbeat, dry mouth, and shortness of breath (Jing, 2007; Oludipe 2009; Sujit & Kavita, 2006). The behavioral component involves fidgeting, a feeling of restlessness, etc., while the physical component is characterized by poor study skills, avoidance, and procrastination of work, and physical discomfort (Onyeizugbo, 2010).

Many factors contribute to the development of test anxiety, some of which is fear of failing, consistently thinking about consequences of failure, procrastination, poor study habit, inadequate knowledge of course materials, consistent poor performance, past experiences and beliefs, and lack of confidence in one's ability (McDonald, 2001; Sujit & Kavita, 2006). Characteristics of the test environment such as the nature of the test, time constraints, examiner characteristics, mode of test administration, and physical setting may also create test anxiety for

students (Putwain et al., 2010). Apart from that, research has shown that students' personality dispositions may contribute to their development of test anxiety. For example, (Hoferichter et al., 2014) found that adolescents who are neurotics tend to experience high levels of test anxiety. This may be because neurotic individuals tend to perceive the testing situations as more stressful than non-neurotic individuals.

Some degree of test anxiety is needed by students to succeed in academic endeavors. This is because a minimal or moderate amount of anxiety helps the body to respond rapidly and efficiently (DePhil, Brilot, & Nettle, 2011; Simpson, Parker, & Harrison, 1995). For example, (Cassady & Johnson, 2002) found that moderate cognitive test anxiety positively correlated with examination performance. It could therefore be said that unless a student demonstrates some degree of anxiety, he/she may not prepare well for a test and perform adequately. Test anxiety, however, has a debilitating effect, when it increases beyond optimal level (Onyeizugbo, 2010). This can weaken students' preparation for tests, making it difficult for them to comprehend relatively simple instructions, organize or recall relevant information, concentrate, and perform adequately (Cassady, 2010; Rana & Mahmood, 2010), and thus, inhibit their academic performance. (Hebb's 1972) theory of (arousal & Sarason's, 1988) cognitive interference model provides insight on how test anxiety affects academic performance. (Hebb's, 1972) theory of arousal was an adaptation of (Yerkes & Dodson L, 1908). This theory predicts a U-shaped function between arousal anxiety and performance, suggesting that performance increases with physiological or mental arousal, but only up to a certain point. Too much arousal anxiety hampers performance. Therefore, students whose arousal anxiety is above

the optimal level will perform poorly academically. For instance, an optimal level of test anxiety can help a student focus on the test and remember the information that he/she studied, however, too much test anxiety can impair his/her ability to concentrate and remember the correct answers. The cognitive interference model posits that anxiety present in testing situations may affect test performance. Ordinarily, testing situations are not stressful situations. Test anxiety only emerges as a result of an individual's subjective evaluation of the test situation as stressful (Hoferichter, 2016; Richter, 2009). Individuals who cognitively evaluate the testing situations as very stressful may become highly anxious during tests and typically perform more poorly on tests than low test anxious persons due to forgetfulness. Feelings of forgetfulness are developed because test anxiety produces interference between relevant responses and irrelevant responses generated from the person's anxious state. The difference in the performance of a high test-anxious student and a low test-anxious student is largely due to the difference in their ability to focus and pay attention to the test (Ossai, 2011). While a low test-anxious student is able to focus and pay greater attention to tests, a high test-anxious student is focused on the internal self and the anxiety they are feeling. Therefore, high test-anxious students would perform poorly academically on a test because their attention is usually divided between themselves and the test.

There is broad agreement in the literature that test anxiety is associated with lower academic performance. For example, (Chapell et al.,2005) found an inverse relationship between test anxiety and academic performance. (Syokwaa et al.,2014) reported that high test anxiety decreases students' academic achievement in Kenya. (Barrows et al. 2013) reported a negative relationship between test anxiety and academic achievement. It was found that a significant negative relationship exists between test anxiety and students' achievement scores in Pakistan (Rana & Mahmood, 2010). In Nigeria, (Adewuyi et al. 2012) found that secondary students with

high anxiety performed poorly academically than those with low anxiety. Similarly, (Akanbi,2010) reported that high test anxiety reduced secondary school students' academic performance in science.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter covers the research design, the target population and sample procedure, data collection instruments and methods of data analysis and validity and reliability of research instruments, and finally methods to be used for data analysis were listed.

3.2. Research Design

The study followed a correlational study design that attempted to explore the contribution of predict and outcome variables secondary schools of Ameya woreda. Correlational design is sometimes called associational research. In associational research, the relationships among two or more variables were studied without any attempt to influence them. Correlational research was also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables. The way it describes this relationship, however, was quite different from the descriptions found in other types of studies. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. The objective of this study assesses the contribution of covariate and outcome or regressor and regressed. Therefore, correlation design was employed in the research.

3.3. Target Population

The population in this study were 3756 students of Ameya woreda secondary schools enrolled at secondary schools of Ameya woreda 2020/21 academic year of 238 (61%) are male and 1448 (39%) are female. A total number of three secondary schools' Gindo, kota, and dallidak students participate in research as a population.

3.4. Sample and Sample Size

This study was complex random sampling to select a sample from three schools' students in complex sampling determine the number of sample important especially in stratified. and by stratified sampling from three secondary schools' Gindo, kota and dallidak students three secondary schools of Ameya woreda. The researcher employs the following formula to calculate the required sample size using to determine the number of sample respondents for this study, a formula developed by Yamane (1967:886) provides a simplified formula to calculate sample sizes and used by (Birhanu. M & Tilahun F.,2020) at Arsi University. Since many researchers used in social science. Hence, I used this formula to correctly determine the appropriate sample size for this study. From total population were male 2308 and females 1448 total 3756, the sample were male 222 and females 140 total sample size were 362 selected by the following formula.

$$n = \frac{N}{1 + Ne^2}$$

Where:

n= the required sample size.

N= the population size.

e = the acceptable sampling error and 95% confidence level or level of precision.

N= the population size (3756)

$$n = ?$$

$$e = 0.05$$

$$n = \frac{3756}{1 + 3756 \times 0.0025} = 362$$

$$n = 362$$

3.5. Data Collection Procedure

The questionnaire was administered in respective sample schools during regular learning days at rest time. In collaboration with unit leaders, informant students were made to bear in a safer place of respective schools and provide short explanations about the purpose of the study, and on how to fill the questionnaire. Moreover, they were made clear not to discuss the items and fill them out independently in order to avoid the interference of one over the other.

3.6. Data Collection Instruments

Data was collected by using a two-part questionnaire. The first part was concerned with the participant's demographic background such as gender, age, academic level of parents, and income of parents. The second part of the questionnaire included the Achievement Motivation Scale, peer support questionnaire, and test anxiety inventory. Achievement Motivation Scale by Daniel's (1992) academic achievement motivation self-report inventory used by (Galane. A, 2014) Addis Ababa University, Achievement Motivation questionnaire consists of 25 sentences. Respondents were free to choose any one of the alternatives which suit their taste, opinion, etc., though both the alternatives are achievement motivation oriented and socially accepted yet one of them implies a higher sense of achievement and excellence. Half an hour was given for answering. peer support questionnaire

Next part Anxiety Inventory (Spielberger, 1980) which was used as a measure of the primary outcome variable of the current study, test anxiety among secondary school students. The TAI consists of 20 items and the participants indicate on a four-point Likert -type scale how often they experience the feeling described in each item. The four response choices are: (1) almost never, (2) sometimes, (3) often, and (4) almost always. There were both positively and negatively worded items on the scale. Eight of the items measure the worry component and 8

items measure the emotionality while the remaining four items contribute to the TAI-T score. Reliability analysis for the test anxiety inventory was calculated in the current study and revealed high reliability as indicated by Cronbach's Alpha = 0.81 used by (Birhanu.M&Tilahun.,2020) at Arsi University. All questionnaire was initially prepared in English and then translated to the local language Afan Oromo for the purpose of clarity and to make it easily understood by the sample students. The participants were ensured about the confidentiality and anonymity of the collected data. were developed and Ameya woreda high three schools. Students' academic achievement data were collected by document Observation students' roster.

3.7. Validity of the Instruments

Validity was the extent to which the instrument measures what it was supposed to measure according to the researcher's subjective assessment. Validity deals with the adequacy of the instrument, for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusions. The questionnaires were presented to two MA holder Gindo high school English language teachers for comment. Based on the comment of the teachers' ambiguous statements were modified. The modified and improved questionnaire was distributed among the respondents with the necessary explanations on how to complete it So, the validity was the instruments measured by this line.

3.8. Reliability of the Instruments

Reliability of the instrument was conducted to pilot test check the reliability of the items of the questionnaire and to make the necessary correction. In measuring the reliability of data, the main criterion should be dependability or truth worthiness of the data. Construct internal consistency was checked computing Cronbach 's alphas (Creswell, 2009). Accordingly, the reviewed questionnaire was pre-tested using Cronbach 's alpha reliability measurement scales on

pilot test a sample of fifty (50) students randomly selected from Dirre Incinni High school Achievement Motivation Scale, peer support questionnaire, and Test Anxiety Inventory was at the Alpha value of 0.815, .854 and .821 respectively. Based on the response of the pilot test the researcher was collecting data and testing the reliability of the data gathering instrument Achievement Motivation Scale, peer support questionnaire and Test Anxiety: .842, .849 and .844 Cronbach 's alpha respectively.

3.9. Data Analysis Techniques

Collected data was edited, coded on code sheet and determine appropriate measurement that means used interval and scale measurement. The edited and coded data were analyzed by using of SPSS package version 23. Descriptive statistics such as mean, standard deviation, and percentage. In case of Inferential statistics such as correlation, multiple regression, and independent-sample t-test were used to analyze the data and the findings were presented in tables.

3.10. Ethical considerations

Ethical considerations such as willingness to participate, the privacy of participants, data protection, the purpose and procedure of the study, absence of any form of danger from participation, and the right to withdraw oneself or one's data from the study were clearly described to the participants.

CHAPTER FOUR: RESULT AND DISCUSION

4.1. Introduction

This chapter was providing a summary of the analyzed response rate, demographic Information, students' parents' education level, students' parent income, findings of the objectives of the study which were explained in tabular and discussion sections were explained.

4.2.1. Response rate

The total number of questionnaires distributed for three secondary schools 'of Ameya woreda students were 362 from those 340 (94%) questionnaires were returned.

4.2.2. Demographic Information

This section presents the demographic characteristics of the respondents. The characteristics discussed in this section were; gender, age, marital status income, and academic achievement of the students who attended the study. The gender of the respondents was as a sample drawn from the population male 222(61%), female 140(39%) and total students who participate on as respondents were 207 male and 133 female 340(100%). But 22 respondents 15(fifteen) male and 7 (seven) females not return the questionnaire.

Age of respondents 15 years of ages 37(10.9%), 16years of ages 61(17.9), 17 years of ages 103(30.2%), 18ears ages 82(24%), 19years of ages 38(11.1), 20 years ages 16(4.7%), 21 years ages 3(0.9%). According to the Ethiopian ministry, education enrollment age of students grades nine to twelve n15 to 18 years. There was none of the students' under-enrollment age but fifty-seven 57(16.7%) students enrolled above enrollment ages.

Demographic characteristics marital status of parents of respondents where divorce parents were 34(10.0%), Intact parents 306(89.7%) from total respondents. Demographic characteristics parental income the respondent high-income parents 32(9.4%), medium-income

200(58.8%) and low-income parents 107(31.5%) from the total respondent. From this result, most of the students' parents' low income means many students in secondary schools in Ameya woreda are in poverty. (Source ameya woreda social affairs office)

Demographic characteristics education level of mother of respondent University level of education were 4(1.2%), College level 4(1.2%), Secondary level 30(8.8%), Primary level 41(12.0%), basic education 141(41.3%), Illiterate 120(35.2%) from the total. Many students mother illiterate. demographic characteristics education level of the father of respondent University level of education were 9(2.6%), College level 13(3.8%), Secondary level 20(5.9%), Primary level 92(27.1%), basic education 139(40.9%), Illiterate 67(19.7%) from the total. Many students' parents' illiterate. Below Grade 1 illiterate, Grade (1-4) basic education, grade (5-8) Primary level, grade (9-12) Secondary level. 10+3/ 12+2 and level 3/4 College level, 12+3/4 years University level (Source Ameya woreda education office)

Descriptive statistics independent and dependent variable mean of students' academic achievement mean 65.9412 and sta. deviation 13.90325, mean of academic motivation 54.4179 and sta. deviation 15.45959. mean of students' academic achievement 65.9412 and sta. deviation 13.90325, mean of peer support 40.7971 and std. deviation 13.82897. mean of students' academic achievement 65.9412 and sta. deviation 13.90325, mean of parental marital status 1.9029, std. deviation .29647, mean of parental income 2.2382, and std. deviation .67772, mean of mother education level 4.9735 and std. deviation 1.05981, mean of father education level 4.5882 and std. deviation 1.14231. mean of students' academic achievement 65.9412 and sta. deviation 13.90325, mean of test anxiety 50.105, and std. deviation 13.1535

Table 1. academic achievement analyses of the three high schools Ameya woreda male and female all subjects' average points two- semester 2021 years.

Academic achievement	Frequency	Percent
Below 50	31	9.1%
50-59	76	22.35%
60-69	117	34.4%
70-79	56	16.4%
80-89	29	8.5%
90-100	31	9.1%
Total	340	100%

Table 1. show that academical analyses of academic Achievement male and female students 2021 all subjects two semester average high schools of Ameya woreda below 50% were 31(9.1%) poor, 50-59% were 76(22.35%) fair, 60- 69% were 117(34.4%) satisfactory, 70- 79% were 56(16.4%) good, 80-89% were 29(8.5%) very good, 90- 100% were 31(9.1%) excellent. Similarly academical analyses of academic Achievement female students below 50% were 14 (10.5%) poor, 50-59% were 40(30.07%) fair, 60- 69% were 40(30.07%) satisfactory, 70- 79% were 20(15.03%) good, 80-89% were 6(4.5%) very good, 90- 100% were 13(9.77%) excellent and academical analyses of academic Achievement male students below 50% were 18 (8.695%) poor, 50-59% were 35(16.91%) fair, 60- 69% were 76(36.7%) satisfactory, 70- 79% were 35(16.91%) good, 80-89% were 22(10.628%) very good, 90- 100% were 21(10.1449%) excellent. As listed high school students report card 90-100%

Excellent, 80-89 very good, 70-79% good, 60-69% satisfactory, 50-59% fair and below 50% poor. (From Ethiopian high school's students report card.) (Source studentsreport)

4.3.1.1. Level of contribution of achievement motivation to students' academic achievement

Table 2. Correlation Matrix Between students' academic achievement with student's achievement motivation.

Variables	1	2
Students' academic achievement	1	.586**
Students' achievement motivation		1

** Correlation is significant at the 0.05 level (2-tailed)

Table .2. shows the correlation between students' academic achievement and students' achievement motivation. There were positive correlations between the student academic achievement and achievement motivation variables. A positive coefficient indicates that two variables systematically vary in the same direction, i.e., achievement motivation variable increases, the student's academic achievement also variable tends to grow. Observing at the specific variables, students' academic achievement had a strong positive and statistically significant relationship with the students' achievement motivation $r = .586, p < 0.05$ if achievement motivation increases academic achievement also increase these indicate that the level of contribution of achievement motivation to students' academic achievement.

Table 3. students' achievement motivation on criterion variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 ^a	.343	.341	11.28588

a. Predictors: (Constant), achievement motivation

b. Dependent Variable: academic achievement

Table .3. show that the results of multiple regression analysis showed achievement motivation score measures to account for 34.3% ($R^2=.341$, $F=, 176.472$, $p<0.05$) of the variation in the criterion measure. The remaining (65.7%) of the variation was explained by the other factors. Achievement motivation significantly predicted the contribution of students' academic achievement. These indicated that achievement motivation contributed to student's academic achievement

4.3.1.2. level of peer support contributes to students' academic achievement

Table 4. Correlation Matrix Between students' academic achievement with peer support.

Variables	1	1
Students' academic achievement	1	.337**
Peer support		1

** Correlation is significant at the 0.05 level (2-tailed)

able .4. shows the correlation between students' academic achievement and peer support. There were positive correlations between the two variables. A positive coefficient indicates that two variables systematically follow in the same direction, i.e., when peer support increases academic achievement may be increased. Looking at the variables, students' academic achievement had a

weak positive and statistically significant relationship with the peer support fi ($r=.337$, $p<0.05$). this was showed that correlation has a weak positive.

Table 5. students' peer support on criterion variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.337 ^a	.113	.111	13.11066

a. Predictors: (Constant), peer support

b. Dependent Variable: students' academic achievement

Table .5. show that the results of multiple regression analysis showed peer support score measures to account for 11.3% ($R^2 = .113$, $F=43.226$, $p<0.05$) of the variation in the criterion measure. The remaining (88.7%) of the variation was explained by the other factors. Peer support significantly predicted students' academic achievement. these indicated that peer support contributed to students' academic achievement.

4.3.1.3 contribution of parental variables to students' academic achievement

Table 6. Correlation Matrix Between students' academic achievement with student's parental variables.

Variables	
academic achievement	1
Father education Level	.629**
Mother Education Level	.672**
Parental Income	.433**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table .6. showed that students' academic achievement and parental variables father education level were positive and strong correlations, the positive coefficient indicates when father education level increase student's achievement increases when father education increases students' achievements increase and statistically significant relationship with the students' academic achievement ($r=.629$, $p<0.05$) and the correlation between students' academic achievement and parental variables mother education level also positive relationship and as the same as father , ($r= .672$, $p<0.05$). the correlation between students' academic achievement and

parental variables which means parental income weak positive relationship and if parental income increases student's achievement increases, moreover weak positive and statistically significant relationship with the students' academic achievement ($r = .433$; $p < 0.05$).

Table 7. father education level parental income and mother education level on criterion variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 ^a	.587	.582	8.98414

a. Predictors: (Constant), marital status of parents, parental father education level parental income and mother education level

b. Dependent Variable: students' academic achievement

Table 7. show that the results of multiple regression analysis showed Parental variables score measures to account for 58.7% ($R^2 = .587$, $F = 119.214$, $p < 0.05$) of the variation in the criterion measure. The remaining (41.3%) of the variation was explained by the other factors. Parental variables significantly predicted students' academic achievement. these indicated that parental variables contributed to students' academic achievement. In more complex correlation Multiple regressions is a technique that enables researchers to determine a correlation between a measured variable and the best combination of two or more predictor variables.

4.3.1.4. Contributions of test anxiety to students' academic achievement

Table 8. Correlation Matrix Between students' academic achievement with test anxiety

Variables	1	2
Students' academic achievement	1	-.579**
Test anxiety		1

Table .8. shows the correlation between students' academic achievement and test anxiety. There were negative correlations between the test anxiety and academic achievement. A negative coefficient indicates that two variables systematically vary in the different direction, i.e., as one variable increases, the other variable tends to decrease. Look at the specific variables, students' academic achievement had a strong negative and statistically significant relationship with the students' achievement motivation $r = -.579, p < 0.05$. this indicates when test anxiety increases students' academic achievement decreases

Table 9. Test anxiety on criterion variable students' academic achievement.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.579 ^a	.335	.333	11.35698

a. Predictors: (Constant), test anxiety

b. Dependent Variable: students' achievement motivation

Table .9. show that the results of multiple regression analysis showed test anxiety score measures to account for 33.5% ($R^2 = .335, F = 170.050, p < 0.05$) of the variation in the criterion measure. The remaining (66.5%) of the variation was explained by the other factors. Test anxiety

significantly predicted students' academic achievement. these indicated that test anxiety contributed to student's academic achievement

4.3.2. Results Test anxiety score of male and female students

Table 10. Result of the Independent Samples T- test male and female students.

Group statistics

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Test anxiety	Male	207	48.5507	12.82580	.89145
	Female	133	52.5263	13.33859	1.15660
Students' academic achievement	Male	207	67.4638	14.13930	.98275
	Female	133	63.5714	13.23407	1.14754

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Test Anxiety	Equal variances assumed	.927	.336	-2.746	338	.006	-3.97559	1.44784	.87733	6.90735
	Equal variances not assumed			-2.722	273.555	.007	-3.97559	1.46028	.91894	6.86574
Students' academic achievement	Equal variances assumed	1.423	.234	2.539	338	.012	3.89234	1.53279	.87733	6.90735
	Equal variances not assumed			2.576	294.960	.010	3.89234	1.51084	.91894	6.86574

Table .10 The output of the result the value of t-test at Equal variances assumed of test anxiety $t=-2.746$ that the number of degrees of freedom on which this was based 338, the p-value .006 and equal variances not assumed $t = -2.722$, degrees of freedom 338 and p-value 007. At first, the case did when the numbers of participants are equal. But in this case, the number of males and females where defiance I was used the second t prime. According to result $t= -2.722$, $df = 338$ and $p =0.007$; $p < .05$ this indicate that test anxiety of male students' significant difference of female students. The effect size unfortunately, not provide by SPSS, effective size $r^2 = t^2 / (t^2 + df)$; $r= 0.146$ 14.6% difference between test anxiety of male and female was accounted by 14.6%.

Table 11. Achievement motivation, peer support parental variables and test anxiety on students' academic achievement.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.761	.756	6.86797

a. Predictors: (Constant), achievement motivation, peer support, parental variable and test anxiety.

b. Dependent Variable: academic achievement

Table .11. show that the results of multiple regression analysis showed achievement motivation, peer support, parental variables, and test anxiety score measures to account for 76.1% ($R^2 = .761$, $F=151.034$, $p<0.05$) of the variation in the criterion measure. The remaining (23.9%) of the variation was explained by the other factors. achievement motivation, peer support, parental variables, and test anxiety significantly predicted students' academic achievement. these indicated that achievement motivation, peer support, parental variables and test anxiety contributed to student's academic achievement.

4.3.3. Checking Assumptions of correlation and multiple regression

Validity assumptions require valid measurements, a good sample, unconfounded comparisons. These requirements are consistent throughout this study. Distributional assumptions correlation the distributional assumption needed to use; r descriptively was linearity. Correlation coefficients assume the relation can be described with a straight line. The most direct way to determine linearity was to look at the scatterplot. Independent and dependent Variables I used to be a linear relationship when I checked by scatterplot.

In the case of checking assumption multiple regression linearities there must be a linear relationship between the outcome variable and the independent variables when I was checked by Scatterplots. Normality multiple regressions assume that the residuals are normally distributed. Homoscedasticity The error terms have constant variance means evenly distributed. Independence of error terms. No multicollinearity outliers should be resolved. By variance of Inflation factor, if VIF (Variance inflation factor) was greater than 10 or Tolerance level is less than 0.1, we can say there is between Multicollinearity independent variables but in this case no multicollinearity when I was checked

Table 12. checking No Multicollinearity

Collinearity statistics		
Independent variables	Tolerance	VIF
Parental income	.910	1.099
Mother education level	.487	2.054
Father education level	.513	1.950
Test anxiety	.358	2.788
Peer support	.818	1.222
Achievement motivation	.375	2.668

Table .12 show that independent variables noMulticollinearity.VIF above 10 indicates high correlation and is cause for concern. ‘Tolerance below 0.1 indicates serious problem.

4.4. DISCUSSION

The main purpose of this study was to find out the key predictor variables contribution of students' academic achievement at secondary schools of Amaya woreda 2020/21 academic year. The study attempted to assess the contribution of achievement motivation, peer support, parental variables, and test anxiety to students' academic achievement at secondary schools of Amaya woreda.

Based on the research question to what extent does achievement motivation contribute to secondary school students' academic achievement? The correlation between achievement motivation and students' academic achievement is statically significant Students' academic achievement positive correlation with achievement motivation, associated with students' academic achievement. A significant correlation was found between Academic Achievement and motivation in Sikwari's study (Sikwari, 2014). The research supports my finding but another research (Niebuhr, 1995) to examine the relationship between several variables and students' Academic motivation and found no significant effect on the relationship with Academic Achievement (Niebuhr, 1995)

While (Merajul H.& Ruma S.,2018) also indicates the non-significant relationship between Achievement Motivation and Academic Achievement of the secondary level students of Uttar Dinajpur District. A positive correlation ($r = .06$) between Achievement Motivation and Academic Achievement was found among the total samples specially among the girls ($r = 0.147$), urban ($r = 0.032$) and rural ($r = 0.077$) students and a negative but negligible correlation ($r = -.042$) was found among the boy students.(Merajul H.& Ruma S., 2018).

The present study combination of male and female correlation students' academic achievement had a strong positive and statistically significant relationship with the students'

achievement motivation $r = .586$, $p < 0.05$) and the results of Multiple Regression Analysis analyses showed achievement motivation score measures to account for 34.3% level of students' academic achievement the remaining (65.7%) of the variation was explained by the other factors. Achievement motivation significantly predicted contribution to students' academic achievement. The correlation coefficient of achievement motivation and student's academic achievement in the same direction indicates if achievement motivation increases students' performance also increases $r = .586$ these indicated that achievement motivation contributed to students' academic achievement by .586 level.

As constructed research question to what level do peer supports contribute to students' academic achievement? The correlation coefficient for peer support and students' academic achievement were positive correlations between the peer support and statistically significant $r = .337$, $p < 0.05$. (Mosha, 2017) who established that peer groups had both positive and negative influences on adolescent students' academic performance at the selected schools. Comparatively, the influence was found higher in government than the private-owned secondary schools. It was further established that peer relationships, socialization, environment, globalization, and drug use had a great influence in determining students' academic performance (Mosha, 2017). A significant relationship exists between peer influence and academic achievement of students in senior secondary school. This was because the calculated p-value of 0.018 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.742. This implies that the higher the peer support, the higher their academic achievement. This finding agrees with that of (Chen, 2005) who investigates the relationship of academic support from parents, teachers and peers to Hong Kong adolescents.

In the present study, multiple regression analysis showed peer support score measures to account for 11.3%. Peer support significantly predicted students' academic achievement. these indicated that peer support contributed to students' academic achievement.

This part is based on the research question to what extent do parental variables contribute to students' academic achievement? The correlation coefficient for parental variables such as parental income, parental marital status, mother education level or mother to pupils' performance was parental variables father education level was positive and strong correlations, the positive coefficient indicates when parents' education level and income increase student's achievement increases when parents' education level and income decrease students' achievements decrease. But low education, income, and divorce of parents' negative impact on students' performance in this finding parental level of education, income, and parental intact had a positive and statistically significant relationship with the students' academic achievement ($r = .629, p < 0.05$) and the correlation between students' academic achievement and parental variables mother education level also negative relationship and the same to father illiterate, ($r = .672, p < 0.05$). the correlation between students' academic achievement and parental variables which means parental income weak positive relationship positive sign showed when parental variables increase student's achievement increases and statistically significant relationship with the students' academic achievement ($r = .433, p < 0.05$). The correlation between students' academic achievement and parental variables marital status was a positive and weak relationship ($r = .107, p < 0.05$) and the result of multiple regression analysis showed academic achievement score measures to account for 58.7% and Parental variables significantly predicted contribution of students' academic achievement. these indicated that parental variables contributed to student's academic achievement.

When income is examined as a separate variable the research shows a consistent positive relationship between family income and student achievement. The students' socioeconomic status particularly income and parental education were positively correlated with academic performance. The students with poor socioeconomic status showed poor and unsatisfactory academic performance. It was consistent with the finding of (Eamon,2005) that the academic achievement of students is negatively correlated with the low parental socioeconomic status as it prevents the individual from gaining access to sources and resources for learning.

(Udida,2012) who finds out students' academic performance to be significantly influenced by the socioeconomic background of parents. In order to achieve this, multiple regression models were employed. The results show there is a high association (0.63) between parental socioeconomic background (income of parents, father's education, and mother's education) and students' academic performance. The coefficient of multiple determinations (R^2) indicates that about 40% of students' academic performance is accounted for by the combination of the above set of parental socioeconomic variables. This was supported by (Nam& Huang, 2009) findings that family income and liquid assets had a significant impact on college attendance as well as graduation.

Furthermore,Previous studies have shown the correlation coefficient for parents' education and pupils' performance was low positive correlation at 0.22 for father and 0.15 for mother education which implies that father's education influences pupils relatively better than mother's education do. (Zebdewos al., 2015).

(Admasu,2004) pointed out that generally socio-economic status of parents especially education level is positively correlated with academic achievement. This suggestion was supported by the local investigator (Admasu, 2004) who described that mothers' education level

shows a significant impact on their children's academic achievement. As Admasu stated, in Ethiopian culture, children have more relationships with their mothers rather than their fathers. In contrast, (Emiru,2012) specifically explained that mothers' literacy does not matter as much as the fathers to decide whether their daughters are provided with the necessary materials and psychological support or not. Moreover, students who come from families of higher levels of education tend to achieve higher than those from uneducated ones (Ebisa, 2011). Regarding fathers' education level, there was a direct correlation seen between students' achievement and fathers' education level. The finding in line with, (Okpala& Okpala ,2001), which that revealed fathers' education exerted a positive influence on academic achievement. Similarly, (Culver & Sinclair,2000) reviewed students with parents who were both college-educated tended to attain a better college education. In addition to this, (Emiru,2012) elaborated that child from more educated families to excel at schools because the teaching-learning and assessment processes in schools are like those they have learned to master at home. However, the finding of this study is contrary to (Adamu's, 2004) finding, which showed that fathers' education level did not show a significant correlation with students' achievement. Educated and uneducated parents do not help their children equally in their school affairs.

Meanwhile (Habtamu,2016) noted that the educational background of parents highly contributes to the success or failure of students. Similarly, (Ebisa,2011) pointed out that parents' education directly or indirectly affects the performance of their children. Thus, educated parents understand the value of education more than uneducated ones and can be involved in school affairs. Moreover, positive relationship between parental involvement and students' academic achievement. (Abate.A&Berhanu.S.2019).

The present study was the contribution of parental variables to student academic achievement, the correlation coefficient father education level $r=0.29$, mother education level $r=0.672$, parental income $r=0.433$, and marital status $r=0.107$. the combination of all variables $R^2 = 0.587$, predicted variable students' academic achievement 58.7% accounted by predictor variables such as parental education, income, and parental status and significant. These show that father, mother education level parental income has positive sing generally parental education level, income and parental intact increase students' performance also increase contrary to this if father and mother illiterate and poverty increase students' achievement decrease .in the case of marital status parent divorce and intact positive sing weak relation with academic achievement and significant but parental divorces negative impact on students' performance. This indicates that parents' education and income value for students' performance, that means illiterate, poverty and divorce negative impact on students' performance. In contrary to parent literacy, high income and parental intact positive impact on student performance. In addition to the correlation of mother education level more than father education level, it indicates that the relation of mother to their child more in our country. child learn more from his/her mother so mother education important for students.

Based on the research question to what extent does test anxiety contribute to students' academic achievement? correlation between test anxiety and students' academic achievement were negative correlations between the test anxiety. A negative coefficient indicates that two variables systematically vary in the different direction, i.e., as one variable increases, the other variable tends to decrease. Looking at the specific variables, students' academic achievement had a strong negative and statistically significant relationship with the test anxiety $r=-0.579$, $p<0.05$). this indicates when test anxiety increases students' academic achievement decrease. In

addition to the results of multiple regression analysis showed test anxiety score measures to account for 33.5%. the remaining value is expended by other variables.

Based on the research question to what extent does test anxiety contribute to students' academic achievement? correlation between test anxiety and students' academic achievement were negative correlations between the test anxiety. A negative coefficient indicates that two variables systematically vary in different directions, i.e., as one variable increases, the other variable tends to decrease. Looking at the specific variables, students' academic achievement had a strong negative and statistically significant relationship with the test anxiety $(r = -.579, p < 0.05)$. this indicates when test anxiety increases students' academic achievement decrease. In addition to the results of multiple regression analysis showed test anxiety score measures to account for 33.5%. the remaining value is expended by other variables. (Amsalework L., 2014) As the value of test anxiety increases the value of GPA decreases and as the value of test anxiety decreases GPA increases. This is maybe due to the fact that test anxiety causes difficulty in retrieving from memory the information they have learned and decreases their concentration during the test, because of which they make more errors. It also prevents students from displaying their real knowledge and abilities in the test and transferring their real performance to test results due to exam anxiety. In other words, it is an obstacle to efficient study and to effective use of the knowledge already acquired. They say that test anxiety causes psychological problems as well. Among them, we can mention an increased level of nervousness, lack of concentration, confusion, uncertainty, tension, and negative emotions.

Literature shows that There is broad agreement in the literature that test anxiety is associated with lower academic performance. For example, (Chapell et al., 2005) found an inverse relationship between test anxiety and academic performance. (Syokwaa, Aloka, &

Ndunge.,2014) reported that high test anxiety decreases students' academic achievement in Kenya.

(Barrows et al. 2013) reported a negative relationship between test anxiety and academic achievement. It was found that a significant negative relationship exists between test anxiety and students' achievement scores in Pakistan (Rana & Mahmood, 2010). In Nigeria, (Adewuyi et al., 2012) found that secondary students with high anxiety performed poorly academically than those with low anxiety. Similarly, (Akanbi ,2010) reported that high test anxiety reduced secondary school students' academic performance in science. Despite the contributions of these previous studies, they paid less attention to the moderating in the relationship between test anxiety and academic performance. (Berhanu& Tilahun, 2020) reported a statistically significant relationship between test anxiety and academic achievement.

In the present study test anxiety strongly negative relationship with students' academic achievement. Test anxiety negative impact on student's academic achievement or a negative contribution to students' performance.

This section was presented based on the research question: What is the relationship between test anxiety and academic achievement of male and female students? As the findings show that the test anxiety scores of female students are higher than male students description revealed there is a statistically significant difference between male and female students. This indicates that there is a significant difference between male and female students within three secondary schools in their test anxiety and academic achievement. In line with the present finding, a study conducted on a cross-sectional study on examination anxiety among medical students of a tertiary care teaching hospital of western India, suggests that there was a significant difference between male and female of medical students (Olbeuoch et al.,2018) Thus TAI total

score significantly higher in female medical students than the male medical students. The other study also reported that such as (legese, 2014; Syokwaa et al.,2014; Ndirangu e tal.,2008). (Berhanu & Tilahun, 2020) reported that the Test anxiety score of the female students was higher than male students, statistically significant. The above literature supports my finding.

But on another finding (Getachew.2015) study reported no significant difference between the test anxiety of male and female students. This finding is contrary my finding. The response of focus group discussion there was test anxiety between male and female, test anxiety of female more than males.

Generally, the results of multiple regression analysis showed achievement motivation, peer support, parental variables, and test anxiety score measures to account for 76.1% ($R^2 = .761$, $F=151.034$, $p<0.05$) of the variation in the criterion measure. The remaining (23.9%) of the variation was explained by the other factors. achievement motivation, peer support, parental variables, and test anxiety significantly predicted students' academic achievement. these indicated that achievement motivation, peer support, parental variables, and test anxiety contributed to students' academic achievement.

CHAPTER FIVE: SUMMARY, CONCLUSIONS

ANDRECOMMENDATIONS

5.1. Summary

The purposes of this study were to assess the contribution of achievement motivation, peer support, parental variables, and test anxiety to students' academic achievement in secondary schools Ameya woreda. The objective of the study to found out contribution of predicated outcome variables. The research was delimited both geographically and conceptually. The study followed a correlational study design that attempted to explore the contribution of predict and outcome variables secondary schools of Ameya woreda. The population in this study were 3756 students of Ameya woreda secondary schools enrolled at secondary schools of Ameya woreda 2020/21 academic year of 2308 (61%) are male and 1448 (39%) are female. The study was complex random sampling to select a sample from three schools' students and by stratified sampling from three secondary schools. Participants of the study were from a total of 340 sample students 207 males and 133 females who were in three secondary schools, Gindo, Kota, and Dallidak of 2020/2021 academic years. Data were collected by students' demographic variables achievement motivation self-inventory, peer support questionnaires, test anxiety inventory, and student document analyses from the respondent. The data were analyzed using spss descriptive and inferential statistics and the findings reviled that the contribution between each of the predictor variables and the criterion variable was statistically significant.

5.2. Conclusions

Based on the result of this study, the following conclusions. Results of this study confirmed that achievement motivation contributes to students' academic achievement. Students have a high level of achievement motivation; are motivated intrinsically to achieve their performance, have an increasing level of academic achievement, and lower dropouts. In addition to these students have high-level achievement set their goal to reach their goal they become more achiever. Currently, many difficulties have with students and school. This problem can be solving psychological mechanisms. Achievement motivation is of particular interest to an educational psychologist because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general form of motivation studied by psychologists in another field. Motivation in education can have several effects on how students learn and how they behave toward subject matters. Students' achievement motivation is promoted by building in rewarding opportunities for social interaction, providing an audience for work, reducing the effort needed to complete an academic assignment, connecting academic requirements to real world situation problems of achievement motivation. School and parents offer students meaningful choices wherever possible and make learning fun. problem peace, this the current problem on students' achievement motivation, Therefore, the concerning body resolves the problem. The finding confirms that achievement motivation increases with students' academic achievement. Generally, in this study achievement motivation score measures to account for 34.3% with the outcome variable.

From the result, Peer support contributes to students' academic achievement. learning does not occur in isolation but through interaction with certain factors one of which is the peer group. peer support enhances the diffusion of innovation amongst students as some peers will

support the adoption of technology by other students to help them improve their academic achievement. It can therefore be said that the peer group which children interact with will definitely affect learning positively. However, students revealed the fact that students associated in the group with other students' high percentage of achievement. Teachers may be able to use the peer group effectively for classroom interaction and participation. The peer group could also be used in group to motivate students' academic achievement. However, findings confirm that peer support has a positive relation to students' academic achievement. In this finding, peer support showed score measures to account for 11.3% of the outcome variable, which means students' academic achievement.

Parental variables such as: -Parent income is found a significant relationship on students' academic achievement. It reveals that parents with a high level of income can provide what is required for their children and create opportunities for high academic achievers. On the other hand, poor parents also may have inadequate or limited resources that promote and support children's development and school readiness. There was a significant relationship between parental education level and student academic achievement. More educated parents have ways to inspire and help in the process of learning motivation and become the best academic achiever. Parental variables such as mother education level, father education level, parental income and parental marital status (intact) have a positive impact on students' academic achievement. Most of the students come from an educated high and medium-income and intact parent who has good performance. Conversely, most students come from uneducated, low-income, divorced parents with low performance absent from the school. So that parental variables have a high relation with students' academic achievement.

Results of this study confirmed the relationship between test anxiety and average points among secondary school's students negative. Moreover, more participants had test anxiety during an examination. Although it is essential to help our secondary school students to deal with stress and trim down test anxiety efficiently through group work with students, parents, teachers, and administrators, since it was evident that most students had test anxiety. the result suggests the need for students to maintain the finest state of health and mind during the examination as this is important for better academic achievement. lack of preparation for the test, low self-confidence, fear of failure and previous test experience, subjects like mathematics, physics, and chemistry and fear of workout questions are the sours of test anxiety. This research finding had found a significant contribution of achievement motivation, peer support, parental variables, and test anxiety to students' academic achievement among secondary school students in Ameya. Therefore, Government, school, family Teachers must assist students in managing their achievement motivation, test anxiety through counseling, relaxation, and behavioral techniques and selected preventive activities can be undertaken at secondary schools on targeted students with academic problems.

5. 3. Recommendation

Based on the findings of this study, the following recommendations are suggested:

- ❖ The government, parents, school administration other stockholders should reconsider giving reasonable meaning to students' academic achievement to increase achievement motivation, peer support, parental variables, and decreasing test anxiety.
- ❖ School administration and teachers Encourage the students to prepare for the learning in advance so that they should develop confidence consequently that help to motivate students for academic achievement, establish peer support strategy in school and

outside the schools. Because of peer support Encourage for academic achievement and should understand that the peer group is an important factor in child's learning and participation,

- ❖ Parents should make sure their children are well monitored and they should encourage them to have friends that would have a positive influence on their learning both at home and at school, regardless of their socio-economic status should provide the necessary support by providing all the educational needs of their children. They need to monitor the academic performance and general well-being of their children/wards while they are in school.
- ❖ Students should endeavor to form or join groups that are study inclined and encourage learning so that their learning would be effective or affected properly.
- ❖ Government and non-government Students from low socioeconomic backgrounds should try to persevere through financial and material privation and remain in high schools and improve their performance.
- ❖ ministry of education should encourage basic education for parents because mother and father education, the finding reveals that mother's education level has vital role student's academic achievement; therefore, both government and community have to take relevant action to increase and encourage parents' education.
- ❖ Government should develop a poverty reduction strategy for the community because currently the cost and demand of education increase at the same time.
- ❖ Ministry of education establishes Guidance through academic advising and counseling programs should be activated in school especially before examinations that may help Encourage the students to prepare for the

examinations in advance so that they will develop confidence consequently that help to prevent or reduce test anxiety.

- ❖ Teachers should guide students to handle and cope with test anxiety during examinations and be made to understand that some level of anxiety is required as a motivation factor before the exam, examination and continuous assessment test, as well as assignments, should be well planned to avoid undue stress on the students which most likely triggers anxiety.
- ❖ Generally, the ministry of education, school administration, head of the department, and teachers develop means of increasing students' achievement motivation, peer supporting strategies, parent income, and education, and reducing test anxiety programs. In addition to developing targeted involvement programs and counseling services to improve their academic success in secondary schools.

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Appendix 1

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENTS OF PSYCHOLOGY

A questionnaire prepared to the study of Contribution of Achievement Motivation, Peer Support, Parental Variables and Test Anxiety to Students Academic Achievement in Secondary Schools of Ameya Woreda.

Dear Respondents,

This questionnaire is prepared to collect data for research. The research focuses in observing the of Contribution of Achievement Motivation, Peer Support, Parental Variables and Test Anxiety to Students Academic Achievement.

This questionnaire consists of two parts: part one deals with the general information of respondents and parts two are used to measure the participants' level of Achievement Motivation, Peer Support, Parental Variables and test anxiety.

The information you are going to provide is used purely for the research purpose. Your answers are completely confidential and your name will not be written in this form.

Therefore, assistance and genuine response are highly required for the success of the study. I cordially request your collaboration in responding to this questionnaire.

Thank you in advance

Instruction: -Please provide your personal information encircle indicated bellow

Gender male female

Age 14-15 years, 16-18 years, 19-20 years, 21-22 years 23-24 years, 25-26, above 27 years

marital status families divorce intact

parental income high income madam income low income

Mother education level

University Primary

Polytechnic/ College Illiterate

Secondary

father education level

University Primary

Secondary

PART ONE**ACHIEVEMENT MOTIVATION SELF-REPORT INVENTORY**

Based on the extent to which an item explains your behavior (what you feel and act in your academic situations), choose one of the following options and mark "√" in the column provided.

There is no RIGHT or WRONG answers. Please respond to all items. Don't spend too much over a question.

1= STRONGLY AGREE 2= AGREE 3= UNCERTAIN 4= DISAGREE 5= STRONGLY DISAGREE

No.	Items	Response Categories				
		1	2	3	4	5
1	Regardless of its level of difficulty I will continue to work on my goal until I achieve it.					
2	I am more consistent and work hard my classroom assignments.					
3	Even if the topic is not interesting to learn, I want to get information on that topic.					
4	I check my answers on exam even if I think I know it, because it is always better to be safe than sorry.					
5	I am oriented in my future academic work.					
6	In a tight situation, I like when I am in charge and the blame or praise will come to me.					
7	If I am given lower marks than other students it makes me unhappy.					
8	Other interests such as sport, movies, etc. prevent me from achieving an excellent mark in my college work.					
9	I will try to the best of my ability for my goal.					
10	When I begin something to do, I take it to a successful					

	completion.					
11	I feel that my instructors think that I behave well in the class.					
12	I enjoy being one of the class leaders or representative.					
13	If I success several times repeatedly in my studying, I would go on with trying as harder next time.					
14	If I done a task well and attained my goal, I usually go on.					
15	It bothers me if I get low grades.					
16	Studying in college and universities for about 6 or 7 years is wasting time.					
17	Success in academic has less to do with luck and more to do with hard work.					
18	After I was called from my homework (study) to watch television or listen to the radio, it is difficult for me to begin it again.					
19	Even if it takes a long time, I can read a subject until I understand it.					
20	I will not stop doing an assignment until it is completed even though, it is boring to me.					
21	I will find out the most appropriate person to help me resolve a problem related to my study.					
22	I like it when my teachers say in front of others that I am doing a good job.					
23	Considering the future as positive I will do my best here at college.					
24	I supposed to set my goals as high as I can easily reach.					

25	I enjoy doing well in class.					
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PART TWO

PEER SUPPORT INVENTORY

Peer support inventory Here are some STATEMENTS describing PEER INFLUENCE which is when your friends encourage you to do something. READ each statement and use the keys below to answer the questions in this section), choose one of the following options and mark "√" in the column provided.: 5= strongly disagree; 4= Disagree; 3= Uncertain; 2= Agree; 1== Strongly agree.

No-	My friends encourage me to:	5	4	3	2	1
1	study hard, do my homework, etc.					
2	take some subjects and refuse others.					
3	go to school library.					
4	spend my free time alone studying.					
5	complete my secondary school education.					
6	have a study group.					
7	go to the games at school (football, basketball, etc.).					
8	try to get good grades.					
9	give teachers a hard time.					
10	try to attempt every question asked during lessons and exams.					
11	be friendly with all my teachers.					
12	ask question during lessons or classes					
13	carry out all my homework.					
14	come to class every day					
15	involvement in 1 to 5 peer learning.					

PART THREE

TEST ANXIETY INVENTORY FOR SECONDERY STUDENTS

DIRECTIONS: A number of statements which people have used to describe themselves

are given below. Read each statement and then choose one of the following options and mark "√" in the column provided. right of the statement to indicate how you generally feel. There is no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

4= almost always 3= often 2= same time 1= almost

No.	Items	1	2	3	4
1	I feel confident and relaxed while taking tests.				
2	While taking examinations I have an uneasy, upset feeling.				
3	Thinking about my grade in a course interferes with my work on tests.				
4	I freeze up on important exams				
5	During exams I find myself thinking about whether I'll ever get through school				
6	The harder I work at taking a test, the more confused I get				
7	Thoughts of doing poorly interfere with my concentration on tests				
8	I feel very nervous when taking a test				
9	Even when I'm well prepared for a test, I feel very nervous about it				
10	I start feeling very uneasy just before getting a test paper back				
11	During tests I feel very anxious				
12	I wish examinations did not bother me so much				
13	During taking tests I am so tense that my stomach gets upset				
14	I seem to defeat myself while working on important tests				
15	I feel very frightened when I take a test				
16	I worry a great deal before taking an important examination				
17	During tests I find myself thinking about the consequences of failing				
18	I feel my heart beating very fast during important tests				
19	After an exam is over, I try to stop worrying about it, but I just can't				
20	During examinations, I get so nervous that I forget facts I really know				

- e) barnoota buu'uraa kan hinbaranne
7. Sadarkaa barnoota abbaa a) yunivarsiitii b) kolleejii
 c) sadarkaa lammaffaa d) sadarkaa tokkoofaa
 e) barnoota buu'uraa kan hinbaranne

Kutaa 2: Gaaffii Kaka'uumsa Raawwii

Gosa amala keessan ibsu (haala rawwii qabxii kessanii ibsu) lakkoofsa armaan gadii keesaa tokko filachuun mallattoo "√" gabatee lakkoofsicha qabate keessatti guuta.

Kabajamoo deebii kennitootaa gaaffii hundaa deebisa.

- 1=Baay'een irratti waliigala 2= waliingala 3=qabatamaa miti
 4=irratti waliihingalu 5=baayee ira=ratti waliihingalu.

T. L	Gosa gaaffiilee					
		1	2	3	4	5
1	Wantotni natti ulfaatan yoo jiraatanis hangan galma koo ga'utti osoo addaan hin kunnen hojjadha.					
2	Hojii barnootaa koo walitti fufinsaa fi ciminaan raawwadha.					
3	Mata dureen barnootichaa yoo natti tolu baatee iyyuu ani mataduree sana qo'achuuf duubatti hin jedhu.					
4	Of eeggachuu fi gaabbii hambisuuf jecha, yeroo qormaata hojjadhu deebiin kenne sirrii ta'uu isaallee osoon beekuu irra deebi'een mirkaneeffadha.					
5	Raawwii barnootaa koo gara fuulduraa yaada keessa galcheen hojjadha.					
6	Haala jabaa keessatti, itti gaafatumummaa naaf kennameen yoo komii ykn dinqisiifannaan narratti dhiyaate nan jaaladha.					
7	Barattoota biroonii gaditti qabxiin yoo naaf kenname gammachuu na dhabsiisa.					
8	Fedhiin biroo kan akka ispoortii, fiilmii fi kan biroo kkf rawwii qabxii olaanaa mana barumsa kootiitti gufuu natti					

	ta'u.					
9	Galma koo dhugoomsuuf hanga dandeettii kiyyaa isa dhumaattan yaalii godha.					
10	Yeroon waanta tokkoo hojjachuuf jalqabe caalattan milkaa'iinan xumura					
11	Barsiisonni koo akka barataa amla gaarii qabutti na ilaalan natti dhaga'ama.					
12	Hayyuu daree ykn bakka bu'oota daree keessaa tokko ta'uun na gammachiisa.					
13	Yoon irra deddeebi'ee wantan qo'adhuun milkaa'ee, isa irra caalatti ulfaatu yaaluu ittan fufa.					
14	Yoon hojii koo haala gaariin hojjadhee galmanqabadhe gahe, yeroo hundaa akkas gochuu ittan fufa.					
15	Yoon qabxii gad aanaa fide na jibbisiisa					
16	Barnoota sadarkaa lammaffaa barachuun yeroo balleessuudha.					
17	Milkaaiinni raawwii barnootaa caarraa gaarii wajjin osoo hin taane irra caalatti jabaatanii qo'achuu wajjin walqabata.					
18	Hojii mana ykn qo'annaa dhiisee televiizhiinii ilaaluu fi raadiiyoo dhageeffachuu yoon jalqabe gara qo'annaatti deebi'uun na rakkisa.					
19	Yoodhuman yeroo dheeraa irrature iyyuu angaan hubadhutti nan dubbisa.					
20	Abbaltii hojjachuu yoon eegale na jibbisiisu illee hangan xumurutti addaan hin kutu.					
21	Qo'annoo irratti rakkoo furuuf na rakkise yoo jiraate, nama sirriin na gargaaru nan dubbisa.					
22	Barsiisonni koo namabiraa biratti wantan gaarii hojjadhe yoo naaf himan nan jaaladha.					

23	Gara fuul duraa koo gaariidha jedhee wantan tilmaamuuf, barnoota sadarkaa lammaffaa koo akka gaariittan hojjadha.					
24	Galmin ani kaawwadhe, kan akka salphaatti dhugoomsuuf danda'udha.					
25	Daree keesstti haala gaariin yeroon hojjadhuudhu nan gammada.					

Kuta 2: Ibsa Gargaarsa Hiriyaa

Ajaja: Deeggarsa hiriyaa kee si jajjabeessuuf raawwatu/ttu lakkoofsa armaan gadii keesaa tokko filachuun mallattoo "√" gabatee lakkoofsicha qabate keessatti guutuun deebisi.

Kabajao deebii kennitootaa gaaffii hundaa deebisa.

1=Baay'een irratti waliigala

2= waliigala

3=qabatamaa miti

4=irratti waliihingalu

5=baayee ira=ratti waliihingalu.

T. L	Gosa gaaffiilee					
	Hiriyyaan koo kan jajjabeessu/ssitu akkan.	1	2	3	4	5
1	cimiinaan baradhu, hojii manaa hojjadhuu fi kkf.					
2	gosa barnoota tokko jaaladhee isaan kaan jibbu.					
3	Mana dubbisaa akkan deemu.					
4	yeroo bilasaa qabu barnoota qofaa koo qo'achuun dabarsub.					
5	barnoota sadarkaa lammaffaa akan xumuru.					
6	gareen wajjin qo'adhu akkan qabaadhu.					
7	mana barumssaatti kubbaa miillaa kubbaa kaaachoo fi kkf akkan tabadhu.					
8	qabxii gaarii fiduu akan yaaluu.					
9	barsiisoota akkan rakkisu/qoru.					
10	gaafilee yeroo barannoo kennaman ykn qormaata irratti dhiyaatan hunda akkan yaalu.					
11	barsiisota koo hunda wajjin hiriyaa akkan ta'u.					
12	yeroo barannoo ykn mata duree haaraa hundarratti akkan					

	gaaffii gaafadha.					
13	hojii manaa koo hunda akkan hojjadhu.					
14	mana barumsaa yeroo hunda akkan deemu.					
15	akka garee hojii garee keessatti akkan hirmaadhee baradhu.					

Kuta sadii: Gaaffii Soda Qormaataa

Ajaja: Gaafannoo soda qormmaataa irratti si ibsu lakkoofsa armaan gadii keesaa tokko filachuun mallattoo "√" gabatee lakkoofsicha qabate keessatti guuta.

Kabajao deebii kennitootaa gaaffii hundaa deebisa.

1= yeroo hunda miti

2= darbee darbe

3= yeroo hunda

4= yeroo hunda

T. L	Gosa gaaffiilee				
		1	2	3	4
1	Qormaata yeroon hojjadhu ofitti amanamummaafi bashannanatu natti dhagahama.				
2	Qormaata yeroon hojjadhu miira dhiphachuu fi haaruutu natti dhagahama.				
3	Yaadni gosa barnootaatiin qabxii akkamii akkan argadhuuyeroon qormaata hojjadhu na jeeqa.				
4	Qormaata barbaachisaa irratti nan dhiphadha.				
5	Yeroon qormaata qoramu, jidduutti barnoota danda'een xumuraa yaada jedhutu natti dhufa.				
6	Qormaata yeroon jabaadhee hojjadhu, irra caalaatti bitaa natti gala.				
7	Osoon qormaata irratti xiyyeeffadhee hojjadhuu laafinni barnoota koo jidduutti na jeeqa.				
8	Qormaata yeroon hojjadhu dhiphiina guddatu natti dhagahama.				
9	Qormaataaf sirriin qophaa'e yoo ta'e iyyuu miira garmalee dhiphachuutu natti dhagahama				

10	Waraqaa qormaataa osoo hin argatiin dura miira jeeqamuutu natti dhaga'ama.				
11	Yeroo qormaata miira soda cimaatu natti dhaga'ama.				
12	Ani kanan hawwu qormaanni baay'ee akka nah in rakifneedha.				
13	Yeroon qormaata hojjadhu nan dhiphadha wanta ta'eef garaachi koo na dhukkuba.				
14	Qormaata barbaachisaa yeroon hojjadhu akkan of jilbeeffachiisuutu natti dhaga'amu.				
15	Qormaata yeroon hojjadhu soda cimaatu natti dhagahama				
16	Qormaata barbaachisaa fudhachuu dura baay'een yaaddaha.				
17	Yeroo qormaata fudhadhu, qormaata yoon kufe wanta na qunnamun yaada.				
18	Yeroo qormaata barbaachisaa fudhadhu rukuttaan onnee kootii baayee dabala.				
19	Qormaata ergan xumuree booda, sodaan narraa hin dhaabbatu.				
20	Yeroo qormaataa baay'ee wantan yaadda'uuf qabiyyeen sirrin beeku illee nan hirraanfadha.				