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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY**

**THE ROLE OF PARENTING DIMENSIONS AND SOCIOECONOMIC STATUS
ON ACHIEVEMENT MOTIVATION OF CHILDREN IN TWO SELECTED
PRIMARY SCHOOLS OF BOLE SUBCITY, ADDIS ABABA**

MILKA IBRAHIM

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**THIS THESIS IS SUBMITTED TO THE
SCHOOL OF PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR MA DEGREE IN DEVELOPMENTAL PSYCHOLOGY**

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As a thesis advisor, I here certify that I have read and evaluated this thesis prepared under my guidance by Milka Ibrahim entitled " The role of parenting dimensions and socioeconomic status on achievement motivation of children in two selected primary schools of Bole Sub city, Addis Ababa". I recommend that this research work as fulfilling the thesis requirement for the MA of Arts Degree in Developmental Psychology.

_____	_____	_____
Advisor	Signature	Date

As an Examiners of the thesis open defense examination, I certify that I have read and evaluated the thesis prepared by Milka Ibrahim and examined the candidate. I recommend that the research be accepted as fulfilling the thesis requirements for the MA of Arts Degree in Developmental Psychology.

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

This thesis is submitted in partial fulfillment of the requirements for MA of Arts Degree in Developmental Psychology to the college of education and Behavioral Studies at Addis Ababa University. By my signature below, I declare and affirm that this research is my own work. All scholarly matter that is included in the research has been given recognition through citation. Every serious effort has been made to avoid any plagiarism in the preparation of this senior essay research.

_____	_____	_____
Name of student	Signature	Date

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ACRONYMS AND ABBERIVATIONS

ANOVA: Analysis of Variance

EVT: Expectancy-Value Theory

SD: Standard Deviation

SES: Socioeconomic Status

SPSS: Statistical Package for Social Science

TABLE OF CONTENTS

ACKNOWLEDGMENT	iii
ACRONYMS AND ABBREVIATIONS	iv
List of Tables	vii
ABSTRACT	1
CHAPTER ONE INTRODUCTION	2
1.1 Background	2
1.2 Statement of the Problem	6
1.3 Research Questions	7
1.4 Objective of the Study	8
1.5 Significance of the Study	8
1.6 Delimitation of the Study	9
1.7. Limitation of the study	9
1.8. Operational Definitions of Terms	10
CHAPTER TWO REVIEW OF RELATED LITERATURE	12
2.1. Achievement Motivation: Overview	12
2.1.1. Achievement motivation during late childhood period	13
2.2. Theories of Achievement Motivation	14
2.2.1. Expectancy-Value Theory (EVT).....	14
2.2.2. McClelland's and his associate's Theory- The Nature and Origin of Motivation (n Achievement)	15
2.3. Factors influencing Achievement Motivation in Late Childhood	15
2.3.1. Individual Factors: Gender	15
2.3.2. Family Related Factors Affecting Achievement Motivation	17
2.3.2.1. Parental Socio Economic Status.....	17
2.3.2.2. Parental Income.....	18
2.3.2.3. Parental Education	18
2.3.2.4. Theory on the effect of socioeconomic resources on child Development	18
2.4. Parental Dimensions	23
2.4.1. Nurture/Warmth	23
2.4.2. Parental Control.....	24
2.4.3. Autonomy/Independence.....	25
2.4.4. Parental Structure	27
2.4.5. Parental consistency	28
2.5. Studies in Ethiopian context	29
2.5.1. Studies on selected parental dimensions relation with child achievement motivation	32
2.6. Summary of the Review Literature	33

CHAPTER THREE METHODS	36
3.1. Research Design	36
3.2. Research Site	36
3.3. Population of the Study	37
3.4. Participants of the Study	38
3.5. Sampling Procedures	38
3.6. Instruments of Data Collection	39
3.7. Validity and Reliability	40
3.8. Procedures	41
3.8.1. Administration.....	41
3.8.2. Data Analysis Techniques	42
3.9. Ethical Considerations	43
CHAPTER FOUR ANALYSIS AND INTERPRETATION OF THE RESULTS	44
4.1. Demographic Characteristics of Respondents	44
4.2. The Relationship between Parental Dimension and Achievement Motivation	47
4.3. Predicting Academic Achievement and Parenting Dimension Based on Parents Income and Educational Background	51
4.4. Achievement motivation and parenting dimension across gender	56
CHAPTER FIVE DISCUSSION	57
5.1. Relationship between Parental Dimensions and Achievement Motivation	57
5.2 The relation between Achievement Motivation and Parenting Dimension with Parents Income and Educational Background	59
5.2.1. The relation between Achievement Motivation and Parents Income and Educational Background	59
5.2.2. The relation between parental socioeconomic status and Parenting Dimension	60
5.3. Achievement motivation and parenting dimension across gender	61
CHAPTER SIX SUMMARY, CONCLUSIONs AND RECOMMENDATION	63
6.1. Summary	63
6.2. Conclusions	65
6.3. Recommendations	66
APPENDIX I: English version of the Questionnaire	74
APPENDIX I: Amharic version of the Questionnaire	80

LIST OF TABLES

Table 1: Profile of the target population	38
Table 2: Demographic Characteristics of Study Subject (N=192)	45
Table 3: Respondent's response on their Parents' income level.....	46
Table 4: Respondents response on their Parents' education level	47
Table 5: Inter-correlation between Parental dimension and Achievement Motivation	48
Table 6: Means and Standard Deviations of the Predictor and Criterion Variables	49
Table 7: Regression Results on the effects of parenting dimension on achievement motivation....	50
Table 8: Step wise regression analysis.....	51
Table 9: Inter-correlation between Parental dimension and Achievement Motivation with parent's income and educational level	52
Table 10: Regression Results on the effects of parents income and educational background on achievement motivation	53
Table 11: Step wise regression analysis.....	54
Table 12: Regression Results on the effects of parents income and educational background on parenting dimension	55
Table 13: Summary of the Independent t- Test for achievement motivation and parenting dimension across gender (N=192).....	56

ABSTRACT

Achievement motivation is a global phenomenon that exists almost in every individual. In many western nations, achievement motivation is one of the recurrently researched topic. Nonetheless, in our milieu only few researches exist in account of the theme. The main purpose of the study was to examine the role of parenting dimensions and socioeconomic status on achievement motivation of children in two selected primary schools of Bole sub city, Addis Ababa. To conduct the study, quantitative correlational and regression model was employed. The sampling technique employed for this study was a blend of simple and stratified random sampling. Accordingly, a total of 198 grade 4 and 5 respondents were taken from Addis International Academy and Bole Ethio-China friendship primary school as a source of sample respondents for the study. Data were collected through questionnaire and analyzed using descriptive statistics, independent sample t-test, Pearson product moment correlation and step wise regression analysis. The findings of the study revealed that Broad-spectrum parental dimensions (parental nurturance, parental control, parental structure, parental provision of autonomy and parental consistence) were found to have relation with achievement motivation of children. Out of these parental dimensions parental control and autonomy provision are found significant contributors for achievement motivation. In general, income and educational level of mothers had been found the most important underlying factor that relate and contributes to children's achievement motivation except father income and educational level. Parenting dimension was found to be independent of predictor variable (income and educational level of parents) except mother's income per month. Overall, significant difference between male and female children' in their achievement motivation and the type of parental dimension they have received was observed. Finally, recommendations were forwarded based on the major findings so as to improve or enhance achievement motivation of children.

CHAPTER ONE

INTRODUCTION

1.1 Background

A person may be equipped with different potential as genetic endowment, but the environment in which he grows or develop plays a great role in determining the kind of behavior that he/she possess. Human development takes place in a social context, and is therefore influenced by a person's interactions within that context; even genetic factors as contributors to human developmental processes can only be fully understood in relation to socio cultural environmental contexts (Bronfenbrenner & Ceci, 1994 as cited in Santrock, 2006). Accordingly, the child's parents are placed in the first level of this context. As parents are taken as the first and important source of child development, their attitudes and behaviors are taken as important familial variables which play a crucial role in specifying the overall development of the child. This has been confirmed by both theoretical and empirical research (Sears, 1957 as cited in Jessina, 2009). As children's earliest learning experiences occur within the family interaction they learn attitudes, values, and way of behaving toward others. These learning experience take place how parents react to the behaviors of a child is of great importance in determine what the child become in the future (Sentayehu,1998). Conceivably, one important psychological variable impacted by the above stated familial variables is of achievement motivation.

Achievement motivation in child development is among the different learned personal trait that is developed due to parent child interaction. According to Atkinson's view (cited in Fontaine, 1994), achievement motivation is strongly associated with the tendency to perform the activity in each specific situation when either success or failure is possible. It is also an individual's overall

tendency to evaluate one's own performance against standards of excellence; it is an attempt to strive for successful performance. An individual with strong achievement motivation are the one who expend greater effort, and are more persistent at activities yielding achievement satisfaction than individuals who are low in achievement motivation (Feld, Ruhland & Gold Source, 1979).

Furthermore, achievement motivation refers specifically to performance on tasks at which one could objectively succeed or fail; children motivations can be seen from their choices about which tasks and activities need to be done in school and other achievement settings (sports, music, social, etc.), and the persistence with which they follow toward those activities, the intensity of their engagement in them, and their performance on them (Lamb & Lerner, 2015).

According to McClelland (cited in Castenell, 1983) theory of achievement motivation, the notion of children learning achievement motivation from their parents is also supported as; Achievement and Autonomy training, these training along with different parental dimension it able a child to become motivated toward an achievement behavior. Many research work revealed that, achievement motivation is formed in early childhood. Parents who teach independent mastery or autonomy, nurture their children affectionately, monitor and structure their children will probably cultivate an achievement motivation on their children (Bornstein, Leventhal & Lerner, 2015). Similarly Sternberg (1985) stated family continues to be the most important factor in development of identity, autonomy and achievement of the child. Besides, it has been found that children reared in families dimension filled by parental warmth, fairness and monitoring have higher academic achievement than children who come from highly controlled families or unsupervised ones (Shaffer & Kipp, 2014). This finding is further proved as child from authoritative households are autonomous, confident which are factors that show a positive indicator for achievement in life (Tilahun, 2002). According to Baumrid (as cited in Santrock,

2006) parents who are warmth, fair, and monitoring are those who follows authoritative parenting style.

However, due to differing approaches, theoretical methods and developmental inspirations, there has been no general consensus on the most significant axes along which to compare parents (Gronlick & Ryan, 1989 as cited in Tilahun, 2002). Irrespective of this, the most popular work in delineating parenting dimensions has been that of Schaeffer's; he identified two major dimensions of parenting style. The first one refers to the degree of love versus hostility or acceptance versus rejection, or loving versus rejecting. The positive side of this dimension refers to parenting behavior which is characterized by acceptance, affection, approval, understanding and frequent use of explanations, extensive use of reasons in discipline, and limited use of physical punishment. At its negative side, the dimension refers to parenting behaviors like hostility, rejection or punitiveness. The second dimension relates to autonomy versus control or permissiveness versus restrictiveness. Restrictive or controlling dimension refers to parental behaviors that involve strict enforcement of demands including rigid instance on neatness, orderliness, obedience and inhibition of aggression towards parents, siblings or peers (Schaeffer, 1965 as cited in Tilahun, 2002).

Furthermore, Self-Determination Theory perspective emphasized that parenting that provide children autonomy, high levels of warmth and involvement, and structure, results for the children to develop motivation and persistence as well as adjustment and well-being (Deci and Ryan 1985 cited in Farkas, &. Grolnick, 2010).

Akin to the above mentioned parent dimensions; parents' socio demographic factors can also bring difference in their child achievement motivation development. Accordingly different

levels of motivation have been repeatedly observed among different socio-economic groups and child gender. Further, these differences of motivation as well as their change according to age show the need to understand its differential development (Bradley & Corwyn, 2002). Regardless of minimizing the position of other socializing institutions, the family, which inspire the child early and continuously, holds an honored place where assumption for the existence of differences result, at least moderately, from differences in rearing practices or changes in the influence of these practices (Fontaine,1994).

Parental socio economic status (SES) where parental education and income taken as specific variables, the home environment, in regard to parental rearing and provision of facility will be affected. Accordingly, researchers have come up with different findings indicating that parents who are from low income and less educational background lack the chance to provide stimulating materials which helps a child cognitive development (Bradley & Corwyn, 2002). Parents from low income and educational background are possible to be parents who apply more punitive, harsh, inconsistent measures, and are detached from their children, they are also less nurturing, stimulating, and responsive to children's emotional needs, and apply more power assertive disciplining, are less supportive of their children, expect more obedience, use less reasoning and issue commands without explanation (Meklit, 2014).

Thus, parents who provide a home environment field with optimally warm and support with the minimal necessary control creates a situation in which children will choose their parents as role models and will feel autonomous in their choice (Lamb & Lerner, 2015). Further Having a child experience responsibility which is appropriate to their age like participating in sharing tasks at home, or assist in social activities, and giving them a moderate level of direction together with some opportunity for independent decision, and using reasoning (instead of imposition) in

disciplinary matters improve competence in assuming responsibility will help them to develop self-management in this regard. These kind of outcome are apparently obvious even among very young children, it is found that affection, assignment of some responsibility and monitoring are related to self-confidence and independence among children specially girls (Baumrind & Black, 1967 as cited in Darge, 1997).

To go overview of the main points discussed so far, achievement motivation of children is one crucial psychological process. This fundamental process is influenced by familial variables. Hence, conducting research on the theme of parental dimensions that influence achievement motivation of children is of paramount importance. This research will endeavor to fill the gap with this respect. In general, this research has focused on examining the role of parental dimension, educational and economic background of the family on achievement motivation of the individual children. This research will try to explore how parenting dimensions, educational and economic background are critical in setting a climate for children's motivation development.

1.2 Statement of the Problem

Achievement motivation in children and its associated influencing factors were exclusively researched in the western countries. But these research investigations would hardly explain happenings in the Ethiopian situation.

As noted by some researchers such as Sheehy (2004), Scanzoni (1967), a child development achievement motivation is based on some social factor, specifically parental factor. However, majority of the studies conducted in Ethiopian context such as, Tilahun (2002), Sentayehu, (1998), Kassa (2014), and Ayle (2012) are done in lone aspect of the influence of parental factor on educational achievement and didn't address these parenting dimension impacting

achievement motivation in different aspect of life explicitly. Nonetheless, the parental influence can further be discussed more than mere educational achievement; such as in becoming independent, persistent and accomplisher in every aspect of their life.

Despite the abundance of researches in the area of academic achievement motivation perspective their target focus is on individuals who are adolescents like studies conducted by Castienell (1983), Fontaine (1994), Jessina (2009), Tilahun (2002), Siyane (2014). This shows that there is narrow number of study conducted in late child hood period yet; this period is a landmark of achievement motivation.

It is because of the above issues the researcher is initiated to examine the role of parental dimension and socioeconomic variables on child achievement motivation among late childhood children.

1.3 Research Questions

This study will attempt to answer the following research questions:

1. Do parental dimension (parental nurturance, parental control, parental structure, parental provision of autonomy and parental consistence); contribute to achievement motivation of late childhood children?
2. Do family income and educational background contribute to achievement motivation?
3. Do parental income and educational background influence parental dimensions?
4. Is there any significant difference between male and female in respect to achievement motivation and Parenting dimension?

1.4 Objective of the Study

General objective

The general objective of this study is to examine the role of parental dimension and SES variables on child achievement motivation among late childhood children.

To achieve the main purpose, the following specific objectives were set:

1. To investigate the role of parental dimension on child achievement motivation
2. To investigate the role of parental income and educational background on child achievement motivation
3. To investigate the role of parental income and educational background on parental dimension
4. To investigate the difference between male and female in respect to achievement motivation and Parenting dimension?

1.5 Significance of the Study

These days the role of parental dimension and SES variables on child achievement motivation is an important and key factor to create able-bodied individual. Accordingly, the outcome of this study is believed to be useful in the following aspects:

- It might help to provide relevant and valuable information to parents so that they will gain an insight how their child achievement motivation can be developed
- The finding of this study will serve as an important document for different governmental and non-governmental organization who works on parenting and child development.

- Results of the study will have implication for educational and counselling services
- The research will serve as a base line information for future interested researcher

1.6 Delimitation of the Study

Parental dimension and parental SES is very wide concept, which is operationalized differently among different researchers. Because of multiplicity of factors like time, resources and other constraints, the concern of this study was delimited to the role of parental dimensions (parental nurturance, parental control, parental structure, parental provision of autonomy, parental consistence) and parental socioeconomic demographic factors (parents' education and income) on achievement motivation.

1.7. Limitation of the study

Different challenges were existed during this study. Among them, the following were found to be the main challenges of the study.

1. Since all the measures are self-report questionnaires, which are based on the perspective of the children only, self-bias, might have influenced the accuracy of the information given by the respondents. Moreover, during the data collection process, the children were surrounded by their friends and they might have given a socially desirable answer to the questions.
2. The researcher believes that a more comprehensive outcome could have been generated if data were collected from parents or legal guardians and teachers of the children.
3. Subsequently the sampling included grade 4 and 5 students where the age group they found in might have influenced the accuracy of the information given.
4. Besides, due to time and financial constraints the study does not aim at assessing all the socio-economic factors that may also have affect student's achievement motivation.

5. Absence of previously undertaken research work at the indigenous level hindered the researcher from supporting the study with sufficient local literatures.

1.8. Operational Definitions of Terms

For clarity of understanding, the following terms need to be defined and contextualized based on the theme of the research.

Parental dimension: Refers to the parental offer like parental nurturance, parental control, parental provision of autonomy, parental structure, parental consistency

Socio economic status: Refers to the educational and income level get hold by parents of children under study

Parents: Parents are care givers or guardian who provide consistent nurturance and autonomy and follow up their children

Achievement motivation: Achievement motivation refers the motivation of becoming persistence, effortful in challenging tasks, focus on the goal, seeking expert advice and seek feedback about their performance, able to work independently and ask help when needed, responsible, and willing to work hard to meet the set standard where there is failure and success in their different life aspect as measured by achievement motivation scale

Late childhood children: refer to primary school students aged 10 and 11 who attend their education in Addis International and Bole Ethio-China Friendship Primary School

Parental income: is the total amount of monthly earnings of the parents.

Parental education: refers the education status attained by parents' of children under study

Parental nurturance/warmth: refers to parents encouragement, care and support to their children in order to increase achievement motivation.

Parental consistency- refers to parents giving treatment and guiding their children uniformly and continuously or persistently.

Parental control- refers to parents being extreme in their stands for orders, limitations, institutions or rules and regulations about something or some one's actions or behaviors

Parent structure: refers to provision of information or guideline presented by parents to their children about pathways to reach their desired outcomes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Achievement Motivation: Overview

Psychologist had gained a great interest on achievement motivation because of its influence on the behavior of an individual to occupy or not in a particular activity. Henry Murray was first to define achievement motivation as “the desire to accomplish something difficult; to master, manipulate, to overcome difficulties and attain a high standard; to excel one’s self; to compete and surpass others; to increase self-regard by the successful exercise of talent” (Murray, 1938 as cited in Scanzoni, 1967).

In addition to the above definition, David McClelland defined achievement motivation as a learned motive, unconscious in nature, resulting from rewards or punishment of specific behavior involving competition, with standard of excellence, and if success is gained it yield a positive effect but if not it yield negative effect (McClelland as cited in Castenell, 1983). Furthermore, achievement motivation or the need for achievement is defined as “a desire for success in competition with some standard of excellence”. Psychologist has considered achievement motivation as the outcome of an emotional conflict between the hope for success and the fear of failure (McClelland, 1953 as cited in Ayele, 2012).

In line with this, people with high in achievement motivation can be explained as they spend their effort in challenging tasks, work long hours, delay gratification, focus on the goal, seek expert advice and seek feedback about their performance, they prefer to work independently but able to work well with other’s and take responsibility for their success and failure (McClelland, 1987 & Senko 2008 as cited in Hockenbury, D. & Hockenbury, S., 2013).

The meaning of achievement motivation differ from society to society, studies showed that people around the world sees achievement motivation by valuing personal attributes such as self-reliance, responsibility, and a willingness to work hard to attain important objectives (Fyans, 1983 as cited in Shaffer & Kipp, 2014).

2.1.1. Achievement motivation during late childhood period

From age six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through completion, and feel good about what they have achieved. If children are encouraged and reinforced for their initiative, their achievement motivation is enhanced and they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his/her own abilities and therefore may not reach his/her potential (Santrock, 2006).

According to Erikson the “industrial age” begins. Children now want to enter the larger world of knowledge and work. Their theme is “I am what I learn”. The great event is entry into school, where they are exposed to the technology of their society: books, multiplication tables, arts and crafts, maps, microscopes, films, and tape recorders. Learning occurs not only in school but also on the street, in friends’ houses, and at home.

Besides successful experiences give children a sense of industry, a feeling of competence and mastery, perhaps great achievement motivation; while failure brings a sense of inadequacy and inferiority, a feeling that one is a good-for-nothing. Children strive to make things well and complete what they have begun. The years spent establishing basic trust, autonomy, and initiative were preparation for this energetic motive entry into technological society. Erikson

noted that this stage differs from the first three in that “it does not consist of a swing from a violent inner upheaval to a new mastery” It is a calmer period, a time of psychosexual latency (Erikson, 1959 as cited in Santrock, 2006).

2.2. Theories of Achievement Motivation

Different motivation theorists and researchers work to understand the motivational predictors of origin, choice, persistence, effort, and engagement on achievement-related tasks and activities. Among these two selected theories which are considered to be relevant to this study are discussed as follows.

2.2.1. Expectancy-Value Theory (EVT)

This theory was first developed by Eccles and her colleagues focusing on the cultural, social, and other influences on the development of children's achievement motivation and its impact on choice, performance, and persistence. The assumption of this theory first relay on the positive and negative components of expectancies and values which are influenced by the child's perception of one's competence, difficulty of different tasks, and one's goals and self-schema directly influence performance, persistence, and task choice. Secondly this theory assume that social cognitive variables are, in turn, influenced by child's perceptions of other peoples' attitudes and expectations for them, and by their own interpretations of their previous achievement outcomes and affective reactions to them. Finally, this theory assume that individuals' task-perceptions and interpretations of their past outcomes are influenced by the socializers' behavior, beliefs, contextual factors, cultural milieu, and unique historical events (Lamb & Lerner, 2015).

2.2.2. McClelland's and his associate's Theory- The Nature and Origin of Motivation (n Achievement)

The basis of this theory is underlying on the notion that training in independent mastery is a precursor condition for the development of achievement. This theories argue that all motives are learned, where the child is imposed with standard of excellence by the culture specifically the parents where she or he are expected to compete or meet the set standards in order to gain positive affect and the kind of relation child-parent have. Accordingly, in order for the child to achieve the set standards this theories assumed that two distinctly child training practices are important. The first one is training a child to do things well, and this is called achievement training (for example self-care, taking-cleaning and defending oneself).The second one is training the child to perform tasks by her or himself and this is called independence training. These trainings frequently occur together but differ in content and consequences (Rosen & Andrade, 1959). For the child- parent relationship three specific types of interaction are stated which are expected from parents these are, high warmth, nurture and low authoritarianism (Scanzoni, 1967).

2.3. Factors influencing Achievement Motivation in Late Childhood

2.3.1. Individual Factors: Gender

Gender is one variable that influences the types of the relationship that exist between the families and determines capability expected to be adequate for the child's different sex (Baumrind, 1973; Dornbusch, 1987; Huston, 1983 as cited in Fontaine, 1994).

Parents' beliefs; valuing achievement and gender typed philosophy and goals are highly lined to parenting dimensions. This may be reflecting through the transformation of parental general belief toward the child specific belief and then affect their children's achievement motivation.

According to Bleeker & Jacobs this idea is explained as mothers with more traditional gender stereotyped beliefs about math had lower confidence in their daughters' math abilities than mothers with less tradition beliefs and this in return affect the child performance toward the math subject and their attitude in achieving good grade in this subject (Bleeker & Jacobs, 2004 as cited in Lamb & Lerner, 2015). In view of this, different studies were conducted on child gender as level of demographic influence on achievement motivation and engagement, specifically in different fields like sports, science, technology and etc. Study also showed that the significant sex difference supports the notion that boys are provided with more opportunities to demonstrate achievement in society than girls (Wigfield, 2006 as cited in Castenell, 1983).

Moreover, as study conducted on 310 eight graders to assess whether adolescents of different background differ in their levels of general and area specific (school, peer, and home) achievement motivation and if there is difference in maintain different level of achievement motivation across their different area of experience, and whether the capacity to do so varies with their race, socioeconomic status, and sex it is found that there were significant differences on general measures of achievement motivation as well as on the area specific measure based on the students race, sex, and class exercise toward the influence of specific types of achievement behavior (Castenell, 1983).

Furthermore, a child's motivational difference in terms of their sex difference can be explained according to Block & Huston, study that parents demonstrate a clear satisfaction when their sons manifest independence or high achievements whereas this similar behavior may cause them anxiety if it is exhibited by their daughters (Block & Huston, 1983 cited in Fontaine, 1994). Other study also proved this notion in the study conducted to examine the relationship between independence mastery training and achievement motivation that boys whose mothers expected

them to be independent and self-reliance to be high in achievement motivation score comparing to their female participants (Rosen & Andrade, 1959). Moreover, the existence of some relations between structure and parental SES was seen as parents' implemented structure in a more controlling manner with their boys' comparative to their girls. This may be because parents perceived their girls as more cooperative or competent or because of parents' views that their boys require more pressure or coercion' (Grolnick, Raftery-Helme, Marbell, Flamm, Cardemil and Sanchez, 2014).

2.3.2. Family Related Factors Affecting Achievement Motivation

2.3.2.1. Parental Socio Economic Status

Socioeconomic status (SES) refers to an individual access to economic and social resources and the position gained due to this available resource within the society in terms of social position, privileges, and prestige (Entwisle & Astone, 1994 as cited in Bornstein, Leventhal & Lerner, 2015).

It is also defined in terms of capital where access to financial capital (material resource-occupational status), human capital (nonmaterial resources-education) and social capital (resources achieved through social connection). However, it is difficult to measure a family's access to economic and social resources or their position in a social hierarchy, social scientists often use a single indicator, typically occupation or maternal education, or combine indicators (for example parental education and income) into scales that proxy for families' SES (Hauser & Warren, 1997; Mueller & Parcel, 1981 as cited in Bradly & Corwyn, 2002). Hence in this research parental income and educational background of the parents taken as a variable to be studied.

2.3.2.2. Parental Income

The parental income is the sum of income generate by both parents from all sources over some time period, could be a calendar year or month. And any house hold income measure can indicate the ability of the income in providing food, shelter, a quality home or childcare environment and a safe and stimulating community setting (Bornstein, Leventhal & Lerner, 2015). The variation in terms of income refers one's opportunity to have a better life free of poverty (Santrock, 2006).

2.3.2.3. Parental Education

Indicates the collection of parental skills acquired in both formal and informal ways that are valuable in the labor market and at home. Formal schooling is the most familiar and most studied form of parental schooling which increases a wide range of individuals' academic and cognitive skills as well as their future employment and earnings (Card, 1999 as cited in Davis-Kean, 2005). Parental education is measured in various ways some researchers focus on the highest grade of school completed, which counts years of school attendance even in the absence of obtaining a terminal degree, others focus on degree completion and distinguish between types of degrees, for example, between vocational and non-vocational degrees (Bornstein, Leventhal & Lerner, 2015).

2.3.2.4. Theory on the effect of socioeconomic resources on child Development

Family and Environmental Stress Perspective is first developed by Elder, emphasizing on how experiences of material scarcity and economic hardship affect parental psychological well-being and cognitive capacities, which in turn negatively affect parenting and then children's development. According to this perspective parents who have faced stressed due to limited source of income faces difficulty in terms of managing their home facility, faces psychological

distress and end up having trouble with their partner (Bornstein, Leventhal & Lerner, 2015). These factors then affect the quality of the home environment in terms of parent child relationship; where on average this relationship are expressed in more punitive, harsh, inconsistent, and detached as well as less nurturing, stimulating, and responsive to children's needs (Meklit, 2014). As Duncan & Brooks-Gunn, stated also children from more affluent parents are more advantaged since children from poor parents deprived from gaining inputs that are important for their achievement (that is, educational materials, quality of time and experiences that promote learning) (Duncan & Brooks-Gunn, 2000 cite in Bradley & Corwyn, 2002). Furthermore, the influence of parental education was discussed in this theory that more highly educated mothers engaged in more developmentally appropriate care of their children, spending more time in play with younger children and more time in child management tasks, holding higher expectations for their children, providing more stimulating learning materials and activities, engaging in higher quality instruction, using more varied and complex language and speech patterns, and support their children in their learning (Kalil, Ryan, & Corey, 2012 cited in Bradley & Corwyn, 2002)

Thus, based on the above theory and assumption the direct link between various measures of socio economic status and the child achievement motivation is evident. Accordingly, studies show that parent education is related to a warm, social climate where family income and parents' education relate with children's academic achievement (Radin, 1971). Further, it is found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment (Bradley and Corwyn, 2002). Moreover, Atkinson and Feather, indicated that the achievement motivation of children whose fathers have attained high educational level and are in

high income occupations tend to be high (Atkinson and Feather, 1966 cited in Muola, 2010). Achievement motivation is also has been shown to be higher in middle class than in the working class. In addition, parents who are better educated, tend to communicate better, conversing with them and directly teaching them required social skills compared to parents who are less educated (Wentzel & Feldman, 1993; William & Rudin, 199 cited in Jessina, 2009).

Moreover, (Kuppuswamy, 1980 as cited in Bradly & Corwyn, 2002) has noted that income of the parents along with education and occupation are important factors of socio-economic status of the family. Families belonging to high and middle socio-economic status provide better facilities such as good library, newspapers, periodicals, better residential areas, etc. to their children, which lead to high achievement motivation whereas families belonging to the low socio-economic status are unable to provide such type of facilities and thus fail to facilitate high levels of achievement motivation. This is also found out to be true from the study conducted to examine the socioeconomic factors influencing academic performance in Oyo state in Nigeria on 120 students, that insufficient parental income, family type, and lack of funding by the government were the factors influencing academic performance. Students who have low socio-economic status earn low test scores and are more likely to drop out of school. They have also been found to score about 10% lower on the national assessment of education programs than students belonging to high socio-economic status (Seyfried, 2006 as cited in Jessina, 2009). Similarly another study done to examine the relationship between academic achievement motivation and home environment among standard eight pupils it is found that significant ($p < 0.05$) relationship was found between the pupils' scores in academic achievement motivation and six of the home environmental factors, that is, the fathers' occupation, fathers' education, mothers' education and learning facilities at home. These findings imply that, a more favorable

home environment motivates a child to excel in school (Muola, 2010). Socio-economic status was also found to affect the adolescents' aspirations indirectly through family salience (Khan & Jembero, 2002 as cited in Jessina, 2009). The positive association between parents' education and income to child achievement is also proved to be true in the longitudinal study conducted to check the relation between parents' socioeconomic status and children's academic performance and it is found that parental education level correlated with children's academic performance and children's achievement motivation ($r = 0.22$) (Bakken, 2003; Huang, 2007 cited in Hassan, 2009)

Further, parental educational background is seen as a means in bringing variation in the level of child achievement motivation; it is found out from the finding that parents from one or more parents had a bachelor's degree or higher to read their kindergartner children on daily bases than those who had less than a high school education (Donna, 2000 cited in Kassa, 2014). Lazarus and Elizabeth, finding is supported by the findings that, mothers and fathers level of education is statistically and significantly correlated with the child performance (Lazarus and Elizabeth, 1984 as cited in Mariamawit, 2014). Also, Davis-Kean (2005) study examining the process of how SES specifically parents' education and income relates to children's academic achievement through parents' beliefs and behaviors using 868 children of age 8-12 years also shows that the SES factors were related indirectly to children's academic achievement through parents' beliefs and behaviors.

In addition the parent child relation in regard to parental SES was further discussed according to McLoyd that economic loss affect children indirectly through their impact on the parents behavior toward the child where parents who are economically challenged apply more power assertive disciplining, are less supportive of their children, expect more obedience, use less reasoning and issue commands without explanation, and use less verbal reward while the child

behave in a wanted manner furthermore this parents' show less expression of affection and are less responsive to their children emotional needs whereas upper class parents emphasized self-direction (McLoyd (1990 as cited in Bornstein, Leventhal & Lerner, 2015). This notion is supported by McClelland which later replicated by Rosen confirmed that socialization practices differ among different social group in regard to independence training; parents from middle class place greater emphasis for independence learning than parents from lower class (Rosen & Andrade, 1959).

However, this view is not always found out to be true. This is because according to Grimm-Thomas and Perry-Jenkins, finding it shows that fathers' from low class use more positive and supportive parenting (Grimm-Thomas and Perry-Jenkins, 1994 as cited in Mariamawit, 2014). In another study it is also found that mothers in low SES households tend to encourage autonomy, individuality, and self-reliance in their children as a means of teaching their children (Rosier & Corsaro, 1993 as cited in Radin, 1971). In addition study conducted to explore the relationship between achievement motivation at school and child rearing practice of students from different SES by using a questionnaire administered to 288 mothers of sixth graders selection of about 4,500 pupils. It is found a negative association between autonomy and motivation where pupils who have high motivation to have less autonomy than the less motivated ones in any SES and for both genders. This association, however, changes within more specific groups: it is positive for rural girls from high SES and urban girls from low SES; in these cases, greater autonomy is granted to the most motivated girls than to the least motivated (Fontaine, 1994).

Further, according to Hoff report that parents characterized by lower socio-economic status are more to use authoritarian parenting style in which fathers from higher-SES families are likely to

be more concerned about their children affairs and accomplish household tasks with a sense of responsibility (Hoff et al., 2002 as cited in Fontaine, 1994). On the contrary according to Mcloyd, deprived mothers are more to use power-assertive regulation, stress compliance and behavioral rules and are usually less encouraging of their children than mothers from well to do background (Mcloyd, 1990 cited in Radin, 1971). This true according to the study conducted to examine Maternal Warmth, Achievement Motivation and cognitive functioning of preschool children from low SES that maternal warmth is significantly and positively correlate with the child's IQ through the mediation of achievement motivation (Radin, 1971).

Parental SES effect on child rearing practice is also studied from parents provision of structure and this can be seen in the study conducted to investigate parental provision of structure in three domains and it is found that maternal and paternal education were significantly correlated with structure in the homework and studying domain (Grolnick et al., 2014)

2.4. Parental Dimensions

2.4.1. Nurture/Warmth

According to Motivational Model Parental warmth refers to the expression of affection, love, appreciation, kindness and regard, being emotional available, support, and genuine caring whenever a child seeks comfort and at time of teaching or disciplining and also, avoiding over communication of negative feeling such as criticism and disapproval (Barber, 1996; Deci & Ryan, 1985; Grolnick & Slowiaczek, 1994 as cited in Skinner, Johnson & Snyder, 2005)

Studies proved that patterns of praise, criticism, and punishment that accompany the child's accomplishment is related with parents who praise their successes and are not overly critical of an occasional failure and this lead a child develop achievement motivation but in reverse

children who shy away from challenges and are low in achievement motivation have parents who are slow to acknowledge their successes and are inclined to criticize or punish failures (Burhans & Dweck, 1995; Kelly, Brownell, & Campbell, 2000; Teeven & McGhee, 1972 as cited in Shaffer & Kipp, 2014). Furthermore, another study also affirmed that parents of high achievers gave their children more praise and approval showed more interest and understanding, were closer to their children and made their children feel more attached to the family; in contrast, parents of underachiever were characterized as more domineering, over restrictive, and more punitive (in terms of both severity and frequency of punishment) (Morrow & Wilson, 1961 as cited in Sentayehu, 1998). Other research also supported this finding that parental warmth and control are related to academic success and achievement motivation of a child (Fulton & Turner, 2008 cited in Gelleta, 2014).

2.4.2. Parental Control

Parental control is the parents' monitoring and limits setting over the behavior of their children; this parental control stands for orders, limitations, institutions or rules and regulations about something or some one's actions or behaviors in which things, deeds against or opposite to this are condemned (Geleta, 2014). Barber has also defined parental control as parents' "attempt to manage or control children's behavior" (Barber, 1996 as cited in Farkas & Grolnick, 2010). The effect of the parental control may vary depending on its extent and the type of child they are applied on (Kassa, 2014).

Moreover, findings of Jacobs, shows that children of parents with high controlling become less decision maker, less autonomous and less achiever in their academic work even though they involved more comparing to the others (Jacobs, 1998 as cited in Geleta, 2014). Further in the

study conducted to investigate the role of parenting stress, the parental involvement style, and attention-deficit/hyperactivity disorder (ADHD) symptoms in predicting academic achievement in 8- to 12-year-old children using the Family–School Relationships Model path analysis through controlling versus supportive style of parental involvement in relation to children's learning it is found that controlling parental involvement was associated with more parent-rated symptoms of ADHD and lower academic achievement in children, while supportive involvement was associated with fewer parent-rated ADHD symptoms and higher achievement (Rogers & Wiener, 2009). In addition in another study it is found that mothers who demands and control based on their authority had children who tended to attribute failure to lack of ability and did not attribute success to ability (Bempechat, 1992)

Thus, as expectancy value theorist emphasized the importance of balance in parent child relation in regard to emotional support, role models, structure and control (Eccles, 1998 as cited in Lamb & Lerner, 2015). Right balance between parental dimensions can be expressed as parents who know enough about their children with capacity to provide right amount of challenge with right amount of support, and have an ability to adjust their behavior to meet the changing developmental needs and competencies of their children (Skinner, Johnson & Snyder, 2005).

2.4.3. Autonomy/Independence

Parents who gives their children autonomy support are those who allow their children to explore their own environment, help them initiate their own behavior, allow them take an activity role in solving their own problems and let them express their points of view (Ayle, 2012). It is autonomy granted to the child and connected with the enjoyment of direct and independent achievement (Rosen & Andrade, 1959 as cited in Fontaine, 1994). Where parents warmly reinforce such self-reliant behavior contribute in a positive way to achievement motivation as

low achievement motivation is associated with families that make their children to become more dependent on them (McClellan, 1953 as cited in Anderson and Johnson, 1971).

According to McClelland's theory on source of n Achievement he found out to be first parental warmth, accepting, and quick to praise their child's accomplishments; second they provide guidance and control by setting standards for their child to live up to and then monitoring his/her progress to ensure that he/she does; and finally they permit their child some independence or autonomy, carefully scaffolding tasks appropriate to their age (Scanzoni, 1967). Moreover, training achievement is considered with setting high standards and encouraging children to do things well (Rosen & Andrade, 1959 as cited in Shaffer & Kipp, 2014). This proved to be true according to the study conducted on investigating the parental background of children with high n Achievement motivation are parents who encourage their children to express relatively high levels of independence between the ages of six and eleven and those who are with lower in n Ach have parents who encouraged independent thinking and action earlier than the specified age and the earliness of this encouragement suppressed the expression of independence until later childhood (Sheehy, 2004). It is also found on the study conducted by Grolnick and Ryan, from interviewing 64 mothers and 50 fathers about how they motivated their children for school and home behaviors (e.g. doing homework, completing chores) and how they handled conflict around such behaviors and it is found that Parental autonomy support was positively associated with children's autonomous regulation of their home and school behavior(Jacobs, 1998 as cited in Geleta, 2014). In addition parents rated higher on autonomy support in homework and studying had children who reported higher academic perceived competence and engagement, felt more in control of school outcomes, endorsed lower levels of maladaptive control for school outcomes, and had higher achievement (Grolnick, et al., 2014)

Thus, the importance of parental autonomy support as mentioned by McClelland's is also supported by the motivational model by suggesting that better achievement development outcomes grow if parents interact with children in ways that do not compromise their freedom of expression or intrinsic motivation (Barber, 1996; Deci & Ryan, 1985; Grolnick & Slowiaczek, 1994 cited in Skinner, Johnson & Snyder, 2005). However, even though the above mentioned support parental support has direct relation with child achievement motivation; study conducted to see the relationship among the three styles of parenting, learning autonomy, perceived parental autonomy support, and scholastic achievement in undergraduate college students it is found that perceived parental autonomy support was not a significant predictor of a child's scholastic achievement (Starr, 2011).

2.4.4. Parental Structure

Parental structure is the parent provision of structure; it referred to setting clear and consistent expectations and appropriate limit setting in which it helps children to internalization of rules and the development of self-efficacy (Barber, 1996; Deci & Ryan, 1985; Grolnick & Slowiaczek, 1994 as cited in Skinner, Johnson & Snyder, 2005). Further according to self-determination. Perspective, structure, with regard to parenting, involves parental provision of a systematic framework, oriented to the development of children's competence; by specifying the relations between children's actions and outcomes through the use of clear and consistent guidelines, expectations, and rules (Farkas & Grolnick, 2010). In addition when rules, guidelines, and contingences are spelled out, and clear feedback is provided for behavior, children are most likely to understand how to achieve success and avoid failure in school (i.e. have a sense of perceived control), which is crucial to motivation (Skinner et al., 1990 sited in Grolnick, 2009).

The notion of this concept is further seen from the study conducted to explore the relationship between achievement motivation at school and child rearing practice using a questionnaire administered to 288 mothers of sixth graders selection of about 4,500 pupils; the finding of this study shows that, children who are found out to be high in their achievement motivation are come from rigidly structured families than the less motivated. Further in another study conducted to examine the components and concomitants of parental structure in the academic domain it is found that as structure support by the parent is low children engagement was also low in their academic domain and achievement (Farkas & Grolnick, 2010).

2.4.5. Parental consistency

Parental consistency refers to parents giving treatment and guiding their children uniformly and continuously or persistently. This consistency is supported according to Maccoby and Martin study that parental treatment and rearing practices through uniform and continuous are each associated with positive developmental outcomes and effectiveness in achievement (Maccoby and Martin as cited in Kassa, 2014). Further when parents are provided clear and consistent structure for unsupervised time, children felt more competent to handle themselves during unsupervised time than when parents were lower on structure (Grolnick, et al., 2014)

2.5 Studies in Ethiopian context

Selected factors that affect child achievement motivation in respect to parent child relationship has been overviewed in line with different research that were conducted in the western context. The following part will show some findings that are obtained from different research that are conducted in Ethiopia.

Achievement motivation difference based on child gender is seen from the parents being one sources of influence in which they rate their children's math and sports abilities higher for boys than girls from early on and provide boys and girls different opportunities to engage in various gender typed achievement related activities (Kassa, 2014).

Further, sex difference in child's performance and achievement motivation has been related also with the child's parents belief and behavior as Ethiopian socio-cultural condition favor the dominance of males and make available different social provision over females in different aspects of life, the boy have an opportunity to fit and able to have higher academic self-efficacy and achievement motivation, than girls (Ayele,2012). It is discussed by the researcher also that the Ethiopian's have a traditional attitudes and preconceptions that females' competence is less to succeed in different developmental activities have adverse effects on the child's academic and achievement motivation.

In addition the type of parenting parents employed on their child based on their gender difference seen from another study conducted on sample of junior secondary school students, where the result demonstrated that parents were authoritative for their daughters, but authoritarian for their sons (Seleshi, 1998 as cited in Sentayehu, 1998). Moreover, in another study with a sample of

high school students reported that an authoritative parenting style was the most commonly employed parenting style for daughters whereas neglectful parenting style was the most predominantly adopted parenting style for sons (Kassahun, 2005). Again this similar researcher, in the same study, with a sample of elementary school students discovered that irrespective of child's sex, an authoritative parenting style was the most commonly employed parenting style in the families of Ethiopia.

Besides, a child's motivational difference in terms of their sex difference explained based on their autonomy development. Lowest female autonomy, for instance, is one of the argument most frequently used to justify gender differences (Zebenay, 2014).

In addition to the above idea parental view difference in regard to their children achievement motivation based on their gender difference is also influenced based on their socioeconomic status. This is true according to the study conducted to assess factors influencing academic achievement of female students and it is found out that the family's socio-economic status influences the daughter's educational performance in which the financial and moral support provided to girls for schooling is limited as compared to boys, as result females are found out to experiences lower in their academic performance (Tesfaye, 2014). Moreover, study conducted to examine the academic performance of female students at Kirkos Sub-city primary schools in relation to factors affecting academic achievement of 160 female students, revealed that factors such as, school environment, socioeconomic status of parents, parental education and income are found to affect the academic performance of female students (Zebenay, 2014).

Parental socioeconomic status does not only affect child's achievement motivation it also affect how the parent interact with their children. Accordingly study indict that progressive mothers

were observed providing more verbalization, independence comparing to less progressive ones, who employed punitive and restrictive behaviors in their relationship with their children (Singh, 1983 cited in Teka, 2002).

Auxiliary, another study investigating the contribution of parental education for the child academic achievement of students from 9 primary schools of Bahirdar Zuria, and Guto Gida district it is found that as parents are educated their involvement in their child education is increases because of their awareness to the importance of education in their children future life (Siyane, 2014). Similarly in the study conducted to investigate the relationship of parenting style and socio-economic status with depression among 110 adolescent patients of Amanuel Mental Specialized Hospital, it is found that relationship between socio-economic status and parenting styles to be significant and the parenting practices that parents use to guide their children are also strongly influenced by their socio-economic status (Meklit, 2014).

Moreover, parents higher in SES apply more affection, inductive discipline, reasons, emphasized self-government and set advanced developmental goal for their children, but children who rose in low SES household are subjected to unreasonable orders, criticism, and physical violence (Meklit, 2014)

However, another study which investigate the relationship between parental child rearing, practices and values with children's academic achievement in a Wereda in Raya-Alamata which is found in the Southern Zone of Tigray Regional National State; the finding of the study among the child rearing variables namely parental nurturance, parental responsiveness and parental control among different SES indicate that family size and parental income were not significantly

related with the students' academic achievement and there were no significant differences in the students' academic achievement due to the educational levels of the parents (Kassa, 2014).

2.5.1. Studies on selected parental dimensions relation with child achievement motivation

Parental nurture/warmth is seen for instance in a study designed to investigate the relationship between parental child rearing, practices and values with children's academic achievement in a Wereda in Raya-Alamata it is found that child rearing variables namely parental nurturance, parental responsiveness and parental control have significant and positive association with the children's academic achievement (Kassa, 2014).

Further, another study conducted on Parenting style and psychosocial adjustment on 300 high school students to examine the interrelationship among Parenting style, psychosocial adjustment and academic achievement it is found that parental warmth, parental structure and parental control directly influence academic achievement of the students. In addition the result indicated that high school students who described their parents as authoritative were better than their counterparts who rated their parents non authoritative in academic achievement and measures of psychosocial adjustment (Tilahun, 2002).

Parental control relation can be understood from the study conducted by Tilahune (2002) that parents follow up and controlling system has direct and indirect psychological adjustments and influenced children's academic achievement. In addition according to the study conducted by Kassa (2014) it proves that there was statistically significant relationship between parental control and academic performance of students' that is the parental control of children has significant correlation to academic achievement; this means that as parental follow up and controlling mechanism to their children are supportive, participatory, child centered, not hard

control, not through punishment and through accepting manner the children academic achievement becomes effective and high.

Regarding parental structure a study conducted by Darge (1997) shows that it is important to note that successfully fostering autonomy and self-reliance not only relay on parental training and reinforcement but also collaborative learning. This view is proved by Vygotsky's assumption and findings from the study conducted on 2 year olds whose parents had carefully scaffold their efforts, thereby allowing the youngsters to eventually master challenges that would have been impossible without such gentle parental guidance, were the children who felt most comfortable and most motivated in achievement contexts (Shaffer & Kipp, 2014).

However, when parental consistency seen the study conducted to identify the relationship between parental childrearing practices, and values with children's academic achievement in Raya Alamata, findings indicated that parental consistency and academic achievements of children's was not statistically correlated (Kassa, 2014).

2.6. Summary of the Review Literature

Achievement Motivation is a self determination to succeed in the place where there is failure and success. People with high achievement motivation are more like persistent, patient, and work hard to reach at the goal they set. Many literatures in line with motivation explain that achievement motivation is something that can be learned from the social context specifically the parents. This was further elaborated by the two achievement motivation theory in which one is called 'The Nature and Origin of Motivation' and the second is 'Expectancy Value Theory' (EVT). These theories give high emphasis on the great role that parents play to teach their children how to develop Achievement motivation in their personality among different traits.

Accordingly parents who are willing to train their children by behaving in the five specific parent-child relation can result success for a child to Achieve Motivation. The parental dimensions that are vital for parent child relation can be summarized as, parents who grant their children autonomy (parents interact with children in ways that do not compromise their freedom of expression or intrinsic motivation) and reinforce such self-reliant; parents who are warm, accepting, and quick to praise their child's accomplishments; parents who provide guidance and control by setting standards for their child to live up to and monitoring his/her progress to ensure that he/she does; parents who have patterns of praise, criticism, and punishment that accompany the child's accomplishment; parent who provide structure which referred to setting clear and consistent expectations and appropriate limit; and parents who are consistent in applying the above mentioned traits.

Beside the parental dimension the parental socio economic factors has also played a great role in affecting how the parents behave toward their children. Even though, SES is operationalized in different ways their educational background and income is considered specifically in this study. Accordingly, a theory named 'Parental SES Family and Environmental Stress Perspective' was discussed in support of the effect of parental SES in relation to child Achievement motivation. This theory assumes that the parental financial limitation resulted stress in their life, and this in turn affect the child development in different perspective. Parents who are low in generating income usually lack in providing facilities, materials that are necessary for the child development. The theory also argued on the role of parental background in relation to their parenting practice.

Furthermore, the effect of parental income and educational background discussed in terms of the parental dimension; as parents who generate low income and have low educational background are more punitive, harsh, inconsistent, and are detached from their children, they are also less nurturing, stimulating, and responsive to children's needs and they don't spend more time in play with younger children and gives more time in child management tasks. They also have low expectations for their children, and don't provide stimulating learning materials and activities. But parents from higher SES are likely engaging in higher quality instruction, using more varied and complex language and speech patterns, and support their children in their learning. Also parents from middle class place greater emphasis for independence learning than parents from lower class. Furthermore, parents from economically challenged apply more power assertive disciplining, are less supportive of their children, expect more obedience, use less reasoning and issue commands without explanation, use power-assertive regulation, stress compliance and behavioral rules and are usually less encouraging of their children and use less verbal reward.

The other factor which was also discussed in the above literature is how the parents' gender stereotype behavior among different parental SES group expressed and how this belief affects the children achievement motivation.

Finally different empirical studies regarding the above parental dimension and SES were reviewed and their findings are incorporated.

CHAPTER THREE

METHODS

3.1. Research Design

This study was designed to get general picture on the role of parenting dimensions and socioeconomic status on achievement motivation of primary school children. The study used correlational and linear regression model. Correlation is used to see the association between two variables. The linear regression attempt to model the relationship between two variables by fitting a linear equation to observed data. One variable is considered to be an explanatory variable, and the other is considered to be a dependent variable. On the whole a step wise regression is used when some set of potential independent variables from which the researcher wish to try to extract the best subset for use in forecasting model (https://en.wikipedia.org/wiki/Linear_regression). The independent variables of this study are age, sex, parental income, parental education and parenting dimensions (nurture, control, structure, autonomy, parental consistency). The dependent variable of this study is achievement motivation and parenting dimension.

3.2. Research Site

The study was conducted in Addis International Academy and Bole Ethio-China Friendship Primary Schools. Addis International Academy is an international school which was established in 2000. The school provides education from KG to grade 10. Teachers of both local and foreign give quality education by using English as media of instruction. The school was established envisioning becoming one of the leading educational centers of academic excellence.

Bole Ethio-China Friendship Primary School is school which is built by the China government as symbol to represent the friendship that exists between the two countries. The school is now owned by the Ethiopian government and start working in 2015 by having a total number of 1181 students and 63 teachers. The school envisions establishing a school with productive education system by the end of year 2023 and seeing children who are competitive from the whole country by making the school one of the best model in educational work.

The two schools were selected based on their monthly school fee; Where; it is expected that the majority student's families in Addis International School to be found in higher economic level since they are expected to pay the required school expense even if it is high and the majority student's families in Bole Ethio-China Friendship Primary School students' are expected to be found in lower economic level that is they can't cover school related expenses of their children.

The researcher believes that students within these two schools are expected to have parents who use different parental practices based on their expected differences in social class.

3.3. Population of the Study

According to the information obtained from Bole Sub-city Administration Education Office, there are 84 international/private schools and 18 government primary schools in 2015/2016 academic year in the sub-city. The researcher selected one school from each groups of schools (that is international/private and government schools) that are found in the sub-city. In the course of the study, there were a total number of 5,789 grade four students and 5,834 grade 5 students where 2,803 students were male in grade 4 and 2,986 were female students, in grade 5 2,787 male students and 3, 049 female students were found in all different category of schools in the sub city. Populations of the study were students of grade 4 and 5 in Addis International Academy and Bole Ethio-China Friendship Primary School of Bole Sub city of Addis Ababa.

3.4. Participants of the Study

The target population of the study were 425 students of grades (4 and 5) from Addis International Academy and Bole Ethio-China Friendship Primary School.

Table 1: Profile of the target population

Categories	Addis International Academy			Bole Ethio-China Friendship School			Total
	Male	Female	Total	Male	Female	Total	
Grade level							
Grade 4	37	41	78	55	82	137	215
Grade 5	27	28	55	62	93	155	210
Total	64	69	133	117	175	292	425

3.5. Sampling Procedures

The sample size of the study was calculated using the formula $n = \frac{z^2}{4e^2 + \frac{z^2}{N}}$ where N is

Population number which is 425, Z is confidence level at 95% with standard value of 1.96 and e is margin of error at 5 % with standard value of 0.05 and the result is found to be 198.

Grade 4 and 5 students were selected from the study sites that is, Addis International Academy and Bole Ethio-China Friendship Primary School. By considering 198 students as sample from the two selected school, each school are assigned 62 (30 Male and 32 female) and 136 (54 Male and 82 Female) students respectively. Following this, using name list of students from grade 4 and 5 students were stratified based on their sex, then participants from each strata were selected using random sampling techniques. By doing so, 198 sample respondents were selected as research participants of the study.

3.6. Instruments of Data Collection

The data for this study was students' self-administered questionnaire. The questionnaire has three parts. The first part of the questionnaires was intended to collect parental SES profile. The second part collects data on achievement motivation and lastly items that measures parenting dimension are included.

Parental Dimension Scale Construction

This part of the questionnaire is partially developed from questionnaire of Parental child interaction Bronfenbrenner's edited by Kahl's (cited in Scanzoni, 1967), and the items which assess parental autonomy was adopted from Intrinsic subscale from the Self-regulatory Style Questionnaire (Ryan & Connell, 1989 cited in Skinner, Johnson, & Snyder, 2005). The items that measure parental structure was adopted from journal by Skinner, Johnson, & Snyder, (2005) the final part which assess parental consistency is adopted from Kassa (2014) where the original questionnaires was adopted from (Block, 1965). The scale has 42 items in total where 34 items were positively worded and 8 are negatively worded. The serial numbers of the items with positive wording are the following. 1-15, 18, 20-22, 24, 29-42. The serial numbers of items with negative wordings are 16, 17, 19, 23, 25-28.

The responses to the items were marked at a five point likert format. The points are strongly disagree, disagree, uncertain, agree and strongly agree. The scoring weight given to these responses are 5,4,3,2 and 1 for positively worded items and 1,2,3,4 and 5 for negatively worded items. The scoring ensured that the higher the score, the better the perceived parental practice and lower scores indicate low levels of parental practice.

Achievement motivation scale construction

The achievement motivation scale was partially developed by adopting from (Galata, 2014). The scale has 17 items in total where 8 items were positively worded and 9 are negatively worded. The serial numbers of the items with positive wording are the following. 1,5,6,7,8,9,11,17. The serial number of items with negative wordings are : 2,3,4,10,12,13,14,15, and 16.

The responses to the items were marked at a five point likert format. The points are strongly disagree, disagree, uncertain, agree and strongly agree. The scoring weight given to these responses are 5,4,3,2 and 1 for positively worded items and 1,2,3,4 and 5 for negatively worded items. The scoring ensured that the higher the score, the better the perceived achievement motivation.

3.7. Validity and Reliability

The instruments of data collection were translated from English to Amharic with the help of expert advice an MA graduates in the Department of Teaching English as a foreign language. In order to ensure correct translation of each items backward translation of these instruments was done by one postgraduate student in the Department of Teaching English as a foreign language. Some differences that appeared in the forward and backward translations were corrected by the two translators jointly. The content validity of the items was assessed by Psychology Lecturer in Wachamo University and another MA graduate of Developmental Psychology from Addis Ababa University.

Finally, the Amharic version of the instruments was pilot tested on a randomly selected sample of thirty students (15 males and 15 females) from Ethio-Parents and Goro School of equal number of participants. The responses were scored and the reliability of the two scales that is

achievement motivation self-report inventory and parental dimension measurement scale was computed using the SPSS version 20.

Because of their poor internal consistence with other items and ambiguity, three items from parental dimension and 2 items from achievement motivation are omitted in consequence 59 items were used for the final data collection.

The reliability of the pilot test finding with regard to parenting dimension for parental nurture scale was .79, for parental control scale was .63, for parental structure scale was .60, for provision of autonomy scale was .77, and parental consistency was .75. The sum total overall reliability of the preceding five subscale of parenting dimension was found to be = .81. The reliability of the pilot test finding with regard to achievement motivation was found to be .72. The reliability coefficient that range from .70 - .79 is said to have adequate level therefore we can use the instrument for the purpose it intended. <https://en.wikipedia.org/wiki/Reliability> -coefficient

3.8. Procedures

3.8.1. Administration

The administration of the instrument was as follows: The instrument administrator asking the willingness of the schools for permitting their schools as site for the study through a recommendation letter written by the School of Psychology

After attaining the permission and cooperation of the respected schools, two diploma holder assistant teacher from each schools were selected and provided a brief orientation concerning the purpose of the study and how they administer the instrument.

Finally the instruments were administered by them in their school hall to the 198 respondents who were enrolled at grade 4 and 5 of the selected schools. The assistance of the administrator of the instruments informed the purposes of the study, how they fill the questionnaire and issue of confidentiality of their responses to the respondent's prior of filling the instrument. Subsequently, the entire filled questionnaires were collected back.

3.8.2. Data Analysis Techniques

After the questionnaire returned from the respondents' manual editing for completeness, accuracy and homogeneity and coding were undertaken and then entered in to SPSS-20 software to compute different statistical analysis in line with the stated research questions.

The following statistical analysis procedures were used to analyze the data.

6. Background characteristics of the study participants have been summarized using descriptive statistics.
7. In order to examine inter correlation among variables of the study Pearson product moment correlation were employed. For interval or ratio-type data, Pearson's technique is recommended.
8. In order to see the contribution of independent variable on dependent variable in this case, the relative contribution of parental dimension (parental nurturance, parental control, parental structure, parental, provision of autonomy and parental consistence) on achievement motivation of late childhood children step wise regression analysis were employed
9. Akin to this, multiple regression and step wise regression were utilized to examine the relative contribution of the predictor variables (mainly family income and educational

background) for the prediction of the dependent variable on achievement motivation and parental dimensions.

10. Finally, the difference between male and female students or children with respect to achievement motivation and parental dimension was analyzed using independent sample t-test.

3.9. Ethical Considerations

Success of any study counts upon unconditional and enthusiastic cooperation from the participants. If the participants are not willing to participate in the study voluntarily, they might provide careless response which could mislead the overall findings of the study. In order to ensure the quality of data and also for ethical purpose the following ethical issues will be taken into account:

1. The objective of the study was explained to all the study participants so that their informed Consent will be obtained.
2. Date and time of the data collection were arranged on the convenience of the school of the study participant.
3. Participants were informed that the information they provide would be kept confidential and would not be disclosed to anyone else.
4. The participants have the right to withdraw before or on the time of participation in case they might feel insecure or discomfort.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

In this section quantitative data obtained from the participants were analyzed based on the objectives of the study and the major findings are presented in tables with their description.

This section has four parts: in the first part the demographic characteristics of the study participants have been summarized using descriptive statistics. In the second section the existing relationship between parental dimension and achievement motivation which is examined using Pearson product moment correlation coefficient is presented, further regression analysis finding presented in order to show the contribution of parental dimension (parental nurturance, parental control, parental structure, parental, provision of autonomy and parental consistence) on achievement motivation; moreover step wise regression fining displaying which parenting dimension predict the outcome variable is presented. Akin to this the relative contribution of the predictor variables (mainly family income and educational background) for the prediction of the dependent variable achievement motivation and parental dimensions, multiple regression and step wise regression findings are summarized and presented in the third section. Finally the difference between male and female students or children with respect to achievement motivation and parental dimension which were examined using independent sample t-test presented.

4.1. Demographic Characteristics of Respondents

The target groups of this study were grade four and five students of Addis International Academy and Bole Ethio-China Friendship Primary School. Accordingly, one hundred ninety eight (198) students took part in the study. However, one hundred ninety two(192) respondents

(97 %) filled the questionnaire properly and returned it back. Respondent's profiles are summarized in Table 2 as follows.

Table 2: Demographic Characteristics of Study Subject (N=192)

	Sex		Years	Age	
	Frequency	Percent		Frequency	Percent
Male	82	42.7	10	99	51.6
Female	110	57.3	11	93	48.4
Total	192	100.0	Total	192	100.0

Table 2 presents the demographic characteristics of the research participants. It depicts frequency and percentages of research respondents on their age and sex of children.

As it indicated, the sample of this study comprised of 192 study participants. As can be observed from the table, out of the selected sample participants, that represent the whole population; 110 (57.3%) were females whereas 82 (42.7%) were males. With regard to the respondents age, 99 (51.6%) were 10 years and 93 (48.4%) were 11 years. This indicates that the majority of sampled respondents were female and equivalent age's proportion were included in the study.

Amount of parent's income per month

Table 3: Respondent's response on their Parents' income level

	Moth		Fathers	
	Frequency	Percent	Frequency	Percent
less than 1000	35	18.2	14	7.3
1001-2000	45	23.4	48	25.0
2001-3000	13	6.8	58	30.2
3001-4000	15	7.8	19	9.9
4001 and above	42	21.9	47	24.5
Unemployed	42	21.9	6	3.1
Total	192	100.0	192	100.0

Regarding the income level of parents' the table in the preceding page shows; most father earn between 2001 and 3000 (30.2%) followed by between 1001 and 2000 and 4001 and above with 25.0% and 24.5 % respectively. In contrast, the mother highest income level was found between 1001 and 2000 with (23.4%) earn less than 1000 Birr; 25 % of fathers' and 23.4 % of mothers' income was between 1001 to 2000 Birr. Equal percentage of mother were found to have no income and income level of 4001 and above with 21%. Comparatively the result of this study depicts that father obtained higher income level than mothers.

Level of education reached by parents

Table 4: Respondents response on their Parents' education level

	Mothers		Fathers	
	Frequency	Percent	Frequency	Percent
Illiterate	22	11.5	43	22.4
Primary school (1-8)	55	28.6	67	34.9
Secondary school (8--12)	54	28.1	27	14.1
Diploma	23	12.0	31	16.1
B.A and above	38	19.8	24	12.5
Total	192	100.0	192	100.0

Concerning the Level of education reached by parents the above table shows, illiterate fathers were 22.4% and illiterate mothers' were 11.5 %. Majority of the respondents fathers' and mothers' education were at primary school level (34.9%) and (28.6%) respectively. Therefore, both illiterate and primary level parents constituted 57.3% for fathers and 40.1% for mothers. Only 12.5% of fathers' and 19.8% of mothers' managed to complete their education at B.A/B.Sc. and above; and 16.1% fathers and 12.0% mothers had complete Diploma.

4.2. The Relationship between Parental Dimension and Achievement Motivation

As indicated in the research question, one of the endeavor of this study was to examine whether parental dimension (parental nurturance, parental control, parental structure, parental provision of autonomy and parental consistence correlates and contribute to achievement motivation

Correlation between Parental Dimension and Achievement Motivation

The main focus of this section is on the overall relationship between parental dimension and achievement motivation

Table 5: Inter-correlation between Parental dimension and Achievement Motivation

Variable	Achievement Motivation (r)	P. value
Nurture	.320**	.000
Control	.370**	.000
Structure	.248**	.001
Autonomy	.385**	.000
Consistency	.215**	.003

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

As the above table shows, there was a statistically significant relationship between all parental dimensions (nurture, control, structure, autonomy and consistency) and children's achievement motivation (Nurture: $r = .320$, Control: $r = .370$, Structure: $r = .248$, Autonomy: $r = .385$ and Consistency= $.215$, at $P < 0.01$). This implies that, appropriate amount of nurturance, control, structure, autonomy and pattern of consistency affect child achievement motivation.

Multiple Regression Analysis between parental dimensions on achievement motivation

Previously, attempt was made to determine the overall relationship between parental dimension and achievement motivation using Pearson product moment of correlation. Here the attempt is to identify which parenting dimension predict the outcome variable using stepwise multiple regression.

Table 6: Means and Standard Deviations of the Predictor and Criterion Variables

	N	Mean	Std Deviation
Nurture	192	4.3372	.54231
Control	192	3.6959	.53796
Structure	192	4.5039	.69520
Autonomy	192	4.3828	.80122
Consistency	192	4.3013	.74319
Achievement	192	3.9874	.60209
Total	192		

The descriptive statistics presented above provided the summary of the respondent for each parenting dimension subscales and achievement motivation scale.

The parenting dimension subscale means ranged from $M=4.50$ to $M= 3.69$. The highest mean score is (4.50) for structured parenting dimension with standard deviation from the mean (0.69) followed by autonomous parenting dimension (Mean= 4.38, SD= 0.80). As can be seen from the table above, the mean of Achievement motivations level was found to be 3.98 with the standard deviation from the mean being 0 .60.

The proportion of variance in achievement motivation that can be explained by the combined effect of the independent variables parental dimension (parental nurturance, parental control, parental structure, parental, provision of autonomy and parental consistence). This was explored using multiple regression. Below the results are presented.

Table 7: Regression Results on the effects of parenting dimension on achievement motivation

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	1.653	.357		4.625	.000
Nurture	.110	.097	.099	1.138	.257
Control	.306	.081	.273	3.759	.000
Structure	-.009	.072	-.010	-.122	.903
Autonomy	.267	.064	.356	4.178	.000
consistency	-.094	.068	-.117	-1.392	.166

*P < .05

R= .492

R²= .242Adjusted R²= .222

Standard error of estimate = .531

The results of multiple regression displayed in table 7 depict a highly significant relationship ($p < .01$) between the dependent variable and predictor variables. The coefficient of multiple R (.492) evidenced this assertion. The coefficient of determination (R^2) is a measure of how good a prediction of the criterion variable we can make by knowing the predictor variables. Accordingly, 24.2% of the variation accounted for in the dependent variable is due to the combined effect of the mentioned predictor variables. According to adjusted R^2 , the variation explained by the regression of dependent variable on the combined effect of all the predictor variables is 22.2%. The measure of relative importance of each of the predictor variable revealed that the coefficients of control and autonomy parenting dimension are significant contributors to the regression equation. The rest parenting dimension was found to be insignificant.

Results of step wise Multiple Regression Analysis

In order to isolate the predictor variable that has a significant contribution and to determine the magnitude of their contribution in explaining children achievement motivation a subsequent stepwise analysis gave the following results.

Table 8: Step wise regression analysis.

Variables	R	R Square	Adjusted R Square	F
Autonomy	.385 ^a	.148	.144	33.089
Control	.370 ^a	.137	.132	.56080

As depicted the table above, out of 24.2% accounted for variations in children's achievement motivation 14.4% (autonomy parenting dimension) 22.1% (Control parenting dimension) were contributed by these variables. The rest predictor variables such as nurture, structure and consistency parenting dimension in amassed contributed insignificant proportion for children achievement motivation.

4.3. Predicting Academic Achievement and Parenting Dimension Based on Parents Income and Educational Background

The second and third objective of this study is to examine the relative contribution of the predictor variables (family income and educational background) for the prediction of the dependent variable achievement motivation and parental dimensions and hereafter the following table illustrates the results as follows:

Correlation between Parental Dimension and Achievement Motivation with parent's income and educational level

The main focus of this section is on the overall relationship between family income, educational background, achievement motivation and parental dimensions

Table 9: Inter-correlation between Parental dimension and Achievement Motivation with parent's income and educational level

Variable	Achievement motivation		Parental dimension	
	r	P. value	r	P. value
Fathers Income level	-.078	.280	.183	.011
Mothers Income level	.231	.001	.218	.002
Fathers Educational level	.216	.003	.211	.003
Mothers Educational level	.244	.001	.247	.001

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

As the above table shows, there was a statistically significant relationship between parental dimensions with all parents educational and income level. This implies that, parent's socio demographic variables mark parental dimension. Regarding the relationship between parental demographic factors with achievement motivation, except one variable which is fathers income level the rest was found to be significantly correlates with achievement motivation.

Predicting Academic Achievement Based On Parents Income and Educational Background

Table 10: Regression Results on the effects of parents income and educational background on achievement motivation

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Father income	-.173	.037	-.388	-4.677	.000
Mother's income	.077	.022	.240	3.405	.001
Father's educational level	.070	.052	.155	1.340	.182
Mother's educational level	.123	.054	.263	2.284	.024

*P < .05 R = .428 R² = .184 Adjusted R² = .166 Stand. Error. estim. = .549

The results of multiple regression displayed in table 10 show a highly significant relationship ($p < .05$) between the dependent variable and predictor variables on estimated coefficient of multiple R (.428). The coefficient of determination (R^2) was depicted that 18.4% of the variation accounted for in the dependent variable is due to the combined effect of the mentioned predictor variables. To see the success of our model in the real world adjusted R^2 is more preferable than R^2 . According to adjusted R^2 , the variation explained by the regression of dependent variable on the combined effect of all the predictor variables is 16.6%. The measure of relative importance of each of the predictor variable revealed that the coefficients of fathers and mothers income level and mother's educational level was found to be significant contributors of achievement motivation of the child. From demographic predictor factor father's educational level was found inconsequential empirical coefficient for achievement motivation of children.

Results of Step-wise Multiple Regression Analysis

In order to isolate the predictor variable that has a significant contribution and to determine the magnitude of their unique contribution in explaining students' achievement motivation a subsequent stepwise analysis gave the following results.

Table 11: Step wise regression analysis.

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
Mother's educational level	.244 ^a	.059	.054	.58547
Fathers income level	.353 ^b	.125	.115	.56631
Mothers income level	.419 ^c	.176	.163	.55099

As depicted in the table above, out of 18.4 accounted for variations in children achievement motivation, 5.4%(mother's educational level), 11.5%(Fathers income level) and 16.3% were contributed by mother's income level. Father's educational level was found nothing to be with achievement motivation of the child.

Predicting Parenting Dimension Based On Parents Income and Educational Background

Table 12: Regression Results on the effects of parents income and educational background on parenting dimension

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.287	.520		37.118	.000
Father income per month	.053	.158	.029	.333	.739
Mother's income per month	.198	.096	.154	2.059	.041
Father's educational level	.018	.223	.010	.080	.937
Mother's educational level	.336	.230	.178	1.459	.146

*P < .05 R = .291 R² = .085 Adjusted R² = .065 Sta. error of estim. = 2.350

The results of multiple regression displayed in the above table show a highly significant relationship ($p < .05$) between the dependent variable and a linear combination of the predictor variables as can be estimated from the coefficient of multiple R (.291). The coefficient of determination (R²) is a measure of how good a prediction of the criterion variable we can make by knowing the predictor variables. Accordingly, 8.5% of the variation accounted for in the dependent variable is due to the combined effect of the mentioned predictor variables. But, sometimes R² tends to somewhat over-estimate the success of the model when applied to real world. Therefore, to see the success of our model in the real world adjusted R² is more preferable than R². According to adjusted R², the variation explained by the regression of dependent variable on the combined effect of all the predictor variables is 6.5%. The measure of relative importance of each of the predictor variable revealed only the coefficients of mother's income

per month was found to be significant contributors of parenting dimension of the parents. The rest independent variable was found to be not predict parenting dimension of the parents.

4.4. Achievement motivation and parenting dimension across gender

Investigating sex difference in achievement motivation was one of the objectives of this study.

The obtained result is presented as follows

Table 13: Summary of the Independent t- Test for achievement motivation and parenting dimension across gender (N=192)

	Sex	N	Mean	Std. Deviation	t	df	sig(2-tailed)
Achievement	Male	82	3.8659	.58166	-2.447	190	0.15**
	Female	110	4.0781	.60365			
Parenting Dimension	Male	82	20.6761	2.97014	-2.727	190	0.07**
	Female	110	21.6275	1.84699			

* *t-value is significant at the $P < 0.01$ level and $P < 0.05$ level*

In order to determine sex differences with respect to achievement motivation and parenting dimension independent sample t- test was employed. The result of the analysis, shows, statistically significant difference in achievement motivation between male and female ($t = -2.447$ $df = 190$, $P < .05$). In other words, females were found to be high in achievement motivation than males among the study population. Similarly, Independent sample t-test was conducted to examine gender differences in parenting dimension. A statistically significant mean difference in the parenting dimension to male and female children's was obtained ($t = -2.7273$, $p < 0.01$).

CHAPTER FIVE

DISCUSSION

In this part, the results presented in the previous section are discussed. Possible explanations and potential reasons in line with previous research findings are forwarded.

5.1. Relationship between Parental Dimensions and Achievement Motivation

One of the attempt of this study was to examine whether parental dimension (parental nurturance, parental control, parental structure, parental provision of autonomy and parental consistence) correlates and contribute to achievement motivation. The findings of this study indicated that there is a statistically significant relationship between all parental dimensions (nurture, control, structure, autonomy and consistency) with children's achievement motivation. This implies that parent's care, support, giving structure, autonomy in pattern of consistency in their rearing toward their children result in higher achievement motivation.

Regarding the relationship between parental dimension and achievement motivation different researchers reveal conflicting result. Several researches found positive association between parental dimension and achievement motivation (Gnzalez et. al., 1994). While other studies associate it with lower score in achievement motivation (Fulton & Turner, 2008).

As this paper attempt to investigate the measure of relative importance of each of the predictor variable it revealed that the coefficients of control and autonomy parenting dimension are significant contributors to achievement motivation. The rest parenting dimension was found to be insignificant. The finding in regard to parental autonomy appear to be consistent with the findings of (McLellan, 1953 as cited in Anderson and Johnson, 1971) parents giving autonomy to the child contribute in a positive way to achievement motivation as low achievement

motivation is associated with families that make their children to become more dependent on them. Further (Sheehy, 2004) also proved that children with high in achievement motivation are those whose parents encourage them to express relatively high levels of independence between the ages of six and eleven. Akin, Grolnick et al. (2014) finding shows that parents rated higher on autonomy support in homework and studying had children who reported higher in achievement.

In respect to parental control, Kassa (2014) finding in the study done in Tigray Regional National State; show that parental control among with other child rearing dimension shows that there were significantly and positively association with the children's academic achievement. These findings however, vary with the findings of (Jacobs, 1998 as cited in Geleta, 2014) that parental control increases the children to achieve less. Similarly, Rogers & Wiener. (2009) finding proves that controlling parental involvement associated with lower academic achievement in children. These findings require further research as to how control contributes for higher achievement motivation on children. Beside, from the researcher observation parents provision of autonomy is decreasing from previous times; children are almost surrounded by people who do the job what they personally must have done (eg. House servant, tutor, driver) and this common culture is forcing them to be dependent instead of self-relent person.

Even though the finding of this study shows the greater predictor variables are autonomy and control others parental dimension was found out to influence on achievement motivation too. Consistent with this, (Skinner & Baltes 1990 cited in Fulton & Turner, 2008) indicate that parental warmth are related to academic success and achievement motivation of a child; Farkas and Grolnick,(2010) finding shows that children who are found out to be high in their achievement motivation are come from rigidly structured families than the less motivated;

(Maccoby and Martin as cited in Kassa, 2014) finding proves that parental treatment and rearing practices through uniform and continuous (that is, consistency) are associated with positive developmental outcomes and effectiveness in achievement.

5.2 The relation between Achievement Motivation and Parenting Dimension with Parents Income and Educational Background

5.2.1. The relation between Achievement Motivation and Parents Income and Educational Background

The Pearson correlation and multiple regression analysis revealed that there was a statistically significant relationship between all parental socio economic factors except father income and educational level respectively. These finding is incongruent from the finding of (Atkinson and Feather 1966 cited in Muola, 2010) observation that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high in their achievement motivation; also (Lazarus and Elizabeth, 1984 as cited in Mariamawit, 2014) finding shows that mothers and fathers level of education is statistically and significantly correlated with the child achievement motivation.

Another study however goes in line with the finding of this study as (Kalil, Ryan, & Corey, 2012 as cited in Santrock, 2006) finding proves that more highly educated mothers engaged in more developmentally appropriate care increases the child chance of achievement.

Thus, the finding can imply that in our context though fathers' income and educational levels increase the time and its quality spent with their children is too restricted and their status change doesn't bring them progress in their personality. But mothers have the capability to manage their time and money to invest on their children, and bring change in their personality which this progress reflected on quality of life specifically achievement motivation of their children.

5.2.2. The relation between parental socioeconomic status and Parenting Dimension

The measure of relative importance of each of the predictor variable revealed only the coefficients of mother's income per month was found to be significant contributors of parenting dimension of the parents. The rest independent variable was found to be not predict parenting dimension of the parents. However another study shows a contrasting result that parents in low SES household tend to encourage autonomy individuality, and self-reliance in their children as a means of rearing practice (Rosier and Corsaro, 1993 cited in Radin, 1971) or McLoyd (1990 as cited in Bornstein, Leventhal & Lerner, 2015) finding shows that the father income in addition to the mother's plays its own role as their challenge in their financial capacity made them to have a bad relationship with their children in regard to parental warmth or nurture dimension. Further, in respect to another facet study shows that fathers' from low socioeconomic status can provide warmth and nurture parental dimension (Grimm-Thomas and Perry-Jenkins, 1994 as cited in Mariamawit, 2014). Moreover, regarding parental provision of structure it is strongly influenced by their socio-economic status (Grolnick, et. al, 2014)

Nevertheless some findings came up in line with the finding of this study regarding parental control the finding of (Mcloyd, 1990 cited in Radin, 1971) shows that deprived mothers are more to use power-assertive regulation, stress compliance and behavioral rules than mothers from well to do background.

Thus, the finding of this study can indicate that in our context mother's becoming financially competent increase the quality of their parenting; this may because their closeness to their children and house chore make them aware to what is absent in the house and needed and this may relate with finance and this will create them the feeling of stress and dependency.

Consequently, if their financial need is covered especially if they are the one who generate then their mind will be at ease and their effectiveness in their parenting increase.

5.3. Achievement motivation and parenting dimension across gender

In attempt to investigating sex difference in achievement motivation and parenting dimension it was found that there is a statistically significant difference in achievement motivation between male and female. In other words, females were found to be high in achievement motivation than males among the study population. This study however is indifferent from Ayele (2012) finding that since Ethiopian socio-cultural condition favor the dominance of males and make available different social provision over females in different aspects of life, the boy have an opportunity to fit and able to have higher academic self-efficacy and achievement motivation, than girls. Further, among the different factors that influence female achievement motivation (Tesfaye, 2014) finding shows that the family's socio-economic status influences the daughter's educational performance in which the financial and moral support provided to girls for schooling is limited as compared to boys this then made females to have less academic achievement. Hence the variation in the finding of this study from these two may be explained according to our gender view transformation.

Moreover, parenting dimension was found to vary across gender; females gain more amount of nurturance, control, structure, autonomy and consistency from their parents. In regard to autonomy provision the finding of this study doesn't go in line with Rosen & Andrade (1959) their finding however, shows that parents of boys expect them to be independent and self-reliance to be high in achievement motivation comparing to their female participant. Regarding parental warmth another study findings of Kassahun (2005) proves that parents are likely to give greater warmth and responsive (authoritative) regardless of the child sex.

Consequently, the variation in the finding of this study may be because our protective parenting approach may attribute for providing more in parenting dimension for their daughters than boys.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.1. Summary

The objective of this study was to investigate the role of parenting dimensions and socioeconomic status on achievement motivation of primary school children. The study was conducted on 192 students from grades four and five of Addis International Academy and Bole Ethio-China Friendship Primary School in Bole Sub city, Addis Ababa.

The instrument employed for this study was structured questionnaire aimed to collect relevant data on parental socioeconomic status, achievement motivation and parenting dimension (parental nurturance, control, parental structure, parental, provision of autonomy and parental consistence) of children. Using this instrument noteworthy data was collected cautiously.

Following data collection, the data were manually edited for completeness, accuracy and homogeneity and coded accordingly and then entered in to SPSS-20 software for computing different statistical analysis. In line with the stated research questions the data were analyzed using descriptive statistics, independent sample t-test, Pearson product moment of correlation and step wise regression.

The result of the study reveals a statistically significant relationship between all parental dimensions (nurture, control, structure, autonomy and consistency) and children's achievement motivation. This implies that, appropriate amount of nurturance, control, structure, autonomy and pattern of consistency affect child achievement motivation.

Concerning the proportion of variance in achievement motivation that can be explained by the combined effect of the independent variables (parental dimension), the results of multiple regression found that there was a significant relationship ($p < .01$) between the dependent variable and predictor variables. Accordingly, 24.2% of the variation accounted for in the achievement motivation is due to the combined effect of the mentioned predictor variables (parenting dimension). In line with this, step wise regression result found that control and autonomy parenting dimension were the only predictor of achievement motivation.

Concerning the relationship between Parental dimension and achievement motivation with parent's income and educational level a statistically significant correlation between parental dimensions with all parents educational and income level was found. Likewise, achievement motivation of children was found to be significantly correlated with income and educational level of parents except with father's income level.

The results of multiple regression found that there is a significant relationship ($p < .05$) between achievement and parents educational and income level. Accordingly, 16.6 % of the variation accounted for in the achievement motivation is due to the combined effect of the mentioned predictor variables. Mother's income and educational level and father's income level were found to be a good predictor of achievement motivation.

Regarding the results of multiple regression between parenting dimension and parents educational and income level a significant relationship ($p < .05$) were found between parenting dimension and parents educational and income level. Accordingly, only 8.5 % of the variation accounted for in the parenting dimension is due to the combined effect of the mentioned predictor variables. Barely, the coefficient of mother's income per month was found to be

significant contributors of parenting dimension of the parents. The rest independent variable was found to be insignificant contributor to parenting dimension.

A statistically significant difference between male and female children in their achievement motivation was observed. Female were found to be high in achievement motivation than males among the study population. Parenting dimension was found to vary across gender; females gain more amount of nurturance, control, structure, autonomy and consistency from their parents.

6.2. Conclusions

Achievement motivation is a widespread psychological notion that affects success in all horizon of life. This study, therefore, attempted to examine the role of parenting dimensions (parental nurturance, parental control, parental structure, parental, provision of autonomy and parental consistence) and SES on achievement motivation of primary students. In order to deal with these basic questions relevant literature was critically reviewed and analyzed.

Some challenges were encountered while conducting this study; were lack of necessary materials written with respect to the topic under study. Despite these limitations, using unreserved effort the researcher has attempted to make the study as complete as possible. The following conclusions were drawn bearing these limitation in mind.

- Broad-spectrum parental dimension (parental nurturance, parental control, parental structure, parental provision of autonomy and parental consistence) were found to have relation with achievement motivation of children.
- Contrary, achievement motivation was found independent of predictor variable (parental dimension; parental nurturance, parental consistence, parental structure) except parental provision of autonomy and parental control

- In general, income and educational levels of mothers' were found to be the most important underlying factors that relate and contribute to children's achievement motivation.
- Unlike, parenting dimension was found to be free of predictor variable (income and educational level of parents) except mother's income per month which was found to be a factor that contribute for parenting dimension.
- Overall, significant difference between male and female children' in their achievement motivation and parenting dimension was observed.

6.3. Recommendations

On the basis of the major findings of this study the following recommendation were forwarded:

Parents should realize that their child raising practice impact their child's achievement motivation. The finding chiefly implies parents need to provide autonomy and control to their children to get most out on achievement motivation.

It would be equally important to recommend some suggestion for mothers to work on upgrading their academic and income level and awareness on how to improve their parenting which in turn increases children's achievement motivation.

Further research need to be conducted to find out how control contributes for higher achievement motivation. In addition to this, the existence of autonomy provision in Ethiopian context and fathers' educational and income level in relation to their parenting needs further investigation.

Governments, nongovernmental organization, and other stakeholders should create better awareness by preparing panel discussions and trainings on the importance of different parental dimensions in order to create better child, more over good citizen.

This study is only a beginning to have a baseline picture particularly, in Ethiopia. Hence much has to be done to understand the problem through extensive studies that covers larger samples of students and socio-demographic variables. It is equally important to make use of qualitative studies to solicit in-depth information from the participants that on the variables of achievement motivation and parenting dimension.

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APPENDIX I: ENGLISH VERSION OF THE QUESTIONNAIRE

**Addis Ababa University
College of Education and Behavioral Studies
School of Psychology
Questionnaire filled by the participant**

Dear Respondent

This questionnaire is designed to gather relevant information on the major correlates of achievement motivation among Addis International Academy and Bole Ethio-China Friendship Primary Schools grade 4 and 5 students. The questionnaire tries to explore some very personal information about you which is very helpful to the quality of this research as well as possible solution to the problems. Hence, you are kindly requested to provide the necessary information honestly and openly.

I assure you that your response will not be used for the purpose other than stated above and will be kept confidential.

Thank you ahead for your cooperation!

General Direction: Put this '√' mark under your choice for each item and provide appropriate answer for each item

: No need of writing your name

The question has three sections

1. The first section of the questionnaire will be used to collect background information of the participants
2. The second part of the questionnaire will be used to collect data on the role of the parental dimension on Achievement Motivation
3. The third part of the questionnaire will be used to collect data on the Child Achievement Motivation

SOCIODEMOGRAPHIC INVENTORY

Part I: The following items are intended to collect socio demographic information of the participants and their parents'

Direction: Please give your appropriate answer for the following items and put the '√' mark under your choice accordingly.

1. Your age? _____
2. Your sex? 1. Male
Female
3. Grade 1. Four
2. Five
4. With whom do you live?
 - A. With both father & mother
 - B. With father's only
 - C. With mother's only
 - D. With relative
 - E. Other
5. What is your father's occupational status?
 - A. Employee
 - B. Self-employed
 - C. Unemployed
 - D. other _____
6. Amount of your father's income per month; Birr;
 - A. less than 1000
 - B. 1001-2000
 - C. 2001- 3000
 - D. 3001-4000
 - E. 4001 and above
 - F. No income
7. What is your mother's occupation status?
 - A. Employed
 - B. Self-employed
 - C. Un-employed
 - D. Others _____
8. Amount of your mother's income per month; Birr;
 - A. less than 1000
 - B. 1001-2000
 - C. 2001-3000
 - D. 3001-4000
 - E. 4001 and above
 - F. No income

9. What is your father's highest educational level?

- A. Illiterate
- B. Primary school (1-8)
- C. Secondary school (8-12)
- D. Diploma/certificate/TVET
- E. B.A/B.Sc. and above

10. What is your mother's highest educational level?

- A. Illiterate
- B. Primary school (1-8)
- C. Secondary school (8-12)
- D. Diploma/certificate/TVET
- E. B.A/B.Sc. and above

PARENTAL DIMENSION INVENTORY

Part II: The following items are intended to collect information on the major correlate of achievement motivation.

Direction: For the following scale, there are alternatives for each item rated as “Strongly Disagree=1” “Disagree=2”, “Neutral=3”, and “Agree=4” “Strongly Agree=5” Thus you are cordially asked to put the √ mark under your choice accordingly

No.	Item	1	2	3	4	5
"Nurture" Scale Items						
1.	My parents took part in activities and projects with me					
2.	My parents took me places (trips, shows, etc.)					
3.	My parents spent a lot of time with me not doing anything special					
4.	My parents had regular playtime and/or story time with me					
5.	My parents are genuinely interested in my affairs.					
6.	My parents talked to me in a warm and affectionate way					
7.	My parents often told me they loved me.					
8.	My parents made me feel wanted and needed					
9.	My parents rewarded my good behavior by praising me and saying nice things about me.					
10.	My parents relieved me when I was unhappy or in trouble					
11.	My parents were always ready to listen to my problems.					
12.	My parents seemed to understand me					
"Control" Scale Items						
13.	My parents reasoned with me when I misbehaved					
14.	My parents told me how to spend my free time.					
15.	My parents told me how to do my work					
16.	My parents insisted that they knew best and that I must accept their decisions.					
17.	My parents spanked me					
18.	My parents was willing to discuss regulations with me and considered my viewpoint in make them.					
19.	My parents usually threatened me with physical punishment					
20.	My parents pushed me to do well in school					
21.	My parents pushed me to excel in everything I did					
22.	My parents pushed me to have lots of friends					
23.	My parents often nagged, scolded, and criticized me					
24.	My parents punished me by withholding affection or friendship					
25.	My parents are always telling me what to do					
26.	My parents boss me.					
27.	My parents think there is only one right way to do things—their way.					
28.	My parents say “no” to everything.					

“Structure” Scale Items						
29.	When I want to do something, my parents show me how.					
30.	When I want to understand how something works, my parents explain it to me.					
31.	If I ever have a problem, my parents help me to figure out what to do about it					
32.	My parents explain the reasons for our family rules					
“Autonomy Support” Scale Items						
33.	My parents trust me					
34.	My parents accept me for myself.					
35.	My parents let me do the things I think are important.					
36.	My parents try to understand my point of view.					
“Parental consistency” Scale Items						
37.	My parents convinced to change their mind when I refuse to accept their requests					
38.	My parents strictly implement their decision, once they have decided how to deal with my misbehavior					
39.	My parents don't threaten me with punishment unless they are sure they will carry it out					
40.	My parent try to keep what they promise to me					
41.	My parents buy me books and all materials needed for my education					
42.	My parents buy me books other than my educational reference					

ACHIEVEMENT MOTIVATION INVENTORY

Part III: The following Items are intended to collect information on respondent Achievement Motivation. Please give your appropriate answer for the following item and put this √ mark under your choice accordingly.

Direction: For the following scale, there are alternatives for each item rated as “Strongly Disagree=1” “Disagree=2”, “Neutral=3”, and “Agree=4” “Strongly Agree=5” Thus you are cordially asked to put the √ mark under your choice accordingly

No.	Item	1	2	3	4	5
1.	When I am working , the demand I put on myself are very high					
2	If I have not attained my goal and haven't done a task well I usually give up					
3.	Failure discourages me from trying as hard as possible the next time					
4.	I like to select my friends from among those whose abilities are generally below my own					
5.	I prefer to have friends who perform at least as good as I perform					
6.	I usually spend a great effort to get my assignments and paper work right					
7.	Although the future seems uncertain, I will do my best at school					
8.	Regardless of its level of difficulty I always continue to work on my goal until I achieve it					
9.	I often prefer assignments which are challenging so that I can learn new thing out of it					
10.	My intention is to get good mark though I don't understand the lesson					
11.	Even when I do poorly in the test , I try to learn from my mistakes					
12.	I don't like challenging questions					
13.	I wish grade promotion were given without taking exam					
14.	I give attention to those activities which involve chance factor					
15.	I usually tackle the easy problem first and don't worry about the difficult ones					
16.	I feel I always need help with difficult schoolwork.					
17.	I feel good about my ability to do school work.					

APPENDIX I: AMHARIC VERSION OF THE QUESTIONNAIRE

አዲስ አበባ ዩንቨርሲቲ

የትምህርትና የባህሪ ጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

በጥናቱ ተሳታፊ ማሞላ

ሙሉ ጊዜ መሰብሰብ ቀን-----

ውድ የጥናቱ ተሳታፊ!

ይህ መጠቀሚያ በአዲስ ዓለም ዓቀፍ እና በቦሌ ኢትዮ ቻይና ት/ቤት ውስጥ የሚገኙ የ4ኛ እና የ5ኛ ክፍል ተማሪዎችን የስኬት መነሳሳት/መነቃቃት ለመረጃ ስሙን/ስምን ለመጠቀም ነው። መጠቀሚያው ማህበራዊ ግንኙነት/የምትሰጭው/ጠው መረጃ በሚሰጥር ተጠብቆ ለጥናቱ ውጤት ብቻ የሚውል መሆኑን እያረጋገጥኩ። መሰብሰብ/ሆን በታማኝነት እንድትሰጡ/ጠኝ ስህተት በትህትና እንዲቃሰሁ።

- የስሙንን መረጃ ከሳይኮሎጂ ክፍል ከጠቀስኩት ዓሳማ ውጭ ስህተት ስሳማ ስህተት መሆኑን።
- ስምሽን/ሆን በመጠይቁ በየትኛውም ቦታ ላይ መጻፍ አያስፈልግም ።

አጠቃላይ መመሪያ- ትክክለኛ ምርመራ/ሆን በእያንዳንዱ ፊት ባለ ሳጥን ስር ጁህንን ምሳክት በማስቀመጥ መሰብሰብ እንደሆነ ተጠቅሞ መሰብሰብ በመስጠት ጁመሰሰው።

ደህ መጠይቅ ሶስት ክፍሎች ስሱት እነሱም፡-

1. ሙሉ መሰብሰብ ስህተት ስህተት አንቺ/አንተ እና ቤተሰብሽ/ህ አጠቃላይ ስህተት መረጃን ጁሰበሰባል።
2. ሁለተኛው ስህተት በአንቺ/ተና በወላጆችህ መሀከል ስላለ ግንኙነት መረጃ ይሰበሰባል።
3. ሦስተኛው ክፍል የእርሶን የስኬት መነሳሳት/መነቃቃት መረጃ ይሰበሰባል።

ስዕል/ቅጾች ምሳሌ ስሙን/ሆን ስለተሰጡ ስህተት አይሆንም!

የቤተሰብና የግል መረጃ መሰብሰቢያ መጠይቅ

ክፍል አንድ:- በዚህ ክፍል የቀረቡት ጥያቄዎች ስለ አንቺ/አንተ አጠቃላይ ግላዊ መረጃን ስመሰብሰብ የተዘጋጁ ናቸው።

መመሪያ:- የሚከተሉትን ጥያቄዎች አንብበሽ/ህ ከተረዳሽ/ዳህ በኋላ ትክክለኛ ምርቶችን በእያንዳንዱ ጥያቄ ፊት ባለው ሳጥን ውስጥ ይህንን ምልክት በማስቀመጥ እንዲሁም ተገቢውን ምሳሽ በመስጠት ይመልሱልኝ።

1. አትሚ? _____

2. ናታ ወንድ

ሴት

3. ክፍል ለጋራ? 4ተኛ

5ተኛ

4. የምትኖረው/ረው ከማን ጋር ነው

ከአባት እና ከእናቱ ጋር

ከአባቱ ጋር ብቻ

ከእናቱ ጋር ብቻ

ከዘመድ ጋር

ከሌላ ጋር _____

5. የአባትህ/ሽ የስራ ሁኔታ

ሀ. ተቀጥሮ ማሰራ ለ. በግብር ማሰራ ሐ. ስራ ሲሰራ ማ. ሌላ _____

6. የአባትህ/ሽ ጠቅላላ የወር ገቢ በብር

ሀ. 1000 ብር ያነሰ

ለ. ከ1001 እስከ 2000

ሐ. ከ 2001 እስከ 3000

መ. ከ 3001 እስከ 4000

ሠ. ከ 4001 በላይ

7. እናትህ/ሽ ስራ ሁኔታ

ሀ. ተቀጥሮ የምትሰራ ለ. በግብር የምትሰራ ሐ. ስራ የሌላት ማ. ሌላ _____

8 የእናትህ/ሽ ጠቅላላ የወር ገቢ በብር

- ሀ. ከ1000 ብር ያነሰ
- ለ. ከ1001 እስከ 2000
- ሐ. ከ 2001 እስከ 3000
- መ. ከ 3001 እስከ 4000
- ሠ. ከ 4001 በላይ

9 የአናት/ሽ የትምህርት ደረጃ

- ሀ. ምንም አይነት ትምህርት ያልተማረች
- ለ. የመጀመሪያ ደረጃ ትምህርት ከ1ኛ እስከ 8ኛ ክፍል
- ሐ. የሁለተኛ ደረጃ ትምህርት ከ8ኛ እስከ 12ኛ ክፍል
- መ. ዲፕሎማ/ ሰርተፍኬት/ TVET
- ሠ. ቢ.ኤ./ ቢ.ኤ.ሲ.ሲ እና በላይ

10. የአባት/ሽ የትምህርት ደረጃ

- ሀ. ምንም አይነት ትምህርት ያልተማረ
- ለ. የመጀመሪያ ደረጃ ትምህርት ከ1ኛ እስከ 8ኛ ክፍል
- ሐ. የሁለተኛ ደረጃ ትምህርት ከ8ኛ እስከ 12ኛ ክፍል
- መ. ዲፕሎማ/ ሰርተፍኬት/ TVET
- ሠ. ቢ.ኤ./ቢ.ኤ.ሲ.ሲ እና በላይ

የወላጅ እና የልጅ ግንኙነት መለኪያ መጠይቅ

ቅጽ ሁለት:- በ□□□ ቅጽ በቀረቡት □□ቁዎች በእርሶና በወላጅዎ መሀከል ስላለ ግንኙነት መረጃ ለመሰብሰብ የተዘጋጁ ናቸው።

መመሪያ:- ተማሪዎች! ከዚህ በታች የተዘረዘሩትን ጥያቄዎች በጥሞና ካነበባችሁት በኋላ ትክክለኛ ስሜቱን ይገልፅልኛል ብላችሁ በምታስቡት ከተዘረዘሩት አማራጮች ውስጥ ጭረት “√” በማድረግ ምላሽ ይስጡ።

በጣም አልሰማም=1 አልሰማም=2 እርግጠኛ አይደለም=3 አሰማሁ=4 በጣም አሰማሁ= 5

ተ.ቁ	ጥያቄ	1	2	3	4	5
1.	ወላጆቼ በምስራቸው ስራዎችና ተግባራት ሁሉ ከጎኔ ናቸው					
2.	ወላጆቼ ወደ መዝናኛ ቦታዎች እየወሰዱ ያዝናኑኛል					
3.	ወላጆቼ ከእነሱ ጋር እንዳሳልፍ በቂ የሆነ ጊዜ ይሰጡኛል					
4.	ወላጆቼ ጊዜ ሰጥተው ተረት ያወሩልኛል ፅንቆቅልሽ ያጫውቱኛል					
5.	ወላጆቼ እኔ በማደርገው ነገር ሁሉ ደስተኞች ናቸው					
6.	ወላጆቼ ፍቅር እና እንክብካቤ ይሰጡኛል					
7.	ወላጆቼ እንደሚወዱኝ በእኔም ደስ እንደሚላቸው ሁሌ ይነግሩኛል					
8.	ወላጆቼ ተፈላጊና ተወዳጅ ልጅ መሆኔ እንዲሰማኝ ያደርጋሉ					
9.	ወላጆቼ ጥሩና አስፈላጊ የሆነ ባህሪ ሳሳይ ያሞግሱኛል ይሸልሙኛል					
10.	ወላጆቼ ጭንቀት እና መጥፎ የሆነ ስሜት ሲሰማኝ ችግሪን ለመፍታት ያነጋግሩኛል					
11.	ወላጆቼ ችግሮቼን ለማዳመጥ ሁልጊዜም ዝግጁ ናቸው					
12.	ወላጆቼ የማደርገውን ነገር ሁሉ ይረዱኛል					
13.	ወላጆቼ መጥፎ ባህሪ ሳሳይ ባህሪዬን እንዳስተካክል በምክንያት ይመክሩኛል					
14.	ወላጆቼ ትርፍ ጊዜዬን እንዴት እና በምን ላይ ማሳለፍ እንዳለብኝ ይመክሩኛል					
15.	ወላጆቼ የቤት ስራዬን እና የትምህርት ጥናቴን እንዴት መስራት እንዳለብኝ ይመክሩኛል					
16.	ወላጆቼ ለእኔ ከእኔ የተሻለ እንደሚያውቁ እና የእነሱን ውሳኔ ብቻ እንድቀበል ይፈልጋሉ					
17.	ወላጆቼ ይገርፉኛል ይቆነጥጡኛል					
18.	ወላጆቼ በጋራ የቤታችን ደንብ እና ስርዓት ዙሪያ ጊዜ ሰጥተው እንድንወያይ ያደርጋሉ የምናቀርበው ሃሳብም ይሰማሉ					
19.	ወላጆቼ በመግረፍ እና በመቆንጠጥ ሊቀጡኝ እንደሚችሉ ያስፈራሩኛል					
20.	ወላጆቼ በትምህርት ህይወቴ የተሻልኩ እንድሆን ያበረታቱኛል					
21.	ወላጆቼ በምስራው ስራ ሁሉ የተሻልኩ እንድሆን ያበረታቱኛል					

22.	ወላጆቹ ብዙ ንደኞች እንዲኖሩኝ ያበረታቱኛል					
23.	ወላጆቹ ሁልጊዜ ይጨቀጧቸዋል ይወቅሱኛል					
24.	ወላጆቹ ፍቅር እና እንክብካቤያቸውን በመንፈግ ይቆጡኛል					
25.	ወላጆቹ ሁሉም ምን ማድረግ እንዳለብኝ ይነግሩኛል					
26.	ወላጆቹ ቁጥጥር ያበዙብኛል					
27.	ወላጆቹ እነሱ ብቻ የሚያስቡት ነገር ትክክል እንደሆነና በእነሱ ሃሳብ ብቻ እንድመራ ያስገድዱኛል					
28.	ወላጆቹ ለምጣይቃቸው ነገር ሁሉ መልሳቸው አይሆንም ብቻ ነው					
29.	ወላጆቹ አንድ ነገር ለመስራት ሳስብ ነገሩን እንዴት መስራት እንደምችል ያሳዩኛል					
30.	ወላጆቹ አንድ ነገር እንዴት እንደሚሰራ ሳስብ ነገሩን እንዴት መስራት እንደሚቻል ይገልጹልኛል/ ያበራሩልኛል					
31.	ወላጆቹ አንድ ችግር ሲገጥመኝ ችግሪን ለመፍታት ምን ማድረግ እንዳለብኝ ከጎን ሆነው ያግዙኛል					
32.	ወላጆቹ በጋራ የቤታችን ደንብ እና ስርዓት ዙሪያ ገለፃ ያደርጋሉ					
33.	ወላጆቹ በእኔ ላይ እምነት አላቸው					
34.	ወላጆቹ እራሴን እንደሆን ያበረታቱኛል የእኔን ማንነትም ይቀበሉታል					
35.	ወላጆቹ አስፈላጊ እና ጠቃሚ ነው ብዬ የማምንበትን ነገር እንደሰራ ፈቃደኛ ናቸው					
36.	ወላጆቹ የእኔን ሃሳብ ፣ ምልክታ እና ማለት የፈለኩትን ይረዱልኛል					
37.	ወላጆቹ በሃሳባቸው ሳልስማማ ብቀር የኔን ሃሳብ ለመቀበል ፈቃደኛ ናቸው					
38.	ወላጆቹ የኔን መጥፎ ባህሪ ለመለወጥ አንዴ ከወሰኑ በውሳኔያቸው ይፀናሉ					
39.	ወላጆቹ ለኔ ይጠቅማል ብለው እርግጠኛ ካልሆኑ በቀር አይቀጡኝም					
40.	ወላጆቹ ቃል የገቡልኝን ነገር ለማድረግ ቃላቸውን ይጠብቃሉ					
41.	ወላጆቹ ለትምህርት የሚያስፈልጉኝን ግብዓቶች ያሟሉልኛል					
42.	ወላጆቹ ለትምህርት ውጪ የሚያስፈልጉኝን ግብዓቶች ያሟሉልኛል					

የስኬታማነት መነሳሳት/መነቃቃት መረጃ መጠይቅ

ክፍል 3 መመሪያ:- ተማሪዎች! ከዚህ በታች ለተዘረዘሩት ጥያቄዎች በጥሞና ካነበባችሁ በኋላ ትክክለኛ ስሜቱን ይገልፁልኛል ብላችሁ በምታስቡት ከተዘረዘሩት አማራጮች ውስጥ ጭረት “√” በማድረግ ምላሽ ይስጡ።

በጣም አስገባማም= 1 አልሰማማም= 2 [] ና አይደለሁም=3 አስማማለሁ= 4 [] በጣም አስማማለሁ= 5

ተ/ቁ	መጠይቅ	1	2	3	4	5
1	ማንኛውንም ዓይነት ስራ ስሰራ ሁልጊዜም ብዙ መስራት እንዳለብኝ አጠብቃለሁ					
2	ግዜን ካላሳካሁና ስራዬን በደንብ ካልሰራሁ የጀመርኩትን ሥራ ማቆም ወይም መተው እመርጣለሁ					
3	አንድን ነገር ስሰራ ጥረቴ ካልተሳካልኝ ደግሞ የመሞከር መንፈሴ ይሞታል ተስፋም እቆርጣለሁ					
4	በጉብዝና ከእኔ ያነሱ ጓደኞች ቢኖሩኝ እመርጣለሁ					
5	ቢያንስ የእኔን ያህል ጉብዝና ያላቸው ጓደኞች ቢኖሩኝ እመርጣለሁ					
6	ሁልጊዜም የቤት ሥራዬን ስሰራ በከፍተኛ ጥረት እና በሙሉ ቁርጠኝነት እንዲሆን እመርጣለሁ					
7	ስለነገ ማወቅ ቢያስቸግረኝም ሁሌም በትምህርቴ ጥሩ ለመስራት እሞክራለሁ					
8	የትኛውም አይነት አስቸጋሪ ፈተና ወይም ሥራ ቢያጋጥመኝ ግዜን አስካላካ ድረስ በርትቼ አሰራለሁ					
9	ከባድ እና ፈታኝ የክፍል ሥራዎች አዳዲስ ነገሮችን እንዳውቅ ዕድል ስለሚሰጡኝ ምርጫዬ ናቸው					
10	ትምህርት ባይገባኝ አልጨነቅም የኔ ፍላጎት ጥሩ ውጤት ማምጣት ላይ ብቻ ነው					
11	በፈተና ጥሩ ውጤት ባላገኝም እንኳን ከስህተቶቼ መማሪ በጣም ያስደስተኛል					
12	በጣም ከባድ እና ፈታኝ የሆኑ ጥያቄዎችን መስራት አልወድም					
13	ፈተና ሳይኖር ተምሮ ማለፍ ቢቻል ኖሮ ደስተኛ ነበር የምሆነው					
14	ከጥረት ይልቅ በዕድል በሚሳኩ ሥራዎችን እወዳለሁ					
15	ብዙ ጊዜ ከባድና ፈተኝ ጥያቄዎችን ከመስራት ይልቅ ቀላል ጥያቄዎችን መስራትን ብቻ እመርጣለሁ					
16	ከትምህርቴ ጋር በተያያዙ አስቸጋሪ ሥራዎችና ፈተናዎች ሲገጥመኝ ሁልጊዜ እገዛ እንደሚያስፈልገኝ ይሰማኛል።					
17	በትምህርቴ የሚጠበቁብኝን ሥራዎች ለማከናወን ባለኝ ችሎታ ጥሩ ስሜት ይሰማኛል					