



Addis Ababa University

College of Behavioral Science

Department of Social Psychology

**The Impact of Parents' Socioeconomic Status, Parents' Attitude towards
education, and Parenting Style on Sixth-Grade Students' Academic
Performance in Ministry Exams in Addis Ababa**

**A Thesis Submitted to the School of Psychology in Partial Fulfillment for the
Requirements of the Master of Arts (MA) in Social Psychology**

By: Yosef Daniel

**September 2024
Addis Ababa, Ethiopia**

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Advisor: Tamirie Andualem (PHD)

September 2024

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Declaration

I, the undersigned, declare that this research is my original work and has not been presented in any other university/institution for consideration of any certification or award.

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Approval

This is to certify that the research prepared by Yosef Daniel, entitled '*The Impact of Parents' Socioeconomic Status, parents Attitude towards education and Parenting Style on Sixth-Grade Students' Academic Performance in Ministry Exams' in Addis Ababa*' and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Developmental Psychology to Addis Ababa University College of Behavioral Science Department of Social Psychology.

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Contents

Declaration.....	iii
Approval	iv
Acknowledgments	v
List of Tables.....	viii
List of Figures.....	viii
List of Abbreviations.....	ix
Abstract.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study	5
1.3.1 General Objective	5
1.3.2 Specific Objectives	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Scope of the Study	6
1.7 Limitation of the Study	6
1.8 Operational Definition of Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.1 Academic Achievement Defined.....	8
2.2 Parental Factors as Predictors of Academic Achievement.....	9
2.2.1 Socioeconomic Status (SES).....	10
2.2.2 Parenting Style	13
2.2.3 Parents' Attitude towards Education	16
2.4 Conceptual Framework of the Study	18
CHAPTER THREE: RESEARCH METHODOLOGY	19
3.1 Research Design.....	19
3.2 The Study Area	19
3.3 Study Population.....	19
3.4 Sampling Techniques and Size	20
3.5 Data Collection	20
3.6 Method of Data Analysis	21
3.7 Validity of the Study	21

3.8 Reliability.....	22
3.9 Ethical Considerations	23
CHAPTER FOUR: RESULTS AND DISCUSSIONS	24
4.1 Response Rate	24
4.2 Respondent’s Demographic Profile	24
4.2.1 Participants Grade Six Results.....	27
4.3. Assumption Test Results	27
4.3.1. Normality Test.....	27
4.3.2. Multi colinearity Tests	28
4.3.3. Model Fit Statistics	29
4.4. Regression Estimates	30
4.4.1 The Effect of Parenting Style on Student Academic Achievement	31
4.4.2 The Effect of Parents’ Attitude Toward’s Education on Student Academic Achievement	32
4.4.3 The Effect of Parents’ Education on Student Academic Achievement	32
4.4.4 The Effect of Family Income on Student Academic Achievement.....	32
4.4.5 The Effect of Parents’ Occupation on Student Academic Achievement.....	32
4.4.6 Public vs. Private School Comparison.....	33
4.5 Discussion of Results.....	33
4.5.1 Parenting Style	33
4.5.2 Parents’ Attitude Towards Education.....	34
4.5.3 Parental SES on Student’s Academic Achievement.....	35
CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS	37
5.1 Summary	37
5.2 Conclusions.....	38
5.3 Recommendations.....	40
References	42
Appendices.....	53
Appendix-1: Questionnaire English Version	53
I. Introduction	53
II. Demographic Questions	53
III. Parental Attitude Questions.....	54
IV. Parenting Styles Questions.....	55
Appendix-2: Questionnaire Amharic Version	56

List of Tables

Table 1 Reliability statistics	23
Table 2: Response rate	24
Table 3: Descriptive Statistics.....	Error! Bookmark not defined.
Table 4: Multi colinearity and autocorrelation tests	28
Table 5: ANOVA Statistic	29
Table 6: Model Summary.....	30
Table 7: Linear regression analysis result	30

List of Figures

Figure 1: Conceptual Framework of the Study	18
Figure 2: Participants Grade Six Score	27
Figure 3: Normality Histogram.....	27
Figure 4: Normality PP Plot.....	27

List of Abbreviations

MoE	Ministry of Education
SES	Socioeconomic Status
SPSS	Statistical Package for the Social Sciences
AtAEB	Addis Ababa Education Bureau
SAA	Student Academic Performance
SSS	Parents' Socioeconomic Status
PS	Parenting Style
PAE	Parents' Attitude towards Education

Abstract

The main aim of the study was to examine the influence of parental characteristics, specifically parenting style, parents attitude toward education, and socioeconomic status (SES), on students' academic achievement. The research adopted a quantitative research approach. In this research convenience sampling technique was implemented to identify the 4 schools from which 275 participants were selected from. The stratified sampling technique was used to determine samples from the target population. The validity and reliability of the instruments was ensured through pretesting and triangulations. SPSS v27 was used to analyze data, both descriptive and thematic analysis were used. Pearson's correlation and linear regression techniques were employed to assess the effects of parental characteristics on academic performance. The findings indicate that parenting style ($p = 0.00$) and parents' attitude towards education ($\beta = 2.57$, $p = 0.00$) significantly impact students' academic performance. Moreover, parental level of education, and income, but not parents' occupation, were also found to significantly affect students' academic performance. Specifically, authoritative parenting approaches, positive attitudes toward learning, higher parental educational attainment, and increased household income positively shape students' educational experiences. These findings suggest that interventions aimed at promoting authoritative parenting practices, fostering positive parental attitudes toward education, and addressing socioeconomic disparities in education could be effective in improving students' academic outcomes. Recommendations include the development and implementation of comprehensive parenting programs and policies that target these key factors.

Keywords: Parenting Style, Attitude towards Education, Parental SES, Addis Ababa.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Over the previous decades different scholars have tried to define academic achievement in their own ways. Though they try to explain it in different ways they use similar phrases and concepts to describe it. Vyad (2024) describes the phenomenon by saying how well students do in their educational pursuits, primarily measured through grades, test scores, and overall comprehension of academic material. Davis-Kean & Sexton (2014) describes it as the knowledge or skill a student has developed in school subjects. It's an essential aspect of a student's life for several reasons. Firstly, it provides a tangible measure of their understanding and mastery of subjects, giving both students and educators a clear sense of progress and areas needing improvement. Secondly, it often opens doors to higher education opportunities, scholarships, and competitive programs, playing a crucial role in shaping a student's future career and prospects.

Moreover, excelling academically can boost a student's confidence and motivation, encouraging a lifelong love of learning. It also develops critical thinking and problem-solving skills, which are invaluable in both professional and personal life. In essence, academic performance is not just about grades; it's about preparing students for success in an ever-changing world. However, students' academic achievement and educational outcomes are influenced by various factors involving their family, school, and community. While the role of school and community in students' academic performance has been adequately studied, family-related factors have not received enough attention, especially in the local context. Previous research conducted abroad has shown that family-related factors can impact the overall performance of students in school (Davis-Kean, 2005; Sirin, 2005).

In addition, a large body of research has demonstrated that students from higher socioeconomic status (SES) backgrounds, which is characterized by higher education level, occupation, and income (Broer et al., 2019), tend to perform better academically than their lower SES peers (Sirin, 2005). Several factors can explain this relationship. First, higher SES parents tend to have more education themselves, allowing them to provide more academic support and create a more intellectually stimulating home environment (P. E. Davis-Kean, 2005) Second, higher SES families have access to more educational resources, including books, technology, enrichment activities, tutoring, and high-quality schools (Reardon, 2013). Lastly, the stresses associated with low SES

such as unstable housing, food insecurity, and exposure to violence can negatively impact cognitive functioning and lead to lower academic performance (Yoshikawa et al., 2012).

Parents' attitudes and aspirations towards academics can also profoundly impact their children's academic outcomes. According to a study conducted by Fan and Chen (1999), parental emphasis on the importance of education, high expectations for academic achievement, and envisioning their children attaining advanced degrees can greatly influence children's motivation, engagement, and self-confidence. When parents consistently communicate a positive attitude towards education and encourage their children to set educational goals for themselves, it creates a sense of purpose and direction for the child's academic journey (Idris et al., 2020; Wamala et al., 2013). This, in turn, can lead to improved academic performance and a greater likelihood of achieving long-term academic success (Wilder, 2014).

Parenting practices and styles are another factor that plays a vital role in shaping a child's academic performance. Specifically, an authoritative parenting style, which is characterized by warmth, involvement, open communication, and autonomy granting while maintaining limits on behavior, is associated with higher academic achievement across different cultures (Borak et al., 2016). This approach to parenting encourages children to be independent and self-directed while providing them with the necessary support and guidance to succeed academically (Crede et al., 2015; Kösterelioğlu, 2018).

On the other hand, studies have shown that harsh-punitive parenting practices can have negative effects on a child's academic performance (Ledia et al., 2014; Masud et al., 2015a). Children who experience this type of parenting are more likely to experience stress and anxiety, which can impact their ability to learn and perform well in school (Hart & Brookes, 2003; Hattie, 2008).

Such studies conducted abroad have established a strong correlation between family SES, parental attitude towards education, parenting style and students' academic success Addis Ababa students based on data gathered from Addis Ababa Education Buerou. However, there is still a need to investigate whether similar relationships exist within the unique cultural context of Ethiopia. To that end, this study attempted to analyze how these parental characteristics, impact students' academic performance among selected primary school students found in Addis Ababa, Ethiopia. The study gathered data from both public and private schools to ensure a comprehensive understanding of how these factors influence academic outcomes.

1.2 Statement of the Problem

Academic achievement during primary school is crucial for students to create a strong foundation for their future educational and career endeavors. In numerous countries, standardized tests in the later primary grades serve as high-stakes assessments that evaluate learning abilities and determine promotion to the next level of schooling. Low scores on these crucial exams can limit access to higher education and future opportunities (Angwaomaodoko, 2023).

In the Ethiopian education context, sixth-grade national Ministry Examination is a crucial benchmark. This exam aims to evaluate whether students have successfully mastered the core academic skills and content knowledge from grades 1-6 that are necessary for the more rigorous secondary school curriculum (Negash, 2006). Essentially, the sixth-grade exam is intended to be a culminating assessment of primary education across key subjects. The performance of sixth grade students in standardized tests is crucial as it determines whether they can progress to the next academic level or not. The results of these exams have a direct impact on their academic future and overall success.

Unfortunately, recent statistics reveal that in the 2020-2021 academic year, more than 1.2 million sixth-grade students who took the national exam failed to achieve the passing mark, with only half of them succeeding and being promoted to the next level (Ministry of Education, 2022). The remaining 50% scored below the minimum proficiency level, which means they will have to repeat sixth grade or drop out of school altogether.

It is a cause for concern that a significant number of sixth-grade students are not performing well on the Ministry Exams. These exams play a crucial role in their academic journey as low scores can limit their chances of accessing higher education (Belay, 2017). This, in turn, can have a significant impact on their career prospects and socioeconomic mobility. It is, therefore, essential to understand the various factors that contribute to exam performance at this critical stage of a student's academic journey, particularly in the crucial early years of their education. By doing so, educational policymakers and stakeholders can develop appropriate interventions and policies to support these students. This will help ensure that they receive the necessary support and resources to perform well on these exams and achieve their academic and career goals.

Numerous studies conducted in various countries have consistently demonstrated that family related factors have a significant impact on a child's academic performance throughout childhood and adolescence (Davis-Kean & Sexton, 2014; Lareau, 2018). However, it is essential to note that the outcomes of research conducted in other countries should not be automatically assumed to apply to Ethiopia. As Tefera (2018) pointed out, it is crucial to examine the unique ways in which parental demographic is expressed in Ethiopia to develop effective family-based interventions. This is because parenting behaviors and characteristics are shaped by sociocultural norms and constraints that require an in-depth understanding of the local context (Weisner, 2014). Therefore, it is imperative to examine the specific cultural and social factors that influence parenting practices in Ethiopia to design interventions that are tailored to meet the needs of the local population (Negash, 2006).

Although the relationship between family characteristics, such as SES, parenting styles and attitude towards education, and the academic achievement of students is well-established, very few studies have been conducted in Ethiopia to investigate this relationship. Furthermore, the results of the studies that have been conducted are inconclusive, and further research is required to establish a definitive conclusion. For instance, Dagnew (2018) conducted research that employed correlation and regression analysis, which demonstrated a connection between parenting styles, academic self-concept, academic motivation, and students' academic achievement. Similarly, Eshetu (2015) studied the impact of parents' socioeconomic status on students' academic achievement in regional exams. The study discovered that parents' educational level and occupational status are strongly linked to students' academic performance. Gobena (2018) conducted another study that investigated the influence of family socioeconomic status on students' academic achievement using a descriptive survey research design. The study found that family income and level of education have no significant impact on student's academic achievement.

The insufficient research on how a student's family characteristics and home environment impact their performance on the crucial Ministry Exams in Ethiopia is a cause for concern. Without this knowledge, it becomes challenging to develop effective policies and initiatives that can enhance student outcomes on such exams in a culturally sensitive manner. Thus, the present study aims to address this issue by examining the link between certain elements of family socioeconomic status, educational background, parental attitudes, and parenting style and the academic achievement of

sixth graders on the regional examination. The researcher gained valuable insights from this study to improve student success in Ethiopia during this pivotal educational phase.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the Impact of Parents' Socioeconomic Status, Attitude, and Parenting Style on Sixth-Grade Students' Academic Performance.

1.3.2 Specific Objectives

The study has the following specific objectives:

1. Examine the role of parenting style on sixth-grade students' Ministry Exam results.
2. Examine the relationship between parents' attitude towards education and sixth-grade students' Ministry Exam results.
3. Investigate the role of family socioeconomic status on students' achievement of the sixth grade Ministry Exam.
4. To identify the main factors that affect the academic performances on grade 6 students.

1.4 Research Questions

Based on the objectives specified above, the study attempted to answer the following questions:

1. How does parenting style relate to sixth graders' scores on Ministry Exams?
2. What is the association between parents' attitudes towards education and sixth-grade students' Ministry Exam results?
3. How does family socioeconomic status impact sixth-grade students' achievement on Ministry Exams in Ethiopia?
4. What are the main factors that affect the academic performances on grade 6 students?

1.5 Significance of the Study

This study aims to investigate how different family factors such as parental education, family socioeconomic status, parental expectations, and parenting styles impact the academic performance of students on the high-stakes sixth-grade national Ministry Exams in Ethiopia. The findings of this study are hoped to contribute to our understanding of how family dynamics shape

academic achievement, and outcomes within the Ethiopian cultural context. Additionally, identifying key family determinants of Ministry Exam performance provided evidence-based guidance for targeted interventions, school programming, teacher training, and policies aimed at improving student achievement. Improving achievement on these pivotal exams can increase access to education and career opportunities for children, supporting national development goals. The findings from this study would be valuable in providing insights to guide and improve family environments for enhancing educational outcomes among Ethiopian children. Overall, this study seeks to contribute to the ongoing efforts to promote equitable access to quality education for all children in Ethiopia.

1.6 Scope of the Study

Schools in Addis Ababa are suitable where the investigation took place. In Addis Ababa, close to 74,000 students from both regular and night school programs took the six-grade exam, which now serves as the first cycle of assessment in the national education curriculum AAEB, 2023. Specifically, two sub cities were recruited for the achievement of the study. Among schools attending the 6th grade ministry exam two government schools and two private schools in Yeka Sub city were incorporated by this study. The reason behind the selection of only two state schools and two private schools is due to limited time frames, resource availability and regular duties, the scope of this assessment is limited to sample.

1.7 Limitation of the Study

Although the study's implementation has been implemented with the highest level of scientific rigor, there are a few unavoidable limitations. According to AAEB the actual number of both governmental and non-government schools operating in the city is not clearly found. Nonetheless, it will be much better and more comprehensive for the study if there is a chance of including all the schools found and operating in the city, as well as their clients. However, due to time and financial constraints, as well as to keep the study manageable, the study is limited to only four Schools of Addis Ababa city and their clients. As a result, generalizing the findings of the study to students' performance across the country is difficult. While questionnaires have been designed to avoid such biases through multiple cross validation questions, such biases may affect the study's findings.

1.8 Operational Definition of Terms

Academic Achievement: The level of success or proficiency that a student reaches in academic skills and knowledge, as measured by things like grades, test scores, and teacher evaluations.

Attitude towards Education: A person's general feelings, mindset, and perspectives about the value of education and the educational process. This can include views on the importance of school, interest in learning, desire to achieve, and opinions on educational systems and policies.

Educational Status: A description of a person's level of completed education, such as high school graduate, some college, bachelor's degree holder, etc. It indicates their highest degree or level of schooling completed.

Parenting Style: The overall approach, values, and patterns of behavior that characterize how a parent interacts with and raises their child. Major parenting styles include authoritative, authoritarian, permissive, and uninvolved.

Socioeconomic Status (SES): is a measure of one's economic and social position compared to others based on income, education level, and occupation. It is divided into high, middle, and low categories. Any or all three variables can be assessed to determine an individual or family's SES.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The current papers used a narrative review method to review the literature on the academic performance of students at elementary Schools especially grade 1-6 and various factors affecting students' performance. The papers elucidated how these factors negatively affect academic performance and the need for them to be minimized to improve students' academic performance. Numerous factors influence the academic performance of students and have been researched, but many problems persist. A literature review in this area would provide the gaps and areas that need more research and will go a long way to curb the situation. Among factors that affect students' academic performance, parents' attitudes, parent style and parents' socioeconomic are the dominant factors.

2.1 Academic Achievement Defined

Academic achievement encompasses the knowledge, skills, and competencies that students acquire through their education. It is multifaceted, reflecting performance across subject areas, development of higher-order thinking abilities, and mastery of specific content knowledge (Hattie, 2009). Standardized tests, classroom grades, and other assessments provide quantitative measures of students' academic achievement. However, achievement goes beyond test scores to include meaningful learning, engagement with school, motivation to learn, and self-efficacy (McClelland et al., 2006).

Academic achievement is influenced by individual factors like cognitive abilities and prior preparation, as well as social, economic, and cultural contexts (Sirin, 2005). Family characteristics and home environments especially shape children's early learning experiences and readiness for school (Alexander et al., 1994). Once students enter school, the quality of instruction (Nye et al., 2004), relationships with teachers (Roorda, 2012), school climate (Wang & Digold, 2015), and peer culture (A. M. Ryan, 2001) further mediate academic performance. Achievement gaps often mirror disparities in access to material and social resources between groups of students (Reardon, 2013).

Both the environment in which students learn, and their characteristics significantly contribute to their academic success. The involvement and support of school personnel, as well as the assistance provided by families and communities, play crucial roles in determining the quality of academic

performance. Notably, parents' active engagement in their children's education has been shown to enhance their academic success.

In the field of child development, it is widely acknowledged that parents play a crucial role. Educators often stress the significance of education as a driver of cultural change, and this process starts at home. It is reasonable to assume that a child's academic performance can be significantly influenced by their parents' psychological, social, and economic backgrounds. Any factor that impacts a child's developmental environment is likely to affect their education and overall approach to learning (Oladele K. Ogunsola et al., 2014).

This study aims to specifically identify and analyze parental factors that influence the quality of students' academic performance. The primary objectives of this research are to examine the effect of parental/family background, assess the impact of parents' SES on students' academic achievements, and explore the relationship between parents' attitudes and students' academic performance.

2.2 Parental Factors as Predictors of Academic Achievement

Research shows that parents play a significant role in influencing their children's academic paths. This influence comes from tangible resources like family income, occupation, educational background, and social dynamics such as expectations, aspirations, and parent-child interaction styles.

Previous literature showed that students' academic success is influenced by various factors such as family income, parents' level of education, family size, consistency of teachers, teacher involvement, student participation in extracurricular activities, and students' attitudes towards their studies (Kösterelioğlu, 2018; Lareau, 2018; Rindermann & Baumeister, 2015; Rogers et al., 2009). Additionally, factors like students' interests, study habits, perceptions of courses, and peer influence play a significant role in predicting academic achievement (Hattie, 2008). Research has also highlighted the correlation between parental involvement and students' academic performance, particularly in terms of communication about school activities, parental expectations, parenting styles, and academic achievements (Nye et al., 2004; Wang & Degol, 2015; Wilder, 2014). However, these factors are closely tied to the influence of parents' backgrounds at the individual level.

2.2.1 Socioeconomic Status (SES)

Socioeconomic status (SES), encompassing parents' education, occupation, and income, is strongly associated with academic outcomes (Sirin, 2005). Higher SES families possess more economic, cultural, and social capital to invest in their children's development and schooling. Educated parents better understand school systems and academic skills, have higher educational expectations, and use language and discipline styles aligned with schools. Higher incomes allow greater access to books, computers, tutors, and enrichment activities (Chin & Phillips, 2004).

Beyond material resources, higher SES parents exhibit parenting practices and styles of engaging with children that reinforce school readiness and classroom success. These include frequent reading, responsive dialogue, autonomy granting, and reasoning-based discipline (Rindermann & Baumeister, 2015). Such practices cultivate advanced cognitive and socioemotional skills that support academic achievement.

While the literature relates higher SES with increased achievement for all students, low SES families face greater barriers to traditional forms of participation, like volunteering in class, due to inflexible work schedules and lower college experience (Lee & Bowen, 2006). However, supporting learning at home may be a more viable strategy for disadvantaged families to foster children's achievement.

The socioeconomic background of students plays a pivotal role in their academic outcomes. Higher family income and greater access to resources correlate positively with educational achievement. Conversely, students from economically disadvantaged backgrounds may face barriers related to resource scarcity, affecting their learning experiences.

Socioeconomic status (SES) can be assessed in various ways, typically by considering parental education, occupation, income, and the resources utilized by parents. Studies have shown that parental education and family SES are linked to students' academic performance (Davis-Kean, 2005; Muhammad et al., 2015; Rindermann & Baumeister, 2015). Students with a higher SES tend to outperform those from middle-class and low-SES backgrounds.

Conversely, students' academic achievement is negatively impacted by their parents' low SES, limiting their access to educational resources. This influence is particularly pronounced at the

postsecondary level. Additionally, economically disadvantaged parents may struggle to afford their children's higher education, hindering their academic potential.

Likewise, in Ethiopia, it was noted that there existed a notable contrast in deviant behavior rates among students from varying socio-economic backgrounds. Previous studies found a significant association between home-based environmental factors and students' academic performance (Eshetu, 2015; Gobena, 2018). These studies revealed differences in student performance based on factors such as parental educational qualifications and student health statuses, while also indicating that parental socio-economic statuses and educational backgrounds had an impact.

Bozick (2007) suggested that college students from lower-income families face greater challenges compared to their higher-income counterparts. These students often need to balance work and studies, leading to reduced time for academic pursuits. Moreover, accessing government financial aid can be complex for them, adding to their financial burdens. As a result, many students from low-income families may become disengaged or drop out of college. Additionally, the health status of children, influenced by parental socioeconomic background, can also impact students' academic performance.

Educated parents play a crucial role in fostering an environment that supports their children's academic achievements. Research by Krashen (2005) suggests that students with educated parents tend to perform better on standardized tests compared to those with less educated parents. Stinebrickner and Stinebrickner (2002) also emphasized the significance of family background in shaping academic performance, indicating that the influence of family income tends to increase when at least one parent has a college degree.

Additionally, a study referenced highlighted the importance of support from college-educated parents in shaping students' college outcomes. Educated parents can effectively communicate with their children about school activities and coursework, providing valuable assistance to help them succeed in school.

Another study by Coleman (1968) established that parental factors such as household makeup, socioeconomic status, and parents' education level had a greater impact on students' educational achievement than direct school-related factors. Expanding on Coleman's findings, Kentli (2014) revealed that the academic success of graduates was affected by the connections between parental education and occupational status. Furthermore, a mentally stimulating home environment, where

parents create opportunities for their children and motivate them to adopt a disciplined work ethic, along with parent-child interactions that promote the pursuit of excellence in academic and cultural activities, contribute to children's overall success.

Schools could assist parents in creating a supportive environment, which plays a significant role in influencing students' academic performance and is crucial for achieving higher academic success. A study by Crede et al., (2015) suggests that mothers are the primary influences in their children's learning and are responsible for instilling socialization, beliefs, and values. It is noted that educated mothers tend to provide their children with additional resources and activities that contribute to improved educational outcomes. These perspectives are changing due to the increasing presence of women in education.

Parents' labor income plays a strong determinant of children's education. Regarding fathers' labor market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990).

Hence, farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Similarly, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help tending the land and rearing livestock, especially during peak working times (Bhalotra & Heady 20030).

Likewise, parents' inability to afford education is one of the major reasons why children are out of school, even in countries that have abolished formal school fees (UNESCO, 2010). Even though Ethiopia has made primary education free, due to the indirect costs involved, children are deterred from being enrolled in primary school since their parents cannot afford to cover the indirect costs, which include the cost of purchasing uniforms, stationary, other learning materials, transport cost, etc. Even if the children are enrolled, they were forced to discontinue their education due to the low economic capacity of their parents' children from poor families to be excluded from their education is family size. If there are many children in a family, the parents will not send all their children to school.

Ford (1993) noted that family variables contribute little to student academic achievement. More specifically, Marsh (1990) stated that family arrangement outcomes are minimal and significantly less universal than commonly implied. According to Kinard and Reinherz (1986), family arrangement may account for lower levels of academic achievement.

While Dornbusch, et al (1991) contended that a positive relationship exists between grades, parents' education, and two-parent homes for European American students, this relationship was not found among African American students. Research findings also reveal varying results on standardized test scores and grade point averages as measurements of achievement.

According to Kaye (1989), divorce negatively impacts students' standardized achievement scores, but divorce does not impinge on students' grades. Similarly, Lee (1993) stated that, "the average student in a traditional family score above average on any non-traditional family on standardized test scores, grades, and behaviors". In addition, Lee (1993) noted that non-traditional family structure exerts a significantly negative influence on student performance and behavior. Further research by Emery, et al, (1984), found that children in single-parent families did not score as high as peers in two-parent families on multiple academic indicators.

On other hand, an extensive review of family configuration (i.e., traditional, single parent, blended) shows mixed findings. While some researchers propose a family's configuration has little to no impact on student academic attainment, others state the family configuration significantly influences student academic success. Researchers (c.f., Ford, 1993; Kinard & Reinherz, 1986; Marsh, 1990) contend that family form does not significantly influence student academic achievement.

2.2.2 Parenting Style

Parenting practices play a pivotal role in shaping children's academic trajectories by influencing their skills, behaviors, attitudes, and motivations. A rich body of research has examined how parenting styles, encompassing dimensions like warmth, control, and autonomy, relate to achievement outcomes. Baumrind's (1991) framework categorizes authoritative, authoritarian, permissive, and neglectful as broad prototypes of parenting style based on levels of demandingness and responsiveness. Each style cultivates a different home environment that supports or hinders competencies needed for school success (Amare et al., 2019; Ibukunolu, 2014).

Authoritative parenting combines high warmth with setting reasonable expectations for maturity and autonomy. Children of authoritative parents tend to be socially responsible, self-reliant, and achieve academically (Darling & Steinberg, 1993). The authoritative style likely promotes motivation and skills needed for school success.

In contrast, authoritarian parenting emphasizes rigid control and unquestioning obedience to authority (Muir, 2003). While it may foster short-term compliance, this repressive style negatively affects competence and achievement (Rogers et al., 2009). Authoritarian parenting often utilizes punitive discipline that hinders self-regulation.

Permissive parenting involves high warmth but low control. Children of permissive parents tend to lack maturity, independence, and discipline. While flexible, this style fails to provide the structure children need to develop academic habits (Baumrind, 1991).

Finally, neglectful parenting shows detachment through both low warmth and control. Negligent environments deprive children of stimulation and support needed for cognitive and academic growth (Sullivan et al., 2010).

Researchers have found a correlation between parents' discipline, style, and support and their children's mental health and self-esteem. Permissiveness, parental rejection, and rigidity are all associated with negative consequences like depression, anxiety, violence, and suicidal thoughts. However, when they work together and are used with care by parents, the effects are positive (McKinney et al., 2016; Nunes & Mota, 2017). How parents react and behave when raising their children significantly influences their children's development, both in terms of who the latter become and how they develop.

Children must have a positive relationship with their parents to learn how to be decent people, acquire the skills necessary for success in life, attain financial independence, and attain emotional stability. This relates to how parents perceive and treat their children. Most parents adopt one of the four parenting styles: authoritarian, permissive, indifferent, or overprotective. Others have combined the 'indifferent' and 'overprotective' styles into one called 'authoritative style', and therefore their division of the parenting styles is three (Flouri & Midouhas, 2017; Pinquart, 2017). Recent studies establish the importance of parenting styles in children's academic performance. These studies have focused on parents rather than children. However, fewer researchers have tried to explore factors and impact on children's performance instead of parenting styles (Haller-

Haalboom et al., 2014). A children's quest for the ideal role model is influenced by various factors, including the degree to which two individuals share the same values and views (Bandura & Walters, 1963).

Research shows that the democratic attitude has a positive relationship with the academic achievement (Bempechat & Shernoff, 2012). Children of parents with a democratic attitude are cognitively more motivated, socially responsible, success-oriented, and have high self-efficacy (Mateyevic et al., 2014). Parents' positive approach to education, science and talking about school at home increase children's interest and success in these areas. Parents who help their children realize their weaknesses and strengths contribute to the development of their social-emotional skills and academic performance (Ray & Giraldo-Garcia, 2018). While the democratic attitude increases the adolescents desire for success to make their parents proud, reverse attitudes cause adolescents to resist any suggestions given by their parents (Chen, 2015).

Bunim (1997) categorized parenting styles based on restrictions or punishments. These categories include physical punishment (showing authority), not loving the kid (withholding love), and having the youngster obey the rules and face the consequences (induction). Kochanska and Kim (2013) have found a relationship between power assertion and love withdrawal detrimental to knowing the impacts of parenting on children. For instance, parents who treat their children aggressively, in most cases, face difficulty in sleeping. Nevertheless, guilt is closely associated with moral development and antisocial conduct (induction) (Patrick & Gibbs, 2012). Another meta-analysis study also found that strict control and psychological control had substantial long-term impacts on the prevalence of externalizing disorders that involve under-controlled, impulsive, or aggressive behavior (Pinquart, 2017).

Positive relationships exist between parental participation, encouragement, and desire for independence and academic performance. Another research by Tiller (1995) found a negative correlation between authoritarian and permissive parenting styles and a child's cognitive development and academic performance in rural areas. Gray and Steinberg (1999) found similar evidence that authoritative parenting styles in rural areas improved children's academic performance. However, authoritarian and permissive parenting styles had no impact.

The study of Aunola and Nurmi (2005) indicates that children of authoritative parents are more likely to use adaptive success methods such as self-enhancing attributions to succeed in life. Youngsters may feel more confident in their self-control, providing them with the skills and

motivation to succeed in school. Juang and Silbereisen (2002) found that parental characteristics such as empathy, curiosity, and involvement in their children's school activities are positively and significantly associated with children's academic success.

In summary, an authoritative approach of rationally guiding children towards autonomy appears optimal for achievement, whereas authoritarian and neglectful styles seem detrimental. The effects of parenting likely accumulate over time and interact with child temperament (DavisKean & Sexton, 2014). While certain behaviors like monitoring show benefits, the overall emotional climate also matters (Roksa & Potter, 2011). Further research should clarify how parenting practices must adapt developmentally and across cultural contexts to best support children's education.

2.2.3 Parents' Attitude towards Education

The attitudes that parents hold regarding education have been shown to significantly impact their children's academic achievement and educational trajectories (Fan & Chen, 1999; Karen, 2013; Jeynes, 2012). According to Fan and Chen (2001), parental attitudes about education reflect their views on the value and purposes of schooling. More specifically, they define educational attitude as "parents' insights and viewpoints on the importance of education in life, the purposes of education, and their expectations of educational achievement for their children" (p. 542).

Parents' expectations for the academic performance of the child are influenced by several factors, e.g. parents' schooling experience, the importance of education in the family values, their educational aspirations, and education level. Parental attitudes towards education shape their children's personality, their relationship to the school and school duties, and their attitude towards the authorities; all this is reflected in their academic performance (Wang & Degol, 2015),

Numerous studies have found positive correlations between parents holding encouraging, high expectation attitudes about education and their children performing better academically. For example, Jeynes (2012) conducted a meta-analysis of 77 studies and found that parental expectations for their children's educational attainment positively predicted students' academic outcomes, including higher GPAs and standardized test scores. He theorized that high parental expectations motivate students intrinsically to meet those standards and convey the importance of education to children.

Conversely, Desimone (1999) found that low parental expectations and pessimistic attitudes about education were associated with poorer academic performance among African American students. She suggests that parents doubt the value of formal education or holding low standards for their children's achievement creates unsupported home environments that negatively impact learning and school engagement.

Beyond expectations, general valuing of education has also been linked to student achievement (Masud et al., 2015a). Akurigo (2019) surveyed Ghanaian students and determined that their parents emphasizing education as important predicted higher test scores, grades, and learning motivation. He posited that such parental attitudes foster positive learning mindsets in children from an early age. Taking together, this body of research indicates that parents' optimistic, high expectation attitudes about education are beneficial for academic success, while pessimistic attitudes may hinder performance and aspirations. Considering the preceding discussion, this study examines how parental factors such as parental background, education, and attitude impact students' academic achievement.

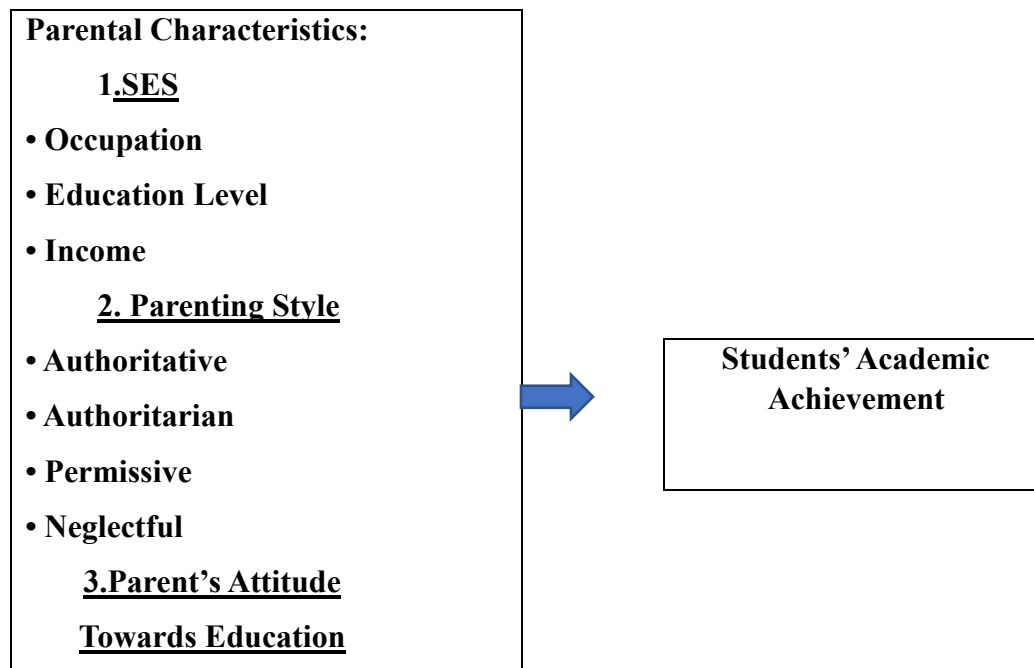
Parental attitudes refer to a general model of child raising that characterizes the parent's behaviors while raising their children (Deslandes, et al, 1997). Parental styles that Baumrid (1966) conceptualized in four types as authoritative (democratic), permissive, authoritarian, and uninvolved are directly influential from the child's table manners to academic performance (Matejevic et al, 2014). Parents with a democratic' attitude, also called authoritative, are characterized as sensitive to their children, participatory, relevant and supporting autonomy (Baumrid, 1991). They direct their children's behavior and decisions within a reasonable discipline.

These parents hold school-related discussions with their children. It revealed that such students perform better when they have confidence in their academic abilities. Parents who devote less time to their children and pay less attention to their performance it is feared that their relationships with their children may deteriorate further. Such parents' needs take priority over their children's needs, and they may ignore some of their children's more peculiar requirements. This might make individuals less prone to withholding action. Children may also lose confidence and perform poorly in school.

2.4 Conceptual Framework of the Study

The conceptual framework of the current study was informed by the revised literature and the findings of the empirical studies introduced in the previous sections. While the former attempted to theorize the link between the variables, namely parents SES, parenting style, and parents' attitude towards education, the latter attempted to implement the ideas pointed out in the theories in their quest to study the phenomenon in practice. These studies showed that parental characteristics affect students' academic performance. Accordingly, for the future study, the following conceptual framework was used as a vantage point to examine the variables under scrutiny. In the study, the different elements of parental characteristics were treated as an independent variable affecting the dependent variables identified as students' academic achievement.

Figure 1: Conceptual Framework of the Study



CHAPTER THREE: RESEARCH METHODOLOGY

The study aims to explore the impact of parental influence on their children's academic achievement, with a specific focus on those who have taken the grade six ministry exam. This chapter presents a detailed overview of the research methodology, outlining the criteria that are used for selecting participants, as well as the methods that are employed for data collection and analysis. Additionally Ethical considerations are discussed.

3.1 Research Design

For the study, an explanatory survey design is utilized to accurately investigate a problem with a few pre-existing research. According to Myers and Well, (2010), this type of design is particularly effective when exploring a subject that has not been previously studied. In this case, there have been few studies conducted on the relationship between a student's academic achievement and their parent's background. By implementing the explanatory survey design, the researcher hopes to gain further insight into how a student's parental characteristics may impact their performance.

3.2 The Study Area

This research took place in Addis Ababa, the capital city of Ethiopia. The study focused on two public and two private schools located in Yeka Sub-city. Specifically, Diamond Academy and Miraf Academy represented private schools while Karalo Primary School and Yeka Abado schools represented the public ones. To ensure that any potential financial or spatial constraints are minimized, the selection criteria was based on the schools' distance from each other, as well as their public and private status.

3.3 Study Population

The population of the study the public and private elementary schools found in Addis Ababa city, under the Addis Ababa Education Bureau. The target population of the study are the six grade students in Yeka sub city in 2023 G.C. The study recruited students in grade 7 from four different schools in 2024 G.C. After identifying the target population, the researcher selected four schools based on their convenience, from Yeka sub city considering the time, cost and labor constraints.

3.4 Sampling Techniques and Size

To draw sample from target population strata sampling technique was used because of the schools selected from Yeka sub city are four independent schools. The numbers of the respondents were recruited from each stratum by simple random sampling system. To determine the size of the respondents the researcher used Yemanes' formula¹⁹⁶⁷ which. Thus, the researcher selected respondents based determined the sample size, 275 of the questionnaires. However, out of the specified number of questionnaires, six responses were not returned while five responses were discarded because of significant missing data

$$n = \frac{N}{1 + N(e^2)} \quad 880/1+880* 0.05*0.05 = 275$$

3.5 Data Collection

The data collection method involved the use of questionnaires. The questionnaire was thoughtfully designed to evaluate how various parental traits impact the academic performance of students across the four schools. Each questionnaire contained statements that pertain to the three distinct variables being studied, each rated on a 5-point Likert scale. Additionally, the questionnaire enabled us to gather information on socio-demographic factors, providing the researcher with a more comprehensive understanding of the participants' backgrounds. The items in the questionnaire were developed based on the review of literature conducted so far and by using pre-developed standard measures. Accordingly, although there is no consensus on how to measure SES, it is agreed that a stable measure thereof should incorporate education, occupation, and income (Sirin, 2005). Therefore, three open-ended questions were used to address each of these categories and categorize parents based on the responses given on the questionnaire. Developed by Grolnick and Slowiaczek (1994), this scale provides valuable insights into parental involvement, expectations, and communication with teachers. Based on this, participants rated statements reflective of their parents' involvement. The set of items demonstrated reliability and validity in previous research, making it a suitable choice for our study.

Overall, the questionnaire consisted of 27 items that cover four dimensions: Demographic.

Background, SES, Parental Attitude, and Parenting Style. The items were rated on a five-point Likert scale ranging from 1 (Strongly Disagree/Never) to 5 (Strongly Agree/Always). The total score for each dimension was calculated by summing up the scores of the items belonging to that dimension.

3.6 Method of Data Analysis

Once the data was collected, it was subjected to analysis using different descriptive and inferential statistical methods using the Statistical Package for Social Sciences (SPSS) v. 26 software. Descriptive statistics techniques such as frequencies and means were used to summarize the respondent's information and analyze the items on the questionnaire. Additionally, descriptive statistics like measures of central tendency (means, medians), frequency distributions, and graphical displays (e.g. histograms) were used to summarize the respondent's information and the pattern of the data and to provide a visual overview (Field, 2009).

Afterward, Pearson's correlation and Linear Regression technique was used to measure and show the relationship between the study's variables, i.e., parental traits and students' academic achievement. Finally, the results of the statistical analysis were interpreted and discussed verbally.

3.7 Validity of the Study

Validity of a research instrument means the extent to which a research instrument evaluates what it ought to measure (Odugbemi & Oyesiku, 2000). For validity, there was an extensive literature review relating to the topic which satisfies the theoretical validity. Content validity specifically measures the appropriateness of the research instrument used and construct validity is about how well the questions in the questionnaire will give the result that is to be measured. To examine both the construct and content validity, the questionnaire was originally and thoroughly examined by the research supervisor in the Addis Ababa University. The research supervisor reviewed the items in the questionnaire to ascertain that the statements in the questionnaire were appropriate and relevant to measure the content and construct validity of the research instrument. Based on her recommendations and judgments, the questions were rephrased to ensure easy comprehension by the respondents.

3.8 Reliability

Reliability and validity are paramount when assessing measurement tools for research. Reliability denotes the consistency of study results, while validity signifies their accuracy (Kothari, 2004). These factors are indispensable for ensuring transparency and minimizing research bias. Moreover, a study's success heavily hinges on the survey's instrument's validity and reliability.

To uphold validity and reliability, pretesting the survey instrument is crucial. Consequently, the researcher conducted a pilot study involving thirty participants from two schools (one public, one private) in Yeka Sub-city, which were excluded from the main study. After obtaining the necessary permissions, 30 students from grade seven were selected through convenience sampling.

These students were briefed about the study's purpose, and their consent was obtained. Ethical considerations like confidentiality were explained before distributing the questionnaires. This exercise aimed to help the researcher determine the validity and reliability of the survey instrument's content and constructs in measuring the intended study variables, identify problematic areas requiring revision, and assess the time required to complete the questionnaires. The researcher clarified items students found challenging. Simultaneously, notes were taken on problematic elements based on participants' queries to revise the questionnaire later. Overall, students exhibited minimal difficulty comprehending the items and instructions, with an average completion time of ten minutes. Subsequently, the questionnaires were collected.

After gathering the required data, analysis was conducted using SPSS (version 27). Cronbach's alpha tests were performed to assess the internal consistency or reliability of each independent variable's items. This test measures consistency on a scale of 0.0 to 1.0 (Kothari, 2004), with values closer to 1.0 indicating higher measurement consistency.

The Cronbach's alpha values for the questionnaire items were good (cf. Table 2). Specifically, the value for items measuring Parents' attitudes toward Education was 0.97. For the four parenting style types, reliability was measured separately: authoritative ($\alpha = 0.97$), authoritarian ($\alpha = 0.93$), permissive ($\alpha = 0.93$), and neglectful ($\alpha = 0.70$). All scales met internal consistency and acceptability criteria. Ultimately, the pilot study enhanced the survey instrument and adequately addressed validity and reliability concerns.

The reliability among variables in the parent's attitude section of the questioner as shown by the SPSS output of Cronbach's alpha was 0.85 for parent's attitude on student academic performance. By Nunnally criteria this is sufficiently large one.

The reliability among variables for parenting style section of questioner, SPSS output of Cronbach's alpha result 0.973 for students' parent lifestyle. By Nunnally criteria this is sufficiently large one.

Table 1 reliability statistics

Reliability Indices of the Data		
Variable	No of Items	Cronbach Alpha
Parents' Attitude	7	0.85
Parenting Style	12	0.973

3.9 Ethical Considerations

Several ethical precautions were taken to ensure no harm comes to participants and to maintain confidentiality. Participants were notified that no harm would occur through involvement in the study. The researcher also explained that their responses are completely confidential and anonymous, and no individually identifying information is collected; all data is utilized for academic purposes stated in the research objectives. The voluntary nature of participation was also emphasized. Participants were explicitly informed of their right to withdraw from the study at any time without consequence.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This study aims to investigate how the various factors related to parenting influence students' academic achievement. Specifically, the study examines the effects of parenting style, parental attitude towards education, and parents' socioeconomic status such as parents' education level, family income, and parents' occupation on student academic achievement.

4.1 Response Rate

The researcher selected respondents based on determined sample size, 275 of the questionnaires. However, out of the specified number of questionnaires, six responses were not returned while five responses were discarded because of significantly missing data. Hence, the total response rate is 97.56%. The remaining 2.44% were either not returned or were returned partially filled.

Table 2: Response rate

Case	Respondents	Number	Percent (%)
	Valid	269	97.56
	Rejected	6	2.44
	Total	275	100

4.2 Respondent's Demographic Profile

This section presents the demographic characteristics of the respondents to the questionnaire. Five questions were integrated into the questionnaires to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of sex, age, school type, parents' education level and occupation, and grade six score. The following table summarizes the findings:

<i>Descriptive Statistics</i>							
		N	%	Mean score	Std. Deviation	Median	Mode
Gender	1 = Male	231	52.4%	67.74	12.285	1	1
	2 = Female	208	47.6%	66.25	12.076		
Parenting Style	1 = Authoritative	133	30.3%	76.84	11.350	2	2
	2 = Authoritarian	142	32.3%	62.63	8.278		
	3 = Permissive	90	20.5%	68.59	11.197		
	4 = Neglectful	74	16.9%	55.97	5.847		
Parent's Occupation	1 = Salaried Worker	201	45.8%	66.54	12.067	2	2
	2 = Self-employed	238	54.2%	67.45	12.313		
School Type	1 = Private	185	42.1%	71.28	8.504		
	2 = Public	254	57.9%	63.94	13.494		
Family Income	1 = 0 – 10,000	11	2.5%	57.82	8.376	4	4
	2 = 10,000 – 20,000	52	11.8%	62.85	10.973		
	3 = 20,000 – 30,000	125	28.5%	63.09	10.224		
	4 = 30,000 – 40,000	185	42.1%	69.86	12.127		
	5 = >40,000	66	15.0%	71.41	13.439		
Father's Education	1 = Primary education	5	1.1%	58.80	13.572	4	4
	2 = Secondary education	44	10.0%	57.89	9.199		
	3 = TVET/Diploma	164	37.4%	64.52	11.138		
	4 = Graduate Degree	185	42.1%	69.61	11.383		
	5 = post-graduate degree	41	9.3%	76.29	13.138		
Mother's Education	1 = Primary education	19	1.1%	57.95	6.654	4	4
	2 = Secondary education	67	10.0%	60.27	10.437		
	3 = TVET/Diploma	93	37.4%	64.83	11.219		
	4 = Graduate Degree	130	42.1%	68.41	11.427		
	5 = post-graduate degree	130	9.3%	72.05	12.490		

Parent's Attitude towards Education	Overall average value of parent's attitude towards education measured using five-point Likert scale on the seven items	439	3.09998	0.503200	3.14	3.14
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Table 3 Descriptive statistics table

Source(s) Author's computation using SPSS Table 3 above shows the results of descriptive statistical analysis. The number of samples from each gender, school type, and parental characteristics are provided in detail. The majority of parents (32.3%) exhibited an authoritative parenting style, with an average grade score of 76.84. Authoritarian parenting was the next most common parenting style (30.2%), with an average grade score of 62.63. Permissive (20.5%) and neglectful (16.9%) parenting styles had average grade scores of 68.59 and 55.97, respectively. The difference in average grade scores between the two parents' occupation groups is not substantial (66.54 for salaried worker parents and 67.45 for self-employed parents).

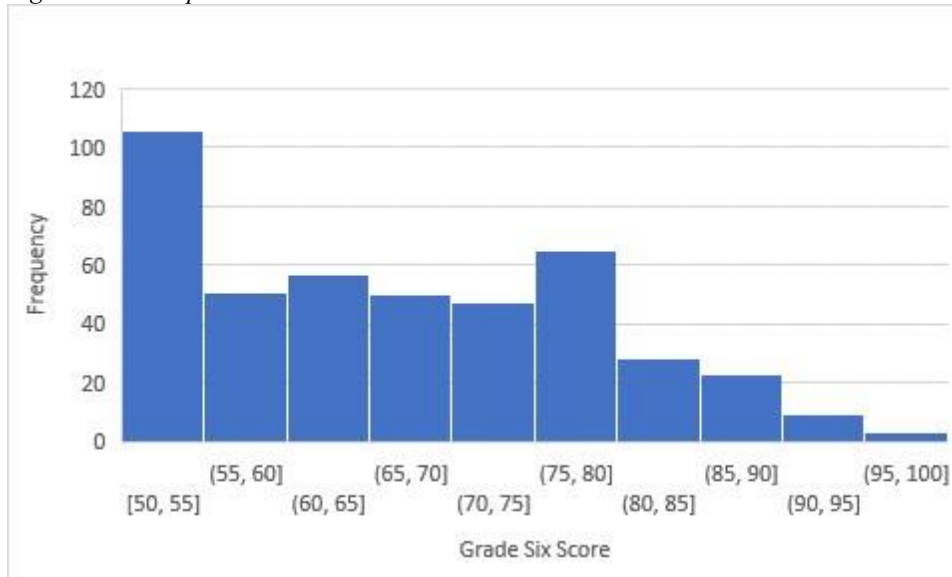
Regarding the difference in average score based on school type, students attending private schools scored 7.34% higher than students attending public schools. Students from families earning a monthly income of ETB 40,000 or higher had an average grade score of 71.41, while those from families earning ETB 10,000 or less had an average grade score of 57.82. It appears that students with higher family income have higher average grade 6 score than those with lower family income.

Students with fathers having a post-graduate degree scored the highest average grade 6 score (76.29), while those students with fathers having only primary education scored the lowest grade 6 score (58.8). Generally, as the father's education level increases, the average grade score also increases. Similarly, Students with mothers having a post-graduate degree scored the highest average grade 6 score (72.05), while those students with mothers having only primary education scored the lowest grade 6 score (57.95). The average value of the overall parents' attitude towards education, is 3.10, with a standard deviation of 0.503. This indicates that there is a slightly positive attitude towards education among the parents of students participated in the study.

4.2.1 Participants Grade Six Results

The average Grade 6 score of the sample is 67.03, with a standard deviation of 12.196. The median score is 66. This gives a general idea of the student's academic achievement in the study. Most students have scored 51%, which is almost the pass mark to the next grade. The average score of male students is slightly higher (67.74) than female students (66.25). This result is also summarized in the following graph:

Figure 2: Participants Grade Six Score



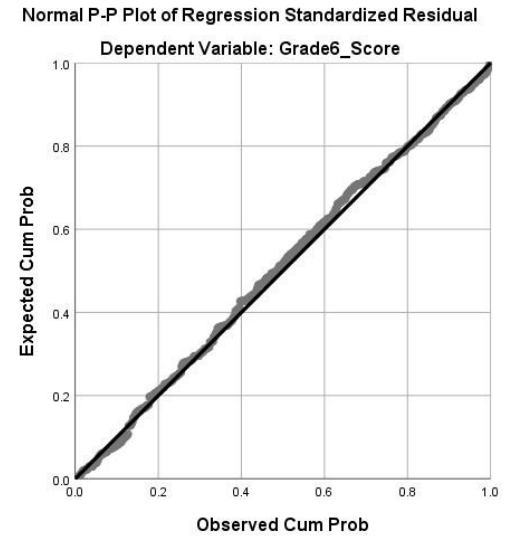
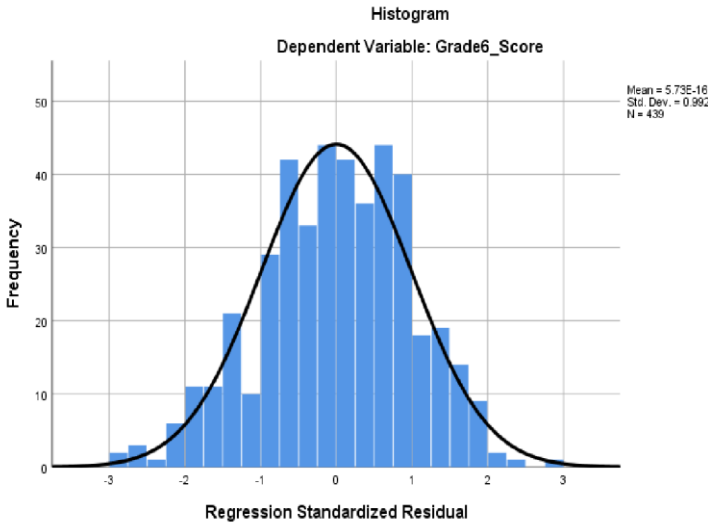
4.3. Assumption Test Results

4.3.1. Normality Test

The normality assumption must be satisfied in linear regression models to obtain an unbiased estimate of the standard errors, coefficients, and p-values so that proper inferences can be made. The histogram in Figure 2 below shows a bell-shaped pattern, which signifies that the dependent variable follows a normal distribution. The PP plot of the data in Figure 3 also indicates that the dependent variable is normally distributed. Therefore, we can say that the normality assumption is fulfilled to conduct linear regression analysis.

Figure 3: Normality Histogram

Figure 4: Normality PP Plot



4.3.2. Multi colinearity Tests

VIF test is generally used to measure colinearity and a mean value higher than 10 indicates a high multi colinearity among the variables. The results of the multi colinearity test in Table 4 show high tolerance values and low VIF values, which confirms that there is no significant multi colinearity among the independent variables. The mean VIF is also comfortably below the common rule of thumb, further confirming the absence of multi-colinearity issues among the explanatory variables.

Table 3: Multi colinearity and autocorrelation tests

Collinearity Statistics			Autocorrelation Statistics
	Tolerance	VIF	Durbin-Watson
Parenting_Style=Authoritarian	.623	1.604	2.027
Parenting_Style=Permissive	.654	1.530	
Parenting_Style=Neglectful	.595	1.681	
PATEOVERALL	.750	1.334	
Father's_Educ	.770	1.299	
Mother's_Educ	.760	1.316	
Family_Income	.833	1.201	
Parents_Ocupation=Self-employed	.990	1.010	
Mean VIF		1.372	

Source(s) Author's computation using SPSS

The diagnostic test results suggest that the datasets fulfill the assumptions regarding linearity, normal distribution, multicollinearity and allowing us to conduct the regression analysis.

4.3.3. Model Fit Statistics

Table 5 depicts the result of ANOVA statistics, which assess the overall significance of the linear regression model and the individual predictors in explaining the variation in Grade 6 score. Looking at the p-value (Sig.) of .000, we can conclude that the regression model as a whole is statistically significant, and the independent variables used in the model significantly explain the variance in the Grade 6 score. This result is further strengthened by the model summary presented in Table 5.

Table 4: ANOVA Statistic
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29443.843	8	3680.480	44.330	.000 ^b
	Residual	35700.644	430	83.025		
	Total	65144.487	438			

a. Dependent Variable: Grade6_Score

b. Predictors: (Constant), Parents_Ocupation=Self-employed, Parenting_Style=Authoritarian,

Mother's_Educ, Family_Income, Parenting_Style=Permissive, Father's_Educ, PATEOVERALL, Parenting_Style=Neglectful

Source(s) Author's computation using SPSS.

R-squared represents the proportion of the variation in the dependent variable explained by the independent variables used in the model. The R-square of the regression model is 0.452, which implies that approximately about 0.452% of the variation in student Grade 6 score is attributed to

the effect of independent variables included in the regression model. The adjusted R-square value of 0.442, on the other hand, indicates that, after adjusting the initial R-square value for the number of predictors and sample size, the regression model still explains about 44.2% of the variation in Grade 6 score.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 ^a	.452	.442	9.112

^b

- a. Predictors: (Constant), Parents_Occupation=Self-employed, Parenting_Style=Authoritarian, Mother's_Educ, Family_Income, Parenting_Style=Permissive, Father's_Educ, PATEOVERALL, Parenting_Style=Neglectful
- b. Dependent Variable: Grade 6_Score

Source(s) Author's computation using SPSS.

4.4. Regression Estimates

Table 6: Linear regression analysis result

Model		Unstandardized		Standardized	
		Coefficients		Coefficients	
		B	Std. Error	Beta	t
Sig.					
1	(Constant)	50.981	3.760		13.558 .000
	Parenting_Style=Authoritarian	-11.192	1.177	-.430	-9.505 .000
	Parenting_Style=Permissive	-4.784	1.332	-.159	-3.590 .000

Parenting_Style=Neglectful	-15.547	1.506	-.478	-10.324	.000
PATEOVERALL	2.577	.999	.106	2.578	.010
Father's_Educ	1.815	.590	.125	3.075	.002
Mother's_Educ	1.236	.424	.119	2.915	.004
Family_Income	1.113	.493	.088	2.257	.024
Parents_Ocupation=Self-employed	.919	.877	.038	1.047	.295

Source(s) Author's computation using SPSS

Table 7 presents the result of linear regression analysis computed using SPSS version 27. The results show that parenting style, parents' attitude towards education, fathers' education level, mothers' education level and family income significantly determine the academic achievement of students measured by their Grade 6 score. However, parents' occupation does not have a statistically significant effect on students' academic achievement.

4.4.1 The Effect of Parenting Style on Student Academic Achievement

Four distinct parenting styles, namely authoritative, authoritarian, permissive, and neglectful styles were investigated to determine their effect on student academic achievement. The authoritative parenting style serves as our reference category in the regression model for comparison. The corresponding regression coefficients for authoritarian, permissive, and neglectful parenting styles represent the change in the Grade 6 score compared to the reference category of authoritative parenting style.

The coefficients for all parenting styles are statistically significant with p-values of 0.00 ($p < 0.05$). This indicates that parenting style has a statistically significant influence on students' academic achievement (Grade 6 score). The regression coefficient for authoritarian parenting style is -11.192. This means that, on average, students with parents exhibiting authoritarian parenting style have a Grade 6 score of approximately 11.192 points lower than those students with parents exhibiting authoritative parenting style. Similarly, students with parents exhibiting neglectful and

permissive parenting styles have a grade 6 score of approximately 15.54 and 4.78 points lower than those students with parents exhibiting authoritative parenting style, respectively.

4.4.2 The Effect of Parents' Attitude Toward's Education on Student Academic Achievement

Parental attitude towards education was measured using seven items anchored on a five-point basis. Likert scale with higher levels representing parents' positive attitude towards education and vice versa. A composite variable representing the overall parental attitude towards education was created by computing the mean of these items. The regression coefficient for parental attitude towards education on students' academic achievement is 2.577 with a significant p-value (0.010). This indicates parents' attitude towards education has a significant positive effect on students' academic achievement. For every one-unit increase in the overall average value of parent's attitude towards education, the Grade 6 score of students is estimated to increase by approximately 2.577 points.

4.4.3 The Effect of Parents' Education on Student Academic Achievement

Fathers' and mothers' education levels were measured by categorizing them into five levels: primary education, secondary education, TVET/diploma, graduate degree, and postgraduate degree. The results in Table 7 show that both the father's education level ($\beta = 1.815$, $p = 0.002$) and the mother's education level ($\beta = 1.236$, $p = 0.004$) have a statistically significant positive effect on students' Grade 6 scores. Thus, those students with better-educated parents tend to have higher academic achievements than those students with less-educated fathers and mothers.

4.4.4 The Effect of Family Income on Student Academic Achievement

The results in Table 7 also indicate a statistically significant positive effect of family income category on students' Grade 6 scores ($\beta = 1.113$, $p = 0.024$). This implies that higher family income is associated with higher student academic achievement.

4.4.5 The Effect of Parents' Occupation on Student Academic Achievement

The major occupation of the family heads was classified into two categories: salaried worker and self-employed, and dummy coded with salaried worker set as a reference category. The regression coefficient for the Parent's Occupation being Self-employed is 0.919, but it is not statistically significant ($p = 0.295$) at the conventional significance level of 0.05. This suggests that being self-

employed, compared to being a salaried worker, does not statistically affect students' Grade 6 scores.

4.4.6 Public vs. Private School Comparison

A one-way analysis of variance (ANOVA) was conducted to determine if there were significant differences in Grade 6 scores between students from public and private schools. The independent variable was school type (public vs. private), and the dependent variable was the Grade 6 score.

The descriptive statistics indicate that students from private schools ($M = 71.28$, $SD = 8.50$, $N = 185$) had a higher mean score compared to students from public schools ($M = 63.94$, $SD = 13.49$, $N = 254$). The total sample size was 439, with a mean score of 67.03 ($SD = 12.20$).

The ANOVA showed a statistically significant difference in Grade 6 scores between public and private schools, ($F(1, 437) = 42.443$), ($p < .001$). This indicates that school type had a significant effect on students' Grade 6 scores.

The effect size was calculated using eta-squared (η^2), which was 0.089, suggesting that approximately 8.9% of the variance in Grade 6 scores can be attributed to the type of school (public vs. private). This is a small to medium effect size, indicating that school type has a modest impact on Grade 6 scores.

The analysis reveals that students in private schools scored significantly higher on average than those in public schools. However, the effect size indicates that while school type has a statistically significant impact, other factors not accounted for in this analysis likely contribute to students' Grade 6 scores. Given the violation of the homogeneity of variances, caution should be exercised when generalizing these results.

4.5 Discussion of Results

4.5.1 Parenting Style

The findings from this study indicate that parenting style has a substantial impact on children's academic success. Students with authoritative parents showed the highest scores in Grade 6, followed by those with permissive, authoritarian, and neglectful parents. Previous studies have also highlighted the pivotal role of parenting style in shaping students' academic accomplishments.

A study by Weicker (2022) has compared the academic achievements of authoritative and permissive parents and found that students who have authoritative parents experienced better academic success than students with permissive parents. Another study by Ishak et al., (2012) also found that students who experienced an authoritative parenting style achieved better than those who experienced an authoritarian parenting style.

Similarly, Yasmeen (2013) has found that the authoritative parenting style of mothers and fathers is more positively related to academic achievement than authoritarian and permissive parenting styles. Rivers et al. (2012) also indicated that students who reported that their parents are authoritative have demonstrated better motivations toward academic pursuits. A systematic review by Masud et al. (2015b) and Porumbu & Necşoi, (201) also stated that the authoritative parenting style is the most effective one in advancing students' academic success.

In addition, this finding supports the self-determination theory, which suggests that an authoritative parenting style supports the basic psychological needs of children such as autonomy, competence, and relatedness, which in turn have a positive impact on their motivation for learning, accomplishment, and sense of responsibility (Furrer & Skinner, 2003; R. M. Ryan & Deci, 2000). On the contrary, the authoritarian parenting style is characterized by overly controlling behavior which decreases children's intrinsic motivation to acquire knowledge and leads to negative learning outcomes (Antonopoulou et al., 2012; Rivers et al., 2012).

In contrast, studies by Hassan et al. (2022) and Zahedani et al. (2016) highlighted that authoritarian parenting style is associated with higher academic performance, as parents have an important role in identifying, directing, and controlling the talents and capabilities of their children. Another study by Masud et al. (2016) has found that parenting style has no significant relationship with academic achievement.

4.5.2 Parents' Attitude Towards Education

The present study's findings align with the large body of literature emphasizing the pivotal role of parents' attitudes toward education in shaping their children's academic achievement. Parents' aspirations, engagement, and expectations are among the most important determinants of children's academic performance, behavior, and development.

Our research also supports the findings of (Yilmaz Bodur & Aktan, 2021), indicating that parental attitudes play a significant role in predicting high school students' academic motivation and personal responsibility. These factors are closely tied to academic success.

Similarly, Hidayatullah and Csíkos, (2024) underscored the importance of parents' educational beliefs and attitudes, demonstrating a positive association between these factors and students' achievement in mathematics. Their structural equation modeling results showed that beliefs and parents' educational level are positively associated with students' achievement, with beliefs indirectly associated with achievements through attitude and motivation.

Moreover, Grolnick et al., (1991) suggested that parental involvement, which is a reflection of their attitudes toward education, impacts children's attitudes and motivation towards school, which in turn affects academic achievement. This notion is supported by the fact that parents transmit their values and attitudes to their children through their involvement in activities with them.

Parents' attitude and desires have a huge impact on the educational pursuit and success of their children as well as their future career path (Yang & Shin, 2008). Parental attitude influences students' school and home activities, ambitions, and plans for their future (Porumbu & Necşoi, 2013).

The current study extends these findings by empirically demonstrating a significant positive effect of parents' attitudes toward education on students' academic achievement. This effect suggests that when parents value and support educational endeavors, their children are more likely to develop a positive attitude toward learning and, consequently, perform better academically.

4.5.3 Parental SES on Student's Academic Achievement

The results of this study also show that parents' education level has a statistically significant positive effect on students' academic achievement. Prior research also established that parents' educational attainment plays a great role in shaping children's academic journey (Abuya et al., 2013; Tan, 2017).

Regarding the role of mothers' education level, a study by Hutner (1972) and Tomul and Savasci (2012) have found a positive relationship between maternal education attainment and their Childrens' intellectual ability and performance. As mothers bear a greater role in raising children and shaping their social interactions, the impact of their education level is usually high (Marks,

2007). A study by Baker and Stevenson (1986) also highlighted that mothers who have college education tend to know more about schooling and more likely to engage in actions to guide and improve their child's academic performance.

In contrast, a study by Smith et al. (2018) has found a negative effect of mothers' education on the child's educational achievement. Another study by Johnson and Lee (2019) stated that there is no cause-effect relationship between mothers' education and the academic results of their children.

Fathers' education level is also a significant determinant of the academic achievement of their children (Baoyan & Minggang, 2015; Hines & Holcomb-McCoy, 2013; Tomul & Savasci, 2012).

Fathers' engagement in learning activities such as homeschooling with their children has a lasting effect on academic grades if they are better-educated ones (McFadden et al., 2011; Mehryar & Tashakkori, 1984).

The findings also suggest that higher family income is associated with higher student academic achievements. Parents earning higher average monthly income can avail educational resources, pay for tutors, and afford to send their children in better schools than low-income parents (Baoyan & Minggang, 2015; Tan, 2017; Tomul & Savasci, 2012). A study by Cooter et al., (2004) stated that students with high-income group parents perform better in their academic results. Similarly, the findings of Desimone (1999b) showed that parental involvement in a child's education works better with middle-income than low-income groups.

Another study by Chin and Phillips (2004) also indicated that the probability of joining higher education is higher among students from higher-income strata. Students from low-income families manifested lower cognitive skills, lesser motivation to study and poor academic performance, compared with students from high-income families (Lareau, 2018; Rindermann & Baumeister, 2015). This suggests that socioeconomic status plays a significant role in shaping students' academic outcomes and access to higher education.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS

5.1 Summary

This section provides a comprehensive summary of the findings from the study, which aimed to investigate the impact of parents' socioeconomic status, attitude, and parenting style on the academic performance of sixth-grade students in ministry exams. The results of the linear regression analysis revealed several significant findings that contribute to our understanding of the factors influencing student achievement.

One of the key areas explored in this study was the influence of parenting style on student academic achievement. The study examined four parenting styles, authoritative, authoritarian, permissive, and neglectful, and their effect on students' academic performance. The findings of this study indicated that parenting style significantly influences students' academic performance. Notably, students with authoritative parents demonstrated the highest Grade 6 scores, followed by permissive, authoritarian, and neglectful parents. These findings emphasize the importance of a supportive and nurturing parenting style in fostering academic success.

Another crucial aspect investigated in this study was parents' attitudes towards education and their impact on students' academic achievement. Using a Likert scale, the study measured parents' attitudes toward education and found a significant positive effect on students' academic performance. For every one-unit increase in the overall average value of parents' attitude towards education, the Grade 6 scores of students increased by approximately 2.577 points. This finding highlights the significance of parents' positive attitudes and active involvement in their children's education.

The study also examined the relationship between parents' education levels and students' academic achievement. Both fathers' and mothers' education levels were taken into consideration. The results demonstrated that higher education levels of both parents had a statistically significant positive effect on students' Grade 6 scores. It was observed that students with better-educated parents tended to achieve higher academic performance compared to those with parents who had lower levels of education. This finding underscores the role of parental education as a vital predictor of student success.

Family income and occupation were additional factors explored in this study regarding their impact on students' academic achievement. The findings revealed a significant positive correlation between family income and students' academic performance. Higher family income is consistently linked to better academic achievement among students. This suggests that parents with higher average monthly income have the means to provide their children with more educational resources and opportunities, ultimately contributing to their academic success.

Furthermore, the study investigated the influence of parents' occupations on students' academic achievement. However, the results did not demonstrate a statistically significant relationship between parents' occupation (salaried worker vs. self-employed) and the Grade 6 scores of students. While occupation may not directly impact student achievement, it is important to consider other indirect factors that may influence academic outcomes.

5.2 Conclusions

The findings of this study provide evidence of the significant influence exerted by various parental factors on the academic performance of sixth-grade students, as measured by their scores in ministry examinations. The comprehensive analysis of parenting styles, attitudes towards education, and socioeconomic status provided key insights into the dynamics shaping students' academic achievement.

Among the range of parenting styles investigated, the authoritative parenting approach emerged as particularly advantageous in fostering academic excellence. Students who reported being raised in authoritative household's demonstrated superior academic achievement compared to their counterparts from authoritarian, permissive, and neglectful parenting environments. This revelation aligns seamlessly with the principles of self-determination theory, which posits that authoritative parenting nurtures the fundamental psychological needs of autonomy, competence, and relatedness in children. By providing a supportive and structured environment, authoritative parents cultivate intrinsic motivation and engender positive learning outcomes in their children (Sullivan et al., 2010).

Furthermore, the study uncovered the key role of parents' favorable attitudes towards education in influencing students' academic achievement. Parents who exhibited higher aspirations for their children's education, actively engaged in their learning process, and held high expectations for

their academic success were found to have a statistically significant positive impact on student performance. This finding underscores the critical importance of parental involvement and support in shaping children's educational trajectories and ultimately their academic success. By fostering a positive attitude towards education, parents contribute to the development of a growth mindset and a strong sense of purpose in their children (Fan & Chen, 1999).

Moreover, the research findings established a positive correlation between parental educational attainment and students' academic performance. Both paternal and maternal educational levels were found to have a significant influence on students' achievement. Students with parents who had higher levels of education tended to achieve higher academic outcomes compared to those with parents who had lower levels of education. This revelation highlights the profound influence of an inspiring learning environment fostered by well-educated parents. These parents, serving as role models, inspire academic excellence in their children through their pursuit of knowledge and their emphasis on the value of education.

Additionally, the study underscored the positive association between elevated family income levels and enhanced academic achievement among students. Comfortable households possess the means to provide adequate educational resources, access to tutoring services, and opportunities to attend institutions of higher caliber (Lareau, 2018). These advantages facilitate improved academic outcomes by offering students additional support and exposure to enriching educational experiences. However, it is important to recognize that academic success is not solely determined by income, as other factors such as parenting style and attitudes towards education also play significant roles.

Overall, this study has shed light on the intricate relationship between parental factors and students' academic achievement. The findings emphasize the importance of authoritative parenting styles, favorable attitudes toward education, parental educational attainment, and family income in shaping students' educational journeys.

5.3 Recommendations

Based on the findings of this study, the researcher proposes the following recommendations to improve students' academic achievement and create a nurturing educational environment:

Firstly, educational institutions and policymakers should prioritize the development and implementation of parenting programs. These programs should aim to promote authoritative parenting styles and cultivate positive attitudes toward education. By providing parents with guidance and support, these programs can empower them to create a conducive learning environment at home. Through workshops, seminars, and educational materials, parents can learn effective strategies for fostering autonomy, competence, and relatedness in their children, which are key tenets of authoritative parenting.

Secondly, it is crucial to encourage and facilitate parental involvement in their children's education. Schools should establish effective communication channels to engage parents in their children's academic progress. Regular parent-teacher conferences, progress reports, and open houses can serve as platforms for meaningful dialogue between parents and educators. Additionally, schools should provide resources and guidance to parents, enabling them to actively participate in their children's learning journey. This can include workshops on effective study techniques, strategies for supporting homework completion, and guidance on creating a conducive home learning environment.

Addressing socioeconomic disparities in education is another crucial recommendation. Efforts should be made to provide equal access to educational resources and opportunities for students from low-income families. This can involve initiatives such as providing scholarships, financial aid, or grants to ensure that all students have access to quality education. In addition, schools can collaborate with community organizations and businesses to provide extra-curricular programs, tutoring services, and mentoring opportunities for students from disadvantaged backgrounds.

Moreover, it was essential to provide teacher training that emphasizes understanding and addressing the diverse backgrounds and needs of students. Teachers should receive training on recognizing the influence of parents' socioeconomic status, attitudes, and parenting styles on student performance. This training can equip teachers with the knowledge and skills to implement appropriate strategies to support students from different backgrounds effectively. By fostering a

culturally responsive and inclusive classroom environment, teachers can create a supportive atmosphere that promotes academic success for all students.

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Appendices

Appendix-1: Questionnaire English Version

Addis Ababa University
Department/School of Psychology
Questionnaire for Students

I. Introduction

Thank you for participating in this study. The purpose of this study is to investigate the effects of parents' socioeconomic status, parental attitudes toward education, and parenting styles on children's academic achievement. This questionnaire will ask you some questions about your parents' views and behaviors and your academic performance and motivation. Your responses will be anonymous and confidential. Please answer honestly and carefully.

II. Demographic Questions

Please answer the following questions about yourself and your family background by filling in the blanks or choosing the best option.

1. What is your sex?

☐ Male

☐ Female

2. What is your age?

☐ 10 years old or below

☐ 15 years old

☐ 11 years old

☐ 16 years old

☐ 12 years old

☐ 17 years old

☐ 13 years old

☐ 18 years old or above

☐ 14 years old

I. What type of school do you attend?

☐ Public

☐ Private

II. What is the highest level of education that your father has completed?

1. No Formal Education

4. Diploma/Certificate

2. Completed Primary

5. Degree Education

3. Completed High school

6. Master's or above

- III. What is the highest level of education that your mother has completed?
- | | |
|------------------------------------|-----------------------|
| 1. No Formal Education | 4. Diploma |
| 2. Completed Primary | 5. Degree |
| 3. Completed high school education | 6. Master's and above |
- IV. What is your s' father's occupation?
- _____
- V. What is your s' mother's occupation?
- _____
- VI. What was your score on grade six ministry exam (percentile)?
- _____
- VII. What is your family's monthly average income estimation?
- _____

III. Parental Attitude Questions

Please answer the following questions about your parents' attitudes towards education by choosing the option that best reflects your level of agreement or disagreement with each statement. Use the following scale to indicate how much you agree or disagree with each statement:

(1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, and 5= Strongly Agree)

	Statement	1	2	3	4	5
1	My parents spend time with me on several skills					
2	My parents talk with me about classroom rules					
3	my parents are confident in my academic abilities and potential					
4	my parents have high expectation for my educational attainment and future career					
5	My parents always attend school events or meetings involving me.					
6	My parents often communicate with my teachers or school staff					

7	My parents expect me to go to college or university					
---	---	--	--	--	--	--

IV. Parenting Styles Questions

Please answer the following questions about your parents' behaviors and practices by choosing the option that best reflects how often your parents do each of the following things: **(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)**

	Statement	1	2	3	4	5
1	My parents are responsive to my feelings and needs.					
2	My parents explain the reasons behind their expectations.					
3	My parents encourage me to talk about my feelings and problems					
4	My parents punish me by taking things away from me (e.g., TV, games, visiting friends).					
5	My parents yell when they disapprove of my behavior.					
6	My parents hit/spank me when they get angry					
7	My parents let me do whatever I want, as long as I am happy.					
8	My parents have clear rules or expectations for my behavior					
9	My parents rarely care about my behavior					
10	My parents pay much attention to what I do or feel					
11	My parents show interest in my activities					
12	My parents provide me with the basic needs, such as food, clothing, or medical care.					

Thank you for completing this questionnaire. Please return the questionnaire to your teacher or the researcher.

Appendix-2: Questionnaire Amharic Version

አዲስ አበባ ዩኒቨርሲቲ

የስነ-ልቦና ትምህርት ክፍል

የተማሪዎች መጠየቅ

መግቢያ

በዚህ ጥናት ውስጥ ስለተሳተፉ እናመሰግናለን። የዚህ ጥናት አላማ የወላጆች ማህበራዊ ኢኮኖሚያዊ ደረጃ፣ የወላጆች ለትምህርት ያላቸው አመለካከት እና የወላጅነት ስልቶች በወላጆች ትምህርት ስኬት ላይ ያላቸውን ተፅእኖ መመርመር ነው። ይህ መጠየቅ ስለወላጅሽ/ህ አመለካከት እና ባህሪ እና ስለ አንቺ/አንተ የትምህርት ክንዋኔ እና ተነሳሽነት አንዳንድ ጥያቄዎችን ይጠይቅዎታል። የስጠው/ሽው መልስ ከአንተ/ቺ በስተቀር ማንም አያውቅም። እባክሽን/ህን ለጥያቄዎቹ በቅንነት እና በጥንቃቄ መልስ ስጪ/ጥ።

II. ስለአንተ/ቺ አንዳንድ ግላዊ ጉዳዮች፡-

እባክሽን/ህን አጭር መልስ በመጻፍ ወይም ከተሰጡት አማራጮች አንዱን በመምረጥ ስለራስሽ/ህ እና ስለቤተሰብሽ/ህ የሚከተሉትን ጥያቄዎች መልሺ/ስ።

1. ጾታሽ/ህ ምንድን ነው?

☐ ወንድ

☐

ሴት

2. ስንት አመትሽ/ህ ነው?

☐ 10 ዓመት ወይም ከዚያ በታች

☐ 15 አመት

☐ 11 አመት

☐ 16 አመት

☐ 12 አመት

☐ 17 አመት

☐ 13 አመት

☐ 18 ዓመት ወይም ከዚያ በላይ

☐ 14 አመት

3. ምን ዓይነት ትምህርት ቤት ነው የምትማሪው/የምትማረው?

☐ የህዝብ/የመንግሥት

☐

የግል

4. ወላጆችሽ/ህ ያጠናቀቁት ከፍተኛው የትምህርት ደረጃ ምንድነው?

5. የወላጆችሽ/ህ ሥራ ምንድን ነው?

6. በስድስተኛ ክፍል ሚኒስቴር ፈተና (በመቶኛ) ያገኙት ውጤት ስንት ነበር?

7 የበተሰብ አማካይ ወርሀዊ ገቢ?

III. የወላጅ አመለካከት ጥያቄዎች

እባክሽን/ህን ከእያንዳንዱ መግለጫ ትይዩ ያለሽን/ህን የስምምነት ደረጃ/አለመስማማት ደረጃ በተሻለ የሚያንፀባርቅ አማራጭ በመምረጥ፣ ስለ ወላጆችሽ/ህ ለትምህርት ያላቸውን አመለካከት በተመለከተ የሚከተሉትን ጥያቄዎችን የ” “ በማድረግ መልስ/ሺ። ለእያንዳንዱ መግለጫ ምን ያህል እንደምትስማሚ/ማ ወይም እንደማትስማሚ/ማ ለማመልከት የሚከተለውን ሚዛን ተጠቀሚ/ም። በእነዚህ ቁጥሮች ትይዩ ባሉ ባዶ ሳፕሮች ውስጥ የ ፩ ምልክት አስቀምጪ/ጥ።

(1= በጣም አልስማማም ፣ 2= አልስማማም ፣ 3= አልወሰንኩም ፣ 4= እስማማለሁ እና 5= በጣም እስማማለሁ)

	መግለጫ	1	2	3	4	5
1	ወላጆቼ የተለያዩ ብቃቶቼን እንዳሳድግ ያግዙኛል					
2	ወላጆቼ ስለ ክፍል ሕጎች ከእኔ ጋር ይነጋገራሉ					
3	ወላጆቼ በትምህርቴ ከፍተኛ ችሎታ እና አቅም እንዳለኝ እርግጠኞች ናቸው					
4	ወላጆቼ ለትምህርቴ እና ለወደፊት ሥራዬ ከፍተኛ ተስፋ አላቸው					
5	ወላጆቼ ሁልጊዜ በትምህርት ቤት ዝግጅቶች ወይም እኔን በሚያካትቱ ስብሰባዎች ላይ ይገኛሉ					
6	ወላጆቼ ብዙ ጊዜ ከመምህሮቼ ወይም ከትምህርት ቤት ጋር ይገናኛሉ/ይነጋገራሉ					
7	ወላጆቼ ወደፊት ኮሌጅ ወይም ዩኒቨርሲቲ እንደምገባ ይጠብቃሉ					

IV. የወላጅ ባህሪ ጥያቄዎች

እባክሽን/ህን ስለወላጅሽ/ህ ባህሪ ከሚከተሉት አማራጮች አንዱ ላይ የ “” የሚከተሉትን ጥያቄዎች መልሺ/ስ። የተሻለውን

አማራጭ በመምረጥ ወላጆችሽ/ህ የሚከተሉትን ነገሮች ምን ያህል ጊዜ እንደሚያደርጉ ያሳያል። (

1 = በጭራሽ፣ 2 = አልፎ አልፎ፣ 3 = አንዳንዴ፣ 4 = ብዙ ጊዜ፣ 5 = ሁልጊዜ) በእነዚህ ቁጥሮች ትይዩ ባሉ ባዶ ሳጥኖች ውስጥ የ

፻ ምልክት አስቀምጧል/ጥ።

	መግለጫ	1	2	3	4	5
1	ወላጆቼ ለስሜኔ እና ለፍላጎቶቼ ምላሽ ይሰጣሉ።					
2	ወላጆቼ ከሚጠብቁብኝ ነገሮች በስተጀርባ ያሉትን ምክንያቶች ያስረዱኛል					
3	ወላጆቼ ስለ ስሜቶቼና ስለ ችግሮቼ እንድናገር ያበረታቱኛል					
4	ወላጆቼ የምወዳቸውን ነገሮች በመከልከል ይቀጡኛል (ለምሳሌ፡ ቲቪ እንዳላይ፣ ጨዋታ እንዳልጫወት፣ ጎደኞቹን እንዳላገኝ ወዘተ) ።					
5	ወላጆቼ የሆነ ነገር ሳጠፋ ይጮሁብኛል					
6	ወላጆቼ ሲናደዱ ይመቱኛል/ይደበድቡኛል					
7	ደስተኛ እስከሆንኩ ድረስ ወላጆቼ የፈለኩትን እንዳደርግ ይፈቅዱልኛል					
8	ወላጆቼ ማድረግ ስላሉብኝ እና ስለሌሉብኝ ጉዳዮች ግልጽ ህጎች አሏቸው					
9	ወላጆቼ ስለ ባህሪዬ ብዙም ግድ የላቸውም					
10	ወላጆቼ እኔ ለምደርገው ወይም ለሚሰማኝ ነገር ትኩረት ይሰጣሉ					
11	ወላጆቼ ስለማደርጋቸው ነገሮች ለማወቅ ፍላጎት ያሳያሉ					
12	ወላጆቼ እንደ ምግብ፣ ልብስ ወይም ሕክምና ያሉ መሠረታዊ ፍላጎቶችን በደንብ ያሟሉልኛል					

ይህን መጠይቅ በቅንነት ሞልተሽ/ህ ስለጨረስሽ/ክ እናመሰግናለን። እባክዎ መጠይቁን ለአስተማሪዎ ወይም ለተመራማሪው መለሺ/ስ።

No.	Variable Name	Variable Operational Definition	Variable Measurement Scale	Expected Results
Dependent Variable				
1.	SAA	Student academic achievement is the level of success a student has achieved in their educational pursuits.	Continuous	
Independent Variables				
1.	SES	Socioeconomic Status is measure of parents' economic and social position compared to others based on income, education level, and occupation.	Nominal & Ordinal	+
2.	PS	The overall approach, values, and patterns of behavior that characterize how a parent interacts with and raises their child.	Mean calculated based on Likert scale data	+
3.	PAE	Parents' general feelings, mindset, and perspectives about the value of education and the educational process.	Mean calculated based on Likert scale data	+

Description of variables