

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION  
TO PARENTAL SUPPORT, ACADEMIC SELF CONCEPT  
AND TEST ANXIETY AMONG STUDENTS IN  
PRIMARY SCHOOLS OF WORETA  
AND DEBRE Tabor Towns.

BY  
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ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

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## ABSTRACT

Several studies have indicated that parental practices concerning education are closely related to the educational performance of children besides some personality traits such as academic self-concept and test-anxiety. The main purpose of this study, thus, was to investigate the relationship between parental support and academic achievement on primary school students in the context of academic self-concept and test anxiety. The differences in the extents of independent variables due to age, gender of children, family structure and parental education were also designed to be studied.

The data for this study were collected from 391 randomly selected sample subjects (198 males and 193 females) with the help of students self-report questionnaires. The measuring instruments - Parental Support, Academic Self-concept and Test-anxiety tests were found to have reliability coefficients of .97, .96 and .84 respectively. Moreover, t-test, chi square test and item-total correlation were used to improve the item qualities.

The collected data were analyzed using statistical methods, like Descriptive statistical methods, Pearson product moment correlation, Step-wise multiple regression, and independent sample t-test.

Statistical results showed that there was high positive relationship between parental support and the academic achievement of children. Significant difference was observed in the practice of parental support due to gender, family structure and parental education. Moreover, academic self-concept and academic achievement were found to have high positive correlation while test-anxiety and academic achievement were indicating high negative correlation.

Step-wise multiple regression analysis revealed that parental support and academic self-concept were the significant predictors of academic achievement, which accounted for about 93% of the explained variance. However, the contribution of test anxiety on academic achievement was not found to be significant.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

Educational researchers are interested in why different groups of students achieve either more or less than others in presumably similar educational situations. Although individual differences are expected, society does not expect differences in academic performance that are predictable by group membership, where group membership is based on characteristics of birth rather than acquired skill (Leinhardt, Andrea and Mary, 1979). When differences in achievement do appear to be related to specific groups, it is important to identify the cause (s).

Some studies that have examined the educational sources of differences in performance focused on classroom characteristics, looking at possible bias in curricular materials of subject matter (e.g. Stanchfield, 1973). The assumption underlying this line of inquiry is that the same input (text book, the lesson) has different meanings and significance for members of different groups, which then translates in to different performance levels. Problems arise when this line of thought is followed to its logical end; that is, children should be taught only those things that they should be expected, by group membership, to find interesting or valuable. This would suppress most educational opportunities for an individual to be different from the specific group to which he or she belongs.

Other studies have examined achievement differences among students. The causes for the differences are mostly related to the non-cognitive factors including home and family variables: parental support, parental education, socio-economic status, etc, psychological variables: self-concept, emotional adjustment, readiness to learn, study habits, and the school factors (Mandel and Markus, 1988).

Thus, there seems to be a general agreement among psychologists and educators that a child's academic performance is not a simple function of his/her ability. Apart from the innate ability environmental factors play significant role in children's academic achievement. Being exposed to different types of stimuli can produce different levels of academic achievement independent of innate ability. Among these variables much attention has been given to parental practices (Jenkins, 1969). The home is probably the most powerful educational institution, even when parents are not good teachers. Parent related variables such as their gender, education, child rearing practices, etc. are powerful determinates of children's behavior in contrast to genetic

factors. If not then programs for the improvement of man kind should emphasize eugenics rather than education. Education will affect what parents do with spare time, their approach to parenthood and their relation to the demands of children at various stages of development. Parental helps for their children vary related to their gender in that nurturing and care, affection, stimulation, and tutoring are the mother's roles while bread wining, child management and education are the roles of fathers. The helping practices of parents including that of establishing warm, nurturing relationship with children; providing opportunities for educational competence; and their commitments to family members are expected to relate positively to children's academic achievement and orientation (Brooks, 1994 Grolnick et al, 1997; Hester, 1989; Pikunas, 1976).

Parental involvement is not only considered as an important predictor of students' school success but also considered as a key mediator between family background factors and academic achievement. Basically, Parents can promote children's learning by maintaining effective school-home interaction, through encouragement, expending resources, imparting their own knowledge of how schooling works and making decisions on what educational options should be pursued. They also play a crucial role in children's development of social and moral values which in turn have great contribution for the adjustment of school environment and the success of educational achievement. Therefore, it seems that the psycho-social ; material; and other necessary supports like encouraging the child to study hard, monitoring daily educational activities, and encouraging children in doing homework are very vital component in determining the school performance (Stevenson and Baker, 1987; Grusec, 1997).

The learner's self concept, academic intrinsic motivation and test anxiety are other crucial variables which influence the school performance. Supporting this fact, Lawrence (1981) states that the relationship between scholastic attainment and personality characteristics (self concept, emotional adjustment including test anxiety,... etc) have been the most interesting discoveries in educational psychology.

The attainment of positive self concept positively affects academic achievement, school retention, academic aspiration and choices, such as going on to university. High self concept of ability may be a favorable precondition for the initiation and persistence of effort in learning and achievement situations where as students who have poor self- concept lose their hope and will fail in their learning. Thus pupil's subjective self perceptions of himself or herself have dominant influence on his or her success in school (Redd. et al, 2001; cited in Garuma, 2005). Moreover,

Allen, et. al. (1972) indicated the presence of negative relationship between children's educational achievement and their anxiety during the test.

Evidences as explained above show that the various supports provided by parents, students' self concept and test anxiety have relationship with the academic performance of children. However, research that can indicate the extent to which the stated variables relate to the educational performance of children, particularly in primary schools has not seem to be done in our country. Thus, investigating the relationship between parental support and the academic achievement of children in the context of academic self-concept and test anxiety was the main concern of this study.

## **1.2. Statement of the problem**

Several studies have demonstrated the positive effects of parental supports and high self concept on the school performance of children while test anxiety has a negative effect on it.

Considering parents, Jenkins and Goodman (1969) stated as follows. Even in the rapidly changing world of today, the family is the primary unit in the society. Mother and father, grand parents, and even great grand parents leave their mark on their children not only through genetic influence on their physique, temperament, capacities and limitations but also through some of the attitudes, way of actions, customs and child rearing practices that have been passed down from one generation to an other. Parents have the responsibility of sending to school children who are physically, morally and mentally sound while teachers have the responsibility of furthering the wholes-some development of children in their class room. Wise parents can create a pattern of non-aggressive way of life in the home with children by consideration of each other and cooperating for the family's general welfare. Such children because they are happy at home, will later carry over the same ideals in to the world outside, gradually establishing ideals of creativeness and cooperativeness among its members as well as discouraging techniques of domination and aggression.

Parents can provide psycho-social supports to their children through treating them respectfully, fairly and with love; creating attractive and non-aggressive home environments; giving direction and permitting them to solve life problems; identifying and understanding their children's difficulties; encouraging their attempts as well as giving appropriate responsibilities; selecting experiences in which children are interested and creating intellectual atmosphere at home. Children who get appropriate psycho-social support from their parents develop positive attitude towards learning; have right ways of thinking and perceiving events; are responsive, motivated,

responsible, competent disciplined, committed, and respective; have good communication skills with others; and develop the skill of coping with crisis (Corsini and Painter, 1975) .

A notion that is central to a variety of self concept theories (Combs and Snygg, 1994) is that global self concept, and overall or general view of the self, is a crucial factor in determining human behavior. However, global self-concept does not have the same degree of influence on the academic achievement of children like that of academic self concept. Considering this Marsh, Byrne, and Shavelson (1988) described that academic self-concept is clearly differentiated from general self –concept and that it is more highly correlated with academic achievement and other academic behaviors than is general self –concept. They also found that none of the self-concept scales from three different instruments were significantly correlated with school grades in English, Mathematics, or all school subjects, where as academic self-concept scales were substantially correlated with academic achievements ( $p < 0.05$ ). This pattern of relationship attracted the attention of educational researchers to academic self-concept instead of relying on general self-concept scales.

There are also research results that reflect the negative impacts of test anxiety on student's learning outcomes. For instance, Spielberger and Sarason (1989) stated that anxiety is thought to produce task-irrelevant responses (concern for passing, thoughts of leaving, etc) in the testing situation that interfere with the task-relevant resources necessary for good test performance.

So far attempts have been made to show the suggestions given by different scholars about the presence of relationships between parental helps, academic self concept, test anxiety and academic achievement of children. The relationship between each variable and the academic performance of children has been described. Moreover, from day to day experience, the researcher observed parents provide various educational supports for children depending on their educational level, family structure, gender of children, etc. However, very few researches have been made on our school situations to show the relationships between the study variables. Therefore, this study is designed to investigate the relationship between parental support and the academic achievement of children in the context of academic self concept and test anxiety with particular reference to the primary schools of Woreta and Debretabor towns in south Gonder Administrative Zone, Amhara region.

This study, thus, was intended to seek answers to the following leading questions.

1. In what ways do parents help their children in education?
2. Is there a significant relationship between parental support and the academic achievement of their children in primary schools? If so, to what extent is the relationship?

3. Is there a difference in parental support due to gender of the child, family structure, and parental education?
4. Is there a significant relationship between the primary school students' academic self-concept and their educational performance? If so, to what extent is the relationship?
5. Is there a significant relationship between test anxiety and the academic performance among primary school students?
6. Do the extents of test anxiety and academic self concept differ with the difference in gender?
7. To what extent do parental support, academic self-concept and test anxiety together relate to the academic achievement of students in primary schools?

### **1.3. Significance of the study**

This study is expected to have the following importance.

- It may create awareness in teachers, school principals and families about the presence of various ways by which parents can help children to facilitate their education.
- It will provide empirical evidences regarding the extent of relationships between parental support, academic self-concept, test anxiety and academic achievement of children so that they can be aware of these things.
- It may provide evidence for parents, teachers and other concerned bodies about the presents of difference in the practice of parental support due to functions of age, sex, family structure and parental education.
- Finally, the study is expected to provide new information for parents, teachers and other concerned bodies about the differences in the extents of academic self concept and test anxiety due to difference in sex, and age.

#### 1.4. Delimitation of the study

The main purpose of this study was to investigate the relationship between parental support, academic self-concept, test anxiety and academic achievement of primary school students. Together with this, differences in the practice of parental support as functions of gender of the child, family structure, and parental education, as well as, differences in the extent of academic, self-concept and test anxiety as functions of gender and age were studied.

Though many other variables might be related to academic achievement, this study is delimited to above variables.

This study was conducted in primary schools of Woreta and Debretabor Towns. It was particularly focused on grade-8. The study places and the population are selected purposively since the issues expected to be investigated are not seemed to not have been studied in that area.

#### 1.5. Operational Definition of Terms

**Parent:-** refers to an individual in the home who has a responsibility of guiding, nourishing, protecting and caring for the whole family members. It includes both non biological and biological parents.

**Parental support:-** refers to the necessary help provided by parents for children to facilitate their educational performance.

**Psycho-social support :-** refers to helping children through treating respectfully, fairly and with love; creating attractive and non-aggressive home-environments; giving directions and permitting them to solve life problems; identifying their children's problems and cooperating in solving them; encouraging children's to study hard and in doing home work; and monitoring daily educational activities of the child.

**Material support:-** refers to helping children by providing appropriate educational facilities and study place.

**Academic self-concept:-** refers to a person's perception of him/herself related to the academic areas.

**Academic achievement:-** describes the 1998 E.C 1<sup>st</sup> and 2<sup>nd</sup> semester total academic performance scores of students in the selected primary schools.

**Gender:-** refers to being male and female.

**Primary school:-** is a school having grade levels from one to eight.

**Parental education:-** is the level of formal education the subjects (parents ) attained.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The Relationship Between parental Support and the Academic Achievement of Their Children.**

Parental support is defined as dedication of resources, verbal encouragement or interactions regarding school work, academic guidance and direct reinforcement of improved academic performance (Fehrmann, et al, 1987; Grolink and Slowaczek, 1994).

The child's physical, emotional and intellectual development is dependent on the parents. If we want our children to be physically healthy, happy in their relations with other people, and able to function at the higher level of their abilities we must provide the opportunities to do so. Parents and the family in general make considerable contributions to a child's achievement (Buxbaum, 1984; Davis, 2000). The school related skills, both cognitive and social are shaped by parents as they play an important role in preparing children to meet teacher's demands,

In order to live a worthy life and to create productive citizens, (Carr and Sorely, 1981) the family group should be intentional and supportive. The intentional family is aware of itself and its potential for growth in wisdom and joy. It keeps in creative tension, mutually teaching and learning, as well as mutually giving and receiving.

Parents have expected roles like helping children in homework, providing language-rich environment, supporting in school activities, and working in partnership with teachers to enhance learning experiences of children. Cognitive and intellectual involvement, which involves exposing the child to cognitively stimulating activities and materials such as books and current events, represents relatively a new role for parents in promoting their children's development (Cutright, 1989; Henderson and Berla, 1994).

Educators believe that functioning as a parent is the most exciting and rewarding part of life. Every parent (Corsini and Painter, 1975) is expected to help children so that they can have the four R's: respect, responsibility, resourcefulness and responsiveness. Children become respectful when treated respectfully. Children can also be responsible when they are given responsibility. They become resourceful if permitted to solve life problems and become responsive when treated with love and respect. Angry, rebellious, uncooperative, hostile, or vengeful children are usually the result of a lack of parental know-how. Many parents simply don't know how to handle their jobs. They don't understand the child and his behavior. They have incorrect

concepts about discipline and training. In general, to teach a child, to provide a child with situations conducive to emotional security and to control child are the three important expected roles of parents.

Particularly, to develop the social behaviors of children that can serve as a base for educational performance of children (Garbarino, 1995), parent should engage in the following activities.

- **Appreciation:-** The parents should regard their children warmly, positively, and in a supportive manner.
- **Spending time with children:-** Eating together, work together on projects, participating together in community and school activities are indicators of successful parents.
- **Having good communication patterns:-** The parents should be honest, open, and respectful toward each other as well as their children.
- **Commitment:-** Parents are expected to be committed in meeting the needs of their children so that they will maintain the strength needed to help them to get through stressful times and deal with environmental pressures.
- **Religious orientation:-** Caring for the soul is an important function of a strong family. Strong families seem anchored in a sense of purpose usually religious or spiritual in its foundation sometimes secular that provides the strength required for commitment of the family as well as the larger purpose.
- **Dealing with crisis in a positive manner:-** Strong families can deal with conflicts and their members band together in mutual support when bad times arise.
- **Understand what you are supposed to do in relation to the children's problem:-** Don't tackle a problem until you really grasp the how and the why of the advice. Inform the child, explaining clearly what you intended to do about the problem in question, and answer all the questions of the children.
- **Act:-** Silence is necessary during the disciplining. Warnings, reminders, discussions, threats about the problem are unwise.
- **Be consistent during the disciplining:-** Avoid variations and exceptions.

Moreover, Brooks (1994) listed the following as the major tasks of parents in the elementary school years.

1. Monitoring and guiding children from a distance as they move in to new activities on their own.
2. Interacting in a warm, accepting, yet firm manner when children are present.
3. Strengthening children's abilities to monitor their own behavior.

4. Providing opportunities for children to develop new skills and positive identities.
5. Structuring the home environments so that the child is able to meet school responsibilities.
6. Interpreting difficult events so that children feel and exert effort to achieve their goals.
7. Encourage constructive sibling relationships.
8. supplying educational facilities such as books, mathematical instruments, study rooms with furniture, dictionaries, etc.

## **2.2. Important moderators in the relationship between parental support and academic achievement**

### **2.2.1. Parental Education**

Stevenson and Baker (1987, cited in Admasu, 2004) found that the educational level of the parents predicts more of the variance in students achievement compared to other social characteristic of families (family size, income, and occupation), particularly for younger children.

Educated parents actively invest in their child's schooling in specific ways, such as parental tutoring, managing trips to libraries and so on. In this regard, Baker and Stevenson (1986, cited in Admasu, 2004) found that more educated mothers know more about their child's school performance, have more contact with teachers, and were more likely to have taken action, when necessary to manage their child's academic achievement.

The way in which parents get involved in their children's school performance may vary according to their resources and educational background though involving parents is not a strategy restricted to highly educated families (Grolinck and Slowaczek, 1994). Moreover, Hill (2001) found that the relation of parental education to parental school involvement and children's school performance. Analysis of the data revealed that parents with more education are more involved in the activities of school such as attending parent teacher conferences. Mothers with more education are more involved in the school career of their children. Educated mothers tend to have more information about the school and were more likely to take action to address their children's school problems than less educated mothers.

On the other hand, parents with lower educational achievement (Taylor, et al. 1993) were more likely to use coercive disciplining strategies and were also more likely to have children who displayed anti-social behavior rather than achievement facilitating behaviors.

### 2.2.2. Family structure

Children live in families, which are organized in various ways. For instance, they can live with intact family (a family which consists two biological parents) and non-intact family that consists non-biological parents like step –further, grand parents, relatives, etc. the structure of the family which children live has relationship with their academic performance. Children from non-intact families in comparison with those from intact families, show more deficits in academic performance Kurdek and Sinclan, (1988); Papalia and Feldman (1999, cited in Kasahun, 2005) also reviewed that growing up in a house hold with two parents is an advantage during childhood and it continues to be an advantage during adolescence, at least in terms of avoidance of risky behaviors. Living with a single father or father and step-mother is riskier than living with a single-mother or mother and step father. The risks of living with a single mother are greater for girls than for boys they also explained that children of divorced parents do worse in school than those in two parent families.

Compared with mothers from intact families, mothers in step families did not behave differently toward their children but were more likely to oppose their children. Girls in step families have more difficulty in interacting with step fathers than did sons. Girls also have more extended conflicts with step fathers (Vuchinich, et. al. 1991; cited in Ksahun, 2005).

Lam, 1997; Kuder and Sinclair, 1988; cited in Kasahun (2005) found that children from two parents had higher end of the year grades than did students in either mother custody or step father families. This is so, because of the fact that students from the intact families (two biological parents) have more access for parental monitoring. Parental supportiveness, and psychological autonomy than children from non-intact families.

Moreover, Zimles and Lee (1992) described that mean achievement test scores of children from intact families exceed from those children of either step or single parent families. Their study also indicated that students from step families and single parent families are almost three times as likely to drop out of school as their counter parts from intact families. The study concluded that children who do not live with both natural parents are at significantly greater risk to leave high school prior to graduating.

There are other groups of researchers who have emphasized on “father absent versus father present” comparison in relation to children’s academic achievement. To support this, Hetherington and Park (1997) stated that children in nuclear families with unavailable fathers

show decrements in achievement similar to those in mother headed families. Because of occupational demands and lack of involvement in the family, some fathers do not available to their children. Furthermore, Hetherington and park (1993) described that children whose fathers have been temporarily absent for two years or less and children whose fathers were in the military of worked on nightshift and presumably were less available to their children have lower scores on achievement tests. According to these scholars, these deficits are found even in young adulthood on American college entrance examination. This fact may lead us to the notion that the father with low participation in the family may be as detrimental to the child's intellectual growth as one who is totally absent.

### **2.2.3. Gender**

Several investigations assured that there are gender differences in parenting practices and these differences result in academic performance. Parents do not give equal freedom, protection and necessary supports related to education for their children of both sexes (block,1983; Kasahun, 2005).

Through interview and observation of parent child relationship, Russel and Russel (1987), cited in Kasaun (2005) found sex differences in parenting practices. Parents of girls where more positive to communicating feelings and to their child being dependent. In contrast, parents of boys were more negative to their child being dependent. Parents of girls were more natural in their reactions to their child misbehaving while parents of boys reacted more negatively to misbehavior . However, the study didn't support the hypothesis that fathers of sons interact with their children more frequently and will be more responsive to them. Although sons interacted more frequently with their fathers, this is not reciprocated by fathers. Moreover, fathers of sons tended to be more positive to the display of dependency and to be more responsive when their child provided information.

### **2.3. Academic Self-concept in Relation to Academic Achievement**

Most studies on the relationship between self-concept and academic achievement clearly indicate that academic achievement scores were positively correlated with academic self-concept, particularly in the matching areas (e.g. Marsh, smith and Barnes, 1985; Byrne and Shavelson, 1983; Skaalivik, 1990; Rankin, 1990). These studies also indicated that academic self-concept more highly correlated with academic achievement than did general self-concept.

It appears that recent research results have little doubt as to the relationship between academic self-concept and achievement. Perhaps the most vexing question, however, involves determining the causal ordering of the two constructs. This question is of practical importance because it is closely related to what actions should be taken and what program should be organized (Marsh, 1990). Calsyn and Kenny (1977) contrasted self-enhancement and skill development models of the relationship between self-concept and achievement.

According to the self-enhancement model, self-concept is a primary determinate of academic achievement. Self-enhancement programs in many educational program are based on the assumption that an improvement in self-concept will lead to gains in academic achievement (Marsh, 1990). Byrne (1984) noted that much of the interest in the relation between self-concept and achievement stems from the belief that academic self-concept has motivational properties such that changes in academic self-concept has motivational properties such that changes in academic In contrast, skill development model posits that academic self-concept is primarily a consequence of academic achievement. According to this model, the best way to enhance academic self-concept is to develop stronger academic skills (Marsh, 1990).

Calsyn and Kenny (1977) argued that comparisons of self-enhancement and skill development models have been severely hindered by conceptual and methodological limitation. Because self-concept and academic achievement are not readily amenable to experimental manipulations, most research has relied on longitudinal data in which both self-concept and achievement are measured on at least two accessions. To overcome this methodological draw backs, Calsyn and Kenny (1977) proposed the method of cross-lagged panel correlation to establish which of the two variables, academic self concept or achievement was causally predominant. They found a reasonably consistent predominance of academic achievement over academic self-concept in a variety of comparisons, thus supporting the skill enhancement model. In a methodological critique of cross-lagged correlation, however, Marsh (1990) demonstrated that the comparison of cross-lagged correlations was not a sound basis of causal inference. He further indicated that cross lagged correlation does not adequate test the nature of the relation between academic self-concept and achievement. Moreover, in her classic review of the academic self-concept research, Byrne (1984) examined studies supporting to test causal predominance between self-concept and academic achievement. On the basis of her review, she claimed that no conclusions about the causal ordering of self-concept and achievement were warranted from existing research.

Marsh (1990) cautiously noted that the findings on the causal ordering (causal predominance) of academic self-concept and achievement vary depending on how academic achievement was

inferred. Shavelson and Bolus (1982) inferred academic achievement from school grades and found the causal predominance of academic self-concept over school grades. Newman (1984) inferred academic achievement from the combined construct based on both school grades and standardized test scores and found no support for the causal predominance of either construct. Although interpretations should be made cautiously, this pattern is consistent with Marsh's (1987) suggestion that prior academic self-concept is more likely to affect subsequent achievement if it (achievement) is inferred from school grades that are responsive to motivational influences rather than from standardized test score. More recent study (Marsh, 1990) supports this finding strongly.

It should also be mentioned that the two (evaluative and descriptive) dimensions of self-concept are consistently found to be positively related to academic achievement (Bandura, 1977; Skaalvik, 1990).

A self-efficacy prospective on the understanding of the relationship between performance on specific tasks and expectation of success is well documented. Bandura (1982) postulated that a person's self-efficacy, expectation concerning the ability to successfully perform a given task, is a reliable predictor of whether the person will attempt the task, how much effort he or she will expend, and how much the person will preserve in pursuing the task in the face of unforeseen difficulties. Thus, Bandura finding support positive relationship between perceived self efficacy and behavioral change, i.e. success expectation and performance. This means that the strength of people's conviction in their own effectiveness is likely to affect whether they will even try to cope with given situations.

According to the self-efficacy prospective, people fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating (Bandura, 1977; cited in Bahru, 1999)

Bandura, however, argued that expectation of eventual success is not the sole determinant of performance. Expectation alone will not produce the desired performance if the component capabilities are lacking. More over, there are many things that people can do with certainty of success that they do not perform because they have no incentives to do so. Given appropriate skills and incentives efficacy expectations are major determinates or how much effort will be expended and how long the effort will be sustained (Bandura, 1977 ). This study by Bandura also revealed that past success raise mastery expectations and that repeated failures lower them particularly if the mishaps occur early in the course of events. After strong efficacy, expectations

are developed through repeated success. The negative impact of occasional failures is likely to be reduced. In contrast, once established weak self-efficacy expectations tend to generalize to other situations in which performance is self debilitating by preoccupation with personal inadequacies. Self-esteem (the evaluative dimension of self -concept) has also been found to be related to academic achievement. However, academic -self-esteem is more highly related to academic achievement than global and non-academic self esteem (Marsh, 1990).

Academic-self-esteem refers to the evaluation of the self in general and specific subject areas. It is typically measured by the degree to which a person endorses various evaluative statements about the self in academic situations (Marsh, et al, 1985; Skaalvik, 1990 ; Baumeister and Tice, 1985).

According to Baumeister and Tice (1985) persons who score high in self -esteem are those who attend to and emphasize on their abilities, strengths and good qualities whereas persons who score low in self-esteem are those who focus and emphasize their difficulties, weakness, and bad qualities. Both high and low self-esteem persons prefer to succeed, but people with high self-esteem expect to succeed more than do people with low self-esteem is based on a belief that one often and habitually succeeds, whereas low self-esteem is based on a sense that one often falls short of success. The discrepancy between high and low self -esteem may arise either from differential levels of ability or differential patterns of selective perception and memory.

Baumeister and Tice further argued that individual with high self-esteem are accustomed to success, and so their primary control system are designed to cultivate talent and maximize success in order to excel. In contrast, people with low self-esteem believe that their performances are often inadequate, so their primary control systems are designed to remedy personal deficiencies in order to reach minimally successful or satisfactory levels of performance. Lawrence (1981) also argued that high self-esteem is closely related to higher success.

In general, the research literature on the relationship between academic self-concept and achievement strongly support that they are positively correlated. Although the relations are likely to be reciprocal, academic self-concept seem to be causally predominant over achievement especially if achievement is inferred from school performances (Marsh, 1990; Shavelson, 1982). Moreover, the evaluative and descriptive dimensions of self-concept both affect the academic achievement of individuals (Bandura, 1977; Marsh 1990; Skaalvik, 1990; Rankin, 1990).

### 2.3.1. Gender Differences in Academic Self- concept

There was no evidence for sex differences in overall self-concept. However, differences are very likely to exist in specific components of self-concept (Whlie, 1979; Marsh, 1986 cited in Bahru, 1999). Academic self-concept is one of the dimensions that has attracted the attention of researchers. This dimension has been further divided in sub-areas such as math self-concept, English self-concept, etc. we will now continue to further of the studies on the study of general academic self-esteem.

The results of the studies of gender differences in the general academic self-concept seem to be strongly dependent on the instruments. For instance, Marsh and Skaalivik (1990) suggested that boys have slightly higher general academic concept than girls as measured by context free instruments such as the Rosenberg self-esteem scale. On the contrary, these researchers suggested that, the results of their study (boys have slightly higher general academic self-concept than girls, is less convincing when self-esteem is measured by instruments like coppersmith self-esteem inventory.

Studies of gender differences in general academic self-concept are even less conclusive. The results vary from no gender differences found to male students scoring higher than female students and female students scoring higher than male students. Marsh, Smith and Byrne (1985), using self-description questionnaire as well as Calsyn and Kenny (1977) using the self-concept of ability scale, found that, although males tend to have higher self-concepts of ability than females, the difference did not reach statistical significance.

Skaalvik (1990), in his study on the same topic strongly supported the above finding. Other study (Chapman and Boersma, 1983) also found no gender difference in general academic self-esteem. On the contrary, Lott (1987, cited in Bahru, 1999) reviewed the literature on self-confidence and concluded that, compared to men, women generally underestimate their abilities and set lower educational and vocational goals that are unrelated to objective measures of their abilities. Moreover Lippa and Beauvais, 1983; in stone et al. (1983); and McMahan (1982) continue to report a general tendency for women to state lower self expectancies than men, to underestimate their performance on a variety of tasks and to express less self confidence than men. Even when girls perform cognitive tasks as well as boys do, they expect to do more poorly (Lott, 1987).

### **2.3.2. Age Differences in Academic Self-concept**

Developing children's self-concept is a critical educational goal throughout the world. The level and structure of self-concept in general and academic self-concept in particular are different with children of different age. Supporting this, Shavelson et al. (1976), Marsh and Ayot ([www.Elucidating.org](http://www.Elucidating.org)) developed and provided a strong support for new differential distinctiveness hypothesis, demonstrating that with increasing age and cognitive development, there are counter balancing process of integration and differentiation, i.e. increasing integration of closely liked areas of self-concept as well as increasing differentiation disparate areas of self-concept with increasing the age of children.

Moreover ([www.MARSH.97152.htm](http://www.MARSH.97152.htm).) the differentiation ability of disparate areas for instance the cognitive and affective sub components of academic self concept increases with increasing age of an individual.

### **2.4. The Relationship Between Test Anxiety And Academic Achievement**

Identifying factors that influence student achievement and academic performance is a quest for most teachers and a primary goal of most educational researchers. Test anxiety is a major predictor of academic performance and various studies have demonstrated that it has a detrimental effect (Sansgiry, 2006).

Spielberger and Sarason (1985) defined test anxiety as a situation-specific trait that refers to the anxiety states and worry conditions that are experienced during examinations.

The two principal components of test anxiety (Sansgiry, 2006) are cognition and emotion. The cognitive component is mental activity that revolves around the testing situation and its potential implications on the individual and constitute elements, such as thinking about consequences of failure, worrying a great deal about examinations, and lack of confidence in one's ability. The emotionality component is the physiological component of test anxiety leading to tension, apprehension, and nervousness towards examination which may be associated with somatic symptoms such as palpitation, nausea, and perspiration.

There are different factors that contribute to the development of test anxiety one factor is self-concept, which is the overall sum of self referent information that an individual has processed, stored and organized in a systematic manner (Spielberger and Sarason, 1985). The self-concept can be viewed as an image of one-self. Worry of suffering a reduction of the self image,

particularly in the eyes of peers leads to higher test anxiety levels. Another factor that contributes to the development of test anxiety is self awareness. It is defined as the feeling of being observed or evaluated by others.

Other people's perception of the individual may have an impact on performance (Levitt, 1980). A more commonly recognized factor of test anxiety is the classroom climate. People in general have a need to manipulate and control their surrounding in order to produce a comfortable environment. In a classroom setting however, there may not be the opportunity to control the surroundings. This opens the door to the possibility of different levels of arousal. The degree of arousal in relation to one's adaptation level will determine whether a positive or negative affective experience will result (Spielberger and Sarason, 1985), if an individual's experience is negative, then the test anxiety level will be higher leading to lower performance. Consequently, if an individual's experience is positive, then the test anxiety level will be lower leading to higher performance. Student's past experiences and beliefs, which have been shaped by a complex interplay of factors (Sansgiry, 2006) may result in unique reactions to a test situation and lead to test anxiety. Demographic factors such as age, gender, ethnicity, and study habits also affect test anxiety levels.

Levitt (1980) said the following about anxiety: Anxiety is created by expectations or thoughts about what is likely to happen. If you say negative things to yourself about your abilities, it produces a corresponding negative emotional reactions anxiety. Your beliefs about something create expectations about how a situation will play out for example, if you believe you are not smart don't know the information well enough, or aren't capable of performing well on exams, then your expectations will be for failure. Negative expectation can create anxiety and the anxiety will disable you from actually doing well. Therefore, if you believe in your self and your abilities and thus have positive expectations for how you will perform on the exam, you may negate most of the anxiety. A small amount of anxiety is helpful for performing well.

Test anxiety in general is expected to have a negative effect on performance. It is believed that students with high test anxiety as well as those students with low test anxiety will have lower academic performance. Therefore, those students with moderate levels of test anxiety will perform the best (Vogel and Collins, 2006).

Negative effects of test anxiety on academic performance can be explained by two models (Sansgiry, 2006). These are the interference model and the learning deficit model. According to the interference model, anxious students are distracted or disturbed due to task-irrelevant cognitions and negative thoughts during test taking. However, the learning deficit model

proposes that it is students' ineffective study habits during preparation for a test that causes them to be anxious and affects performance on the test. The two models sometimes act in an integrated manner to affect a student's performance.

Students who suffer from test anxiety tend to worry about success in schools, especially doing well on tests. They worry about the future, and are extremely self-critical. Instead of feeling challenged by the prospect of success, they became afraid of failure. This makes them anxious about tests and their own abilities. Ultimately, they become so worked up that they feel incompetent about the subject matter or the test (Vogel and Collins, 2006). Moreover, Culler and Holahan (1980) suggested that the debilitating effects of test anxiety on performance may have an attentional explanation. They feel that high test anxious students become pre-occupied with (task irrelevant) worry responses and do not devote enough attention to the test taking task. Anxiety during tests interferes with the students' ability to retrieve and use information that is known well.

#### **2.4.1. Age and Gender Differences in Test Anxiety**

Although there is no evidence about the relationship between the specific components of anxiety, for instance test anxiety with gender and age of children obtained Via the researchers, the presence of linear increase of general anxiety with the increasing age of children is indicated. Moreover, the mean values of general anxiety for females were higher than those for males (Hinz, et al.,2004).

### **2.5. The Relationship Between parental support, Academic self-concept, test anxiety and academic achievement**

Parental activities like encouraging children, giving love and direction as well as using positive ways of disciplining lead students to have positive self concept and positive emotions. Love gives your child a base for all future development. It is a tremendous energizer. No domestic task, no outside job seems difficult for those children whose parents provide them love (Goodman, 1996; Garbarino,1995).

Similarly encouragement is the nourishment of the soul just as food is the nourishment of the body. Any uncooperative child is likely to be a discouraged one. A discouraged person is usually convinced that he is not as adequate as others he/she has negative self-concept or negative view about him/herself. By using positive ways of disciplining, moreover, parents can promote positive self-concept and emotion (Corsini and Painter, 1975; Garbarino,1995).

There are recent studies which emphasized on the importance of parental helps in avoiding their children's anxiety on the test. They can avoid their children's anxiety through encouraging them to do the following things ([www.lblesd.k12](http://www.lblesd.k12)):

- **Space Study over days or weeks:** (Real Learning occurs through studying that takes place over a period of time) understand the information and relate it to what is already known. Review it more than once. (By doing this, the student should feel prepared at exam time).
- **Don't "Cram" the night before-**Cramming increases anxiety, which interferes with clear thinking.
- **Get a good night's sleep.** Rest, exercise, and eating well are as important to test taking as they are to other school work.
- Read the directions carefully when the examiner hands out the test. If you don't understand them, ask the examiner to explain.
- Look quickly at the entire test to see what types of questions are included and, if possible, the number of points for each. This will help you pace yourself.
- Proceed at your own pace, and don't worry about peers who complete the test before or after you.
- If you don't know the answer to a question, skip it and go on. Don't waste time worrying about it. Mark it so you can identify it as unanswered. If you have time at the end of the exam, return to the unanswered questions(s).
- Check your answers carefully. (Watch the number of the questions and sure to be making the right box on the answer sheet).

Parents can also help their children to avoid test anxiety if they observe the following do's and don'ts about tests and testing;

- Don't be too anxious about a child's test scores. If you put too much emphasis on test scores, this can upset a child.
- Do explain that some questions will be more difficult and some easier. The child will not know the answer to every question.
- Do encourage children. Praise them for the things they do well. If they feel good about themselves, they will do their best. Children who are afraid of failing are more likely to become anxious when taking tests and more likely to make mistakes.

- Don't judge a child on the basis of a single test score. Test scores are not perfect measures of what a child can do. Every child has skills and abilities that can not be measured by a test. Remember, also, that one test is simply one test.
- Do make sure your child completes lessons regularly. Remember, tests do reflect children's overall achievement. The more effort and energy a child puts in to learning, the more likely he/she will do well on tests.
- Do provide a quiet, comfortable place for studying.
- Do make sure that your child is well rested on school days and especially the day of a test. Children who are tired are less able to pay attention in class or to handle the demands of a test.
- Do give your child a well-rounded diet. A healthy body leads to a healthy, active mind.
- Do follow up with your child after the test. When your child is finished taking a test, be interested in his or her thoughts about it.
- Do make sure you understand what the test result mean and that they are consistent with your child's usual performance.

In sum, the various helps provided by parents can contribute to the students academic achievement through influencing their academic behaviors including their self concept in academic areas and their emotions while taking a test. Those children who receive appropriate parental support related to academic areas develop positive academic self-concept. The presence of positive academic self-concept helps children to be prepared for hard working while they are learning. This preparation also reduces their anxiety related to tests and exams.

## CHAPTER THREE

### METHOD

#### 3.1. Design of the Study

This study follows non-experimental approach, particularly correlational *ex-post facto* research method. The issues intended to be investigated and measured in this study include parental support (various psycho-social and material support provided for children by parents), academic self-concept of the students, and their anxiety during exams/ tests, as independent variables; and the academic achievement of students as dependent variable. Moreover, the relationship of gender of the child, family structure, and parental education with the practice of parental support; as well as the relationship of gender and age of children to their self-concept and test anxiety were investigated in this study.

#### 3.2. Study Area (Site)

This study was conducted at primary schools of Woreta and Debretabor towns located in south Gonder Administrative zone, Amhara region. The reason for the selection of this site was that the absence of previously done research investigations in this area related to the issues concerned in this study and also that the researcher belongs to one of the areas settlers.

#### 3.3 Subjects of the Study and Sampling Procedures

The target population for this study was 3027 grade eight students (1663 male and 1364 female) in Woreta and Debretabor towns, south Gonder Administrative zone, Amhara region.

There were 6 primary schools both at Woreta and Deberetabor towns. From these, 3 primary schools (one Woreta and two Debretabor) were selected using random sampling technique. Each selected school (Tewodros, Gafat and Woreta) had 17, 13 and 9 sections respectively, in Grade 8. From these selected schools - Tewodros 4 sections, Gafat 2 sections, Woreta 2 sections and thus - a total of 8 sections were selected by using random sampling (lottery) method. Finally, from each section, 50 students were selected using random sampling (lottery) method and we had a total sample of 400 students (202 male and 198 female).

The students of grade-8 were selected purposively, since they take more tests during the year, and considered to be more mature to provide appropriate information for this study than the

students at the first cycle primary schools. However, the researcher did not gather information from teachers and parents in the belief that the necessary data could be obtained from the students

**Table 1: Summary of the Sample Schools, Sections and Students**

| School                    | Sections in each school and sections selected | Total No of students in selected sections | No of selected students in each school |        |       |
|---------------------------|-----------------------------------------------|-------------------------------------------|----------------------------------------|--------|-------|
|                           |                                               |                                           | Male                                   | Female | Total |
| 1.Tewodros primary school | 17 (4)                                        | 211                                       | 105                                    | 95     | 200   |
| 2.Gafat primary school    | 13 (2)                                        | 105                                       | 50                                     | 50     | 100   |
| 3.Woreta                  | 9 (2)                                         | 106                                       | 47                                     | 53     | 100   |
| Total                     | 39 (8)                                        | 422                                       | 202                                    | 198    | 400   |

**3.4 Variables**

**3.4.1. Dependent Variable**

Academic achievement was measured as the first and second semesters academic performance scores of students in the 1998 E.C. The total of these two performance scores was considered as dependent variable.

**3.4.2. Independent Variables**

**A. Parental Support**

The scores related to this variable were obtained from students’ responses on the test items. Those respondents who scored higher were considered as subjects who received more supports from their parents /guardians, whereas those who scored less were perceived as less support receivers.

**B. Academic Self-Concept**

This was obtained from the students’ self-reports based on their perceptions about themselves related to the academic areas. High scores of the respondents indicated that the subjects have more confidence related to academic areas.

**C. Test Anxiety**

Test anxiety scores were obtained from the students’ self-report on the scale. Respondents who have scored high were considered to have higher test anxiety while low score was considered as less anxious respondents.

#### **D. Gender**

For this study male subjects were coded as “1” and females as “0”.

#### **E. Family Structure**

Family structure refers to the nature of family organization in which children live. Based on the information obtained from the respondents, those children who were living with both biological parents were categorized as intact family and those who are living otherwise were named as non-intact family. For the analysis, intact family was coded as “1” and non-intact was coded as “0”.

#### **F. Parental Education**

This describes the level of formal education attained by students’ parents or guardians. The data were obtained from children responses. The educational level of the parents (guardians) was categorized and coded as follows. Illiterate = 0, Elementary (grade 1-8)=1, Secondary (grade 9-12)=2 and Post secondary (above the 12<sup>th</sup> grade )=3.

### **3.5. Tools of Data Collection**

The following instruments were used since the researcher believed them as more appropriate tools to collect information related to this study.

3.5.1. Questionnaires

3.5.2. Archive records

3.5.3. Test anxiety scale

#### **3.5.1. Questionnaires**

##### ***i. Students’ Self-report Questionnaire (SSRQ)***

SSRQ was prepared by the researcher based on the ideas of previous scholars like Corsini and Painter (1975), Garbarino (1995), Brooks (1994), and Admasu (2005) to collect the data concerning parental support. Both open and close-ended items were prepared which describe the involvement of parents in helping their children and the ways by which they can help children to facilitate their education. Activities that reflect the ways by which parents help their children included treating them respectfully, fairly and with love; creating attractive and non-aggressive home environments; giving guidance and permitting them to solve life problems; identifying their children’s problems and cooperating in solving them; encouraging children to study hard and in doing homework; monitoring daily educational activities of the child; and providing appropriate educational facilities together with study places.

Participants rated the items on a three point scale ranging from 1 (never) to 3 (many times) on the basis of their perception about the issues represented by the close ended items; and they were to write their responses on the provided space for open-ended items.

This part of questionnaire consisted a total of 33 items (3 open-ended and 30 close ended)

Moreover, the items in the students' self-report questionnaire also include questions on gender, family structure and parental educational level of the respondents.

### ***ii. Self Description Questionnaire (SDQ)***

SDQ to measure the academic self-concept of students was developed by the researcher based on SDQ-II of Ellis, Marsh and Richards (2002, cited in Garuma, 2005) designed for high school students. The prepared instrument on a three-point scale consisted 18 items.

The items were prepared in such a way that they reflect children's intellectual status; the children's status of school bonding including perceived ease, personal acceptance, respect and encouragement from others in the school; the children's general educational values such as interest in school work, importance of getting good grades, and how valuable they find education; gender differences of self-concept and the children's perception of early school experiences, such as whether they like school and try hard in studies, relationships with teachers and peers; the understanding ability of the materials they learn at school, and their view on the availability of sufficient time for school tasks.

### **3.5.2. Archives Recording**

Based on marks each students scored for all school subjects, a) total score of first semester b) total score of second semester and c) total average score of each student in 1998 E.C. were collected from official school records (archive) to be used as academic achievement of students. There is research evidence to support that teacher evaluations of their students are a sufficiently valid and reliable criterion of student performance. For example, Marsh, Smith and Byrne (1985, cited in Garuma, 2005), have used teacher evaluation of students as criterion of school performance, obtaining high coefficient of consistency between different evaluations at different sessions.

### **3.5.3 Test Anxiety Scale (TAS)**

The TAS was a 33-item scale adapted from Sarason, I.G. (1980). The test items were statements relating to the emotional and cognitive components of test anxiety. The participants gave response on a 2-point scale (true-false format).

The cognitive domain of test anxiety include the tendency to engage in irrelevant thinking during the test taking and preparation periods, the tendency to draw comparisons to others, the likelihood to have either intruding thoughts during exams and other irrelevant thoughts that divert the learners attention during testing.

The affective domain include fear, freeze, depression, uneasy upset feeling before taking exam, and feeling the need for cramming before the exam.

### **3.6. Test Try Out**

The researcher developed some items and took some others from literature. In order to make them easily understandable by the primary school students, the items were translated into Amharic language with the help to two English language experts.

#### **3.6.1. Test Validity**

For making predictions about the behavior of study subjects and for describing their behavior the validity of the instruments is very vital. Considering this, the content, relevance and appropriateness of the measuring tools in this study were checked by 3 psychology experts teaching at the university level.

At the beginning, each of the three scales - parental support measuring scale, academic self-concept measuring scale and test anxiety measuring scale consisted 35, 21, and 37 items respectively. After validation, the item number for each scale had reduced, that is, parental support measuring scale to 34, academic self-concept to 18 and test anxiety scale to 35 items.

All the items in each scale were administered at the study site over 80 students (40 male and 40 female). Administration was done with the help of two assistant invigilators. The necessary test instructions and some vague items were clarified during pilot testing by the researcher and invigilators.

### 3.6.3. Item Analysis of Pilot Study data

Based on the assumption that reworking or rewriting test items on the basis of item analysis will improve the test, the researcher went into this process.

The responses of the participants were scored and arranged in descending order. Master sheets for each test item scores were prepared and the discriminative power of the tests items were checked by using statistical methods like t-test, chi-square test and item-total correlation.

#### Item analysis results of Parental Support Test Items in Pilot Study

Table 2A: t-test results

| Item No | 1    | 2   | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11*  | 12   | 13   | 14   | 15   | 16   |
|---------|------|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| t-value | 5.95 | 6.4 | 6.26 | 4.69 | 6.26 | 7.16 | 8.08 | 6.53 | 7.16 | 4.69 | 0.04 | 6.39 | 8.08 | 5.11 | 5.95 | 6.41 |

| Item    | 17   | 18   | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   |
|---------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| t-value | 4.69 | 4.52 | 8.08 | 7.16 | 4.69 | 6.41 | 6.53 | 5.56 | 7.16 | 5.95 | 5.11 | 6.41 | 4.69 | 5.54 | 7.16 |

Note:- All items are significant at alpha level of .05 and  $df_{42}$  except item No.11.

Table 2B: Chi-square Test results for item discrimination

| Item  | 1   | 2  | 3    | 4   | 5   | 6    | 7    | 8    | 9    | 10    | 11   | 12   | 13    | 14   | 15    | 16    |
|-------|-----|----|------|-----|-----|------|------|------|------|-------|------|------|-------|------|-------|-------|
| $X^2$ | 5.6 | 17 | 10.3 | 16. | 8.6 | 4.12 | 6.18 | 8.58 | 10.3 | 17.27 | 3.10 | 10.1 | 24.12 | 5.58 | 10.30 | 13.53 |

| Item  | 17    | 18   | 19   | 20   | 21   | 22    | 23    | 24   | 25   | 26   | 27    | 28    | 29    | 30   | 31   |
|-------|-------|------|------|------|------|-------|-------|------|------|------|-------|-------|-------|------|------|
| $X^2$ | 13.83 | 8.58 | 4.12 | 2.73 | 13.3 | 10.68 | 18.11 | 7.30 | 2.28 | 4.90 | 10.30 | 10.68 | 17.28 | 7.30 | 2.73 |

Note:- All items are significant at alpha level of .05

Table 2C : Item Total Correlation Results (r)

| Item | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| r    | .615 | .558 | .623 | .613 | .623 | .621 | .659 | .589 | .606 | .578 | .129 | .615 | .262 | .605 | .581 | .632 |

| Item | 17   | 18   | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| r    | .611 | .574 | .643 | .619 | .546 | .641 | .628 | .593 | .637 | .625 | .534 | .618 | .632 | .608 | .678 |

Note:- All items are significant at .01 alpha level except item No.11.

#### Item analysis results of Academic Self-Concept Test Items in Pilot Study

Table 3A: T-test Results

| Item | 1   | 2    | 3    | 4    | 5    | 6    | 7     | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   |
|------|-----|------|------|------|------|------|-------|------|------|------|------|------|------|------|------|------|------|------|
| t    | 6.3 | 6.32 | 6.21 | 5.70 | 6.94 | 7.77 | 17.94 | 5.83 | 7.47 | 3.38 | 5.90 | 7.47 | 5.32 | 5.80 | 4.57 | 5.00 | 5.45 | 3.75 |

Note:- All items are significant at  $\alpha$  level of .05.

Table 3B: Chi-square Test Result

| Item     | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13    | 14    | 15   | 16    | 17   | 18   |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|-------|-------|------|-------|------|------|
| $\chi^2$ | 7.83 | 6.40 | 7.68 | 5.43 | 8.13 | 7.08 | 6.48 | 8.43 | 6.70 | 3.18 | 6.70 | 8.44 | 13.94 | 13.30 | 9.93 | 12.78 | 9.33 | 5.58 |

Note:- All item are significant and nearer to significant at .05  $\alpha$  level.

Table 3C: Item-Total Correlation Results

| Item | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| r    | .612 | .628 | .678 | .569 | .645 | .692 | .703 | .574 | .644 | .543 | .600 | .708 | .623 | .677 | .525 | .627 | .663 | .596 |

Note:- All items are significant at .01 alpha level.

### Item analysis result of Test anxiety Scale Items in Pilot Study

Table 4A: T-test Results

| Item | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| t    | 3.46 | 3.85 | 3.85 | 2.85 | 2.85 | 3.85 | 5.40 | 3.15 | 3.85 | 3.15 | 3.85 | 3.46 | 3.46 | 3.15 | 3.54 | 3.85 | 3.85 | 3.15 |

| Item | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   | 34   | 33   | 34   | 35   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| t    | 5.40 | 3.85 | 3.85 | 5.40 | 3.10 | 3.85 | 5.40 | 5.40 | 3.85 | 3.85 | 5.40 | 3.46 | 5.40 | 3.85 | 4.92 | 5.25 | 5.40 |

Note :- All items are significant at  $\alpha$  level of .05

Table 4B: Chi- square Test Values

| Item     | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| $\chi^2$ | 4.05 | 4.05 | 2.45 | 5.00 | 4.05 | 4.05 | 4.05 | 5.00 | 4.05 | 6.05 | 5.00 | 5.00 | 7.20 | 5.00 | 4.05 | 5.00 | 4.05 | 6.05 |

| Item     | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   | 32   | 33   | 34   | 35   |
|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| $\chi^2$ | 5.00 | 5.00 | 5.00 | 4.05 | 2.45 | 7.02 | 2.45 | 2.45 | 5.00 | 4.05 | 4.05 | 5.00 | 4.05 | 5.00 | 4.05 | 2.45 | 4.05 |

Note:- All items are significant or nearer to significant at alpha level of .05.

Table 4C: Item Total Correlation (r) Results

| Item | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   | 18   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| r    | .331 | .391 | .446 | .271 | .383 | .361 | .548 | .217 | .436 | .162 | .441 | .342 | .393 | .346 | .350 | .466 | .450 | .259 |

| Item | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   | 32   | 33   | 34   | 35   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| r    | .517 | .413 | .380 | .466 | .395 | .434 | .427 | .439 | .436 | .481 | .503 | .350 | .465 | .410 | .514 | .513 | .406 |

Note:- except items no. 8 and 10, all items are significant at alpha level of .01.

After the items in each scale were checked by the described statistical methods; one item in Parental Support scale (Item No.11) and two items in Test Anxiety scale (Item No 8 and 10) were discarded. The others were retained and used for final data gathering because of the fact that their test values are either significant or nearer to significant.

**3.6.4. Reliabilities of Tests on the Pilot study data**

Reliability is also another important component for the quality of a test like that of validity. Due to this fact, the researcher had computed the reliability of the study instruments using Cronbach alpha method. Accordingly, the following reliability estimates have been obtained.

Table 5:- Reliability Coefficients in Pilot study

| Variable              | Reliability |
|-----------------------|-------------|
| Parental support      | .94         |
| Academic self-concept | .91         |
| Test anxiety          | .84         |

Finally, Parental Support measuring scale (SSRQ) consisted 33 items, Academic Self-concept measuring scale (SDQ) consisted 18 items and Test Anxiety scale (TAS) consisted 33 items that were used to collect data from the participants for this study.

**3.7. Procedure of Data Collection**

Questionnaires which were thought to be more appropriate to collect data related to parental support and the academic self-concept were developed by the researcher. Test-anxiety scale (TAS) was adopted from literature. After the items validity were checked by the experts, the items were pre-tested and evaluated so that reliable and valid data can be obtained for this study. Statistically the item which were not insignificant were discarded and significant items were used to collect data for the final study.

Prior to the administration of the instruments for data collection assistant invigilators were oriented as to how they should go about administering the test. The instruments were given to the participants in their respective school during regular class period. Students were informed to respond to the questionnaires with out time limit.

While administering the instruments, the main purpose of the study was explained to the respondents by the invigilators so that students were genuine in their responses. Accordingly, the data related to parental support, self-concept and test anxiety were collected. The participants who gave information for all test items in this final study were 391 (198 male and 193 female).

The 1998 E.C first semester, second semester and total academic performance scores of students were collected from the selected school record offices.

### 3.8. Item Analysis of the Final Study Data

Each test item and the reliability of the tests were again checked with the help of item total correlation and Cronbach alpha method after the data were collected for final study.

#### A. Item Total Correlation (r) Results of the Test Items in Final Study.

Table 6:- Parental Support Scale)

| Item | 1    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  |
|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| r    | .736 | .74 | .74 | .73 | .72 | .73 | .71 | .75 | .74 | .74 | .72 | .75 | .74 | .74 | .74 | .75 |

| Item | 17   | 18   | 19   | 20   | 21   | 22  | 23   | 24   | 25  | 26   | 27   | 28   | 29   | 30   |
|------|------|------|------|------|------|-----|------|------|-----|------|------|------|------|------|
| r    | .739 | .741 | .725 | .742 | .747 | .75 | .758 | .767 | .76 | .770 | .768 | .761 | .779 | .773 |

**Note:-** All correlations are significant at .01  $\alpha$  level.

Table 7: Academic Self-Concept Scale.

| Item | 1   | 2   | 3   | 4   | 5  | 6   | 7   | 8   | 9  | 10  | 11  | 12  | 13  | 14  | 15  | 16   | 17  | 18  |
|------|-----|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| r    | .79 | .79 | .80 | .79 | .7 | .79 | .78 | .79 | .8 | .78 | .81 | .78 | .78 | .78 | .79 | .812 | .80 | .81 |

**Note:-** All correlations are significant at  $\alpha$  level of .01.

Table 8: Test-Anxiety Scale

| Item | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15   | 16   | 17   |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| r    | .44 | .40 | .46 | .37 | .41 | .39 | .44 | .41 | .38 | .39 | .42 | .42 | .42 | .41 | .388 | .387 | .235 |

| Item | 18   | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   | 32   | 33   |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| r    | .226 | .424 | .413 | .377 | .363 | .431 | .394 | .444 | .357 | .357 | .394 | .365 | .421 | .474 | .445 | .453 |

### Reliabilities of Tests on the Final study data

Table 9:- Reliability Coefficients in Final study

| Variable              | Reliability |
|-----------------------|-------------|
| Parental support      | .97         |
| Academic self-concept | .96         |
| Test anxiety          | .84         |

Considering the item total correlation results and reliability coefficients, it can be said that appropriate items and reliable as well as valid tests were used to collect data for this study.

### **3.9. Methods of Data Analysis**

To analyze and interpret the data, both descriptive and inferential statistics were used. Mean, standard deviation and range values for each of the variables considered in the study were used to see their general patterns.

Pearson product moment correlation was employed to check the relationship among the considered variables.

Stepwise multiple regression analysis was used to test the presence of statistically significant relationship between the criterion variable (academic achievement) and the linear combination of the predictor variables such as parental support, children's academic self-concept and their anxiety on the test. To indicate the proportion of the variance in criterion variable that could be attributed to the variance in the combined predictor variables, the square of the multiple R ( $R^2$ , coefficient of the determination) was used.

Moreover, independent sample t-test was applied to see the presence of significant differences in the extent of the parental support practices due to the differences in gender, family structure and parental education of children. The presence of differences in the extents of academic self-concept and test anxiety as functions of gender and age were also tested with the help of this method.

## CHAPTER FOUR

### RESULTS

The findings of this study presented in this chapter are as follows:

1. Background information related to the sample subjects and their families.
2. Descriptive statistics of the study variables.
3. Intercorrelations among the study variables.
4. Gender and family structure in relation to differences in means of other variables.
5. The relationships between the predictor variables and the criterion variable.
6. Some types of parental help and problems they face while helping their children in education.

#### 4.1. Background information related to the sample subjects and their families.

The data for this study were collected from 391 sample subjects (198 male and 193 female). The data indicated that 15% of the fathers were illiterate, 29% of them were at elementary education level, 30% of them had secondary education and 26 % of them had post secondary education level while 25% of the mothers were illiterate, 30% were at primary education level, 32% at secondary education level and 13% had their post secondary education. Moreover, 72 % respondents came from intact family and 28% came from non-intact family.

**Table 10: Demographic characteristics related to the sample subjects.**

|                  |                      | N   | (percent) |
|------------------|----------------------|-----|-----------|
| Family structure | Intact family        | 281 | 72        |
|                  | Non-intact family    | 110 | 28        |
|                  | Total                | 391 | 100       |
| Father education | Illiterate           | 60  | 15        |
|                  | Elementary level     | 112 | 29        |
|                  | Secondary level      | 119 | 30        |
|                  | Post-secondary level | 100 | 26        |
|                  | Total                | 391 | 100       |
| Mother education | Illiterate           | 98  | 25        |
|                  | Elementary level     | 117 | 30        |
|                  | Secondary level      | 125 | 32        |
|                  | Post-secondary level | 51  | 13        |
|                  | Total                | 391 | 100       |

**4.2. Descriptive statistics of the study variables.**

The descriptive statistics presented below indicate the number of cases included in the analysis, minimum and maximum values, means and standard deviations of the variables considered in the study

**Table 11:- Descriptive statistics.**

| Variable              | N   | Minimum score | Maximum score | Mean   | S.D.  |
|-----------------------|-----|---------------|---------------|--------|-------|
| Age                   | 391 | 13            | 18            | 15     | 1.65  |
| Total achievement     | 391 | 103           | 191           | 133.62 | 17.79 |
| Parental support      | 391 | 32            | 86            | 57.12  | 14.55 |
| Academic self-concept | 391 | 18            | 52            | 36.99  | 9.57  |
| Test anxiety          | 391 | 7             | 32            | 21.70  | 6.71  |
| Father educations     | 391 | 0             | 3             | 1.67   | 1.02  |
| Mother education      | 391 | 0             | 3             | 1.33   | 0.99  |

Descriptive statistics presented in Table 11 indicates that the mean age of respondents was 15 years and the mean score of parental support was 57.12. Further, the mean scores of academic self concept, test anxiety and academic achievement were 36.99, 21. 70, and 133.62 respectively.

**4.3. Inter correlations among the study variables**

In this section, the interrelationship among independent variable; the relationship between selected independent variables (parental support, academic self concept, test-anxiety) and the dependent variable (academic achievement); the relationship between gender of children, family structure, father education, mother education as independent variables and parental support as dependent variable; the relationship between gender and age as independent variable with academic self-concept as dependent variable; and the relationship between gender and test anxiety as independent variable are presented.

Table 12 below indicates that most of the correlation coefficients found among the independent variables were statistically significant at alpha level of 0.01. The correlation between gender and family structure was significant at alpha level of .05. However, the correlations didn't show the presence of significant relationship between the age of children with their gender and the educational level of their mothers with the age of children.

**Table 12: Intercorrelations among the independent variables**

| Variable             | 1 | 2     | 3      | 4      | 5       | 6       | 7       | 8       |
|----------------------|---|-------|--------|--------|---------|---------|---------|---------|
| Gender (1)           | - | -.065 | .252** | .292** | -.253** | .108*   | .211*   | .200**  |
| Age (2)              |   | -     | .156** | .140** | .150**  | .49**   | .152**  | .099    |
| Psup (3)             |   |       | -      | .970** | -.989** | .289**  | .782**  | .794**  |
| ACSC (4)             |   |       |        | -      | -.973** | .292**  | .795**  | .754**  |
| Anxiety (5)          |   |       |        |        | -       | -.293** | -.802** | -.795** |
| Family structure (6) |   |       |        |        |         | -       | .319**  | .231**  |
| Father education (7) |   |       |        |        |         |         | -       | .725**  |
| Mother education (8) |   |       |        |        |         |         |         | -       |

\*\* significant at the 0.01 level (2-tailed) \* significant at the 0.05 level (2-tailed)

**Table 13: Correlation between selected independent variables with academic achievement**

| Independent variables | Academic achievement |
|-----------------------|----------------------|
| Parental support      | .96**                |
| Academic self-concept | .92**                |
| Test-anxiety          | -.95**               |

\*\* significant at .01 (2-tailed)

As presented in Table 13, parental support and academic self-concept were found to have very high positive correlations with academic achievement, where as test-anxiety had very high negative correlation with academic achievement. All of the correlations obtained between the three independent variables (parental support, academic self concept, test-anxiety) and academic achievement were statistically significant at .01 level.

Moreover, Table 14 below indicated the presence of high statistically significant positive correlations between fathers' education and mothers' education with the practice of parental

**Table 14: Correlation of gender, family structure, parental education with parental support.**

| Variables (predictors ) | Parental support (criterion) |
|-------------------------|------------------------------|
| Gender                  | .252**                       |
| Family structure        | .289**                       |
| Father education        | .782**                       |
| Mother education        | .794**                       |

\*\* p <.01

support ( $r=.782, r=.794, p < .01$ ). Nevertheless, the correlations between gender of children and family structure with the practice of parental support ( $r=.252, r=.289$ ) indicated the presence of statistically significant but low positive relationships ( $p < .01$ ).

Table 15:Correlation between gender, age and academic self-concept of children.

| Variables (Predictors) | Academic self-concept (criterion) |
|------------------------|-----------------------------------|
| Gender                 | .292**                            |
| Age                    | .140**                            |

\*\* p <.01

The correlation coefficients shown in Table 15 revealed that both gender and age of children have statistically significant ( $p < .01$ ) but low positive relationships with academic self-concept. On the other hand, the correlation coefficients in Table 16 revealed that gender of children has statistically significant ( $p < .01$ ) but low negative relationship with test anxiety, whereas the age of children has low positive relationship ( $p < .01$ ) with test anxiety.

Table 16: Correlation between gender, age and children’s Test-anxiety

| Variables (predictors) | Test Anxiety (criterion) |
|------------------------|--------------------------|
| Gender                 | -.253**                  |
| Age                    | .150**                   |

\*\*p <.01

**4.4. Mean differences in study variables in relation to Gender and family structure**

The findings in Table 17 show that the differences in mean scores of parental support for males ( $x=59.62$ ) and for females ( $x = 51.78, t = 4.98, p<.000$ ) as well as the mean scores of academic self-concept for males ( $x =38.90$ ) and for females ( $x =32.91, t = 5.56, p < .000$ ) were statistically significant. Test anxiety scores of males ( $x=20.53$ ) and females ( $x = 24.17, t = 5.01, =.000$ ) indicated the presence of statistically significant differences between the two groups. Similarly the mean total achievement scores for males ( $x=136.57$ ) and females ( $x=127.34, t = 4.99,$

Table 17: Gender differences Analysis

| Variable               | Gender | N   | Mean   | SD    | t       |
|------------------------|--------|-----|--------|-------|---------|
| Age                    | Male   | 198 | 14.95  | 1.65  | 1.27    |
|                        | Female | 193 | 15.18  | 1.66  |         |
| Parental support       | Male   | 198 | 59.62  | 13.73 | 4.98*** |
|                        | Female | 193 | 51.78  | 14.84 |         |
| Academic self- concept | Male   | 198 | 38.90  | 8.43  | 5.56*** |
|                        | Female | 193 | 32.91  | 10.57 |         |
| Test anxiety           | Male   | 198 | 20.53  | 6.34  | 5.01*** |
|                        | Female | 193 | 24.17  | 6.85  |         |
| Total achievement      | Male   | 198 | 136.57 | 17.50 | 4.99*** |
|                        | Female | 193 | 127.34 | 16.81 |         |

\*\*\* P=.000

p <.000) revealed statistically significant difference. On the other hand, the mean age of males (x=14.95) and females (x=15.18, t=1.273,  $\alpha$ =.204) didn't show the presence of statistically significant difference even at alpha level of .05.

Table 18: family structure and differences in Means of other variables.

| Variable                  | Family structure | N   | Means(x) | SD    | t          |
|---------------------------|------------------|-----|----------|-------|------------|
| Parental support          | Intact           | 281 | 59.75    | 14.40 | 6,298***   |
|                           | Non-intact       | 110 | 50.40    | 12.50 |            |
| Academic self-<br>concept | Intact           | 281 | 38.73    | 9.10  | 5.919***   |
|                           | Non-intact       | 110 | 32.53    | 9.42  |            |
| Test-anxiety              | Intact           | 281 | 20.47    | 6.61  | - 6.330*** |
|                           | Non-intact       | 110 | 24.84    | 5.95  |            |
| Total<br>achievement      | Intact           | 281 | 136.75   | 18.24 | 6.549***   |
|                           | Non-intact       | 110 | 125.62   | 13.50 |            |

\*\*\* p &lt;.000

As viewed in Table 18 above, the mean score of parental support related to children of intact family(x=59.75) (a family organization which consists both biological parents) is significantly greater (t=6.298,  $\alpha$ =.000) than the mean score of parental support (x=50.40) related to children of non-intact family. There is also statistically significant difference (t=5.919,  $\alpha$ =.000) in the mean scores of academic self-concept of children from intact family (x=38.73) and non-intact family (x=32.53). In other words, the mean score of academic self-concept of children of intact family is significantly higher than those of children from non-intact family. Likewise, the mean total achievement scores of children from intact family and non-intact family showed statistically significant differences (t=-6.330,  $\alpha$ =.000). That is the mean total achievement scores of children (x=136.75) from the intact family is significantly greater than the mean total achievement score

of children ( $x=125.62$ ) from non-intact family. On the contrary, the test-anxiety score of children from the intact family ( $x=20.47$ ) is less than the mean test- anxiety score of children from non-intact family( $x=24.84$ ). This difference is statistically significant ( $t=-6.330, \alpha=.000$ ).

#### 4.5. The regression of predictor variables on the criterion variable.

In this section, the relationship between independent variable (Parental support) and the dependent variable (academic achievement) together with other predictor variables on the criterion variable are presented.

Stepwise multiple regression analysis (table 19) presented the relationships between the predictor variables (parental support, academic self-concept, test-anxiety) and the criterion variable (academic achievement). The analysis results show that only parental support and academic self concept significantly contributed to the students' academic achievement. Whereas, test anxiety did not result as a significant variable to be considered as a predictor to the academic achievement. The first important variable for prediction of academic achievement was found to be parental support (Step 1) followed by academic self-concept of children (Step 2). These two independent variables together accounted for about 92.7% of the variance of achievement (Table 19).

Table 19: summary of stepwise multiple regression analysis of the three independent variables on academic achievement.

| R    | R <sup>2</sup> | Adj.R <sup>2</sup> | SE   |
|------|----------------|--------------------|------|
| .963 | .927           | .927               | 4.81 |

From the summary table of Multiple regression (Table 20) it can further be inferred that the unique contribution of variance to the criterion variable was highest from Parental support ( $\beta = 1.23$ ) followed by the Academic Self-concept but in an inverse manner ( $\beta = -.275$ ).

**Table 20:** Final step of Stepwise multiple regression analysis of the three predictor variables on the criterion variable (academic achievement) .

| Step 2 | Variable              | Unstandardize Coefficients |      | Standardized Coefficients |          |
|--------|-----------------------|----------------------------|------|---------------------------|----------|
|        |                       | B                          | SE   | $\beta$                   | t        |
|        | Parental support      | 1.501                      | 0.70 | 1.227                     | 21.467** |
|        | Academic self concept | -.510                      | .106 | -.275                     | -4.083** |

\*\* p < .01

Variable excluded from analysis : Test-anxiety

Stepwise Multiple regression was also performed on Academic achievement by inclusion of all (8) independent variables of the study to understand the contribution / predictive ability of variables other than the 3 variables analyzed earlier. The eight-predictor variables were Parental support, academic self-concept, test anxiety, father education, mother education, gender, age and family structure. The regression analysis resulted in selection of 5 significant predictors in to the regression equation. These five significant variables were found to have a multiple correlation of 0.975 with the academic achievement.

Table 21: summary of stepwise multiple regression analysis of the joint effect of the five predictor variables on academic achievement

| R    | R <sup>2</sup> | Adj. R <sup>2</sup> | SE     |
|------|----------------|---------------------|--------|
| .971 | .942           | .942                | 4.2947 |

When the five predictor variables (parental support, father education, mother education, academic self-concept and test anxiety) taken together, they explained 94.2 % of the variation on the criterion variable ( $R^2 = .942$ ,  $p < .01$ ) and had significant effect on students academic achievement. However, the three predictor variables (age, gender, and family structure) had no statistically significant contribution to the primary school students' academic achievement and hence were excluded by the analysis.

Table 22: Final step of stepwise multiple regression analysis with eight predictor variables in the study on academic achievement.

| Step 2 | Variable              | B      | SE    | $\beta$ | t        |
|--------|-----------------------|--------|-------|---------|----------|
|        | Parental support      | 1.316  | 0.108 | 1.076   | 12.148** |
|        | Father education      | -2.325 | 0.380 | -0.133  | -6.118** |
|        | Mother education      | -2.186 | 0.384 | -0.122  | -2.687** |
|        | Academic self-concept | -.592  | 0.106 | -0.318  | -5.604** |
|        | Test-anxiety          | -1.059 | 0.246 | -0.399  | -4.300** |

\*\* P<.01

From the summary table above (Table 22), the steps of selection of variables is indicative of the significant contributors in that order, at least on this data. Along with the 2 predictor variables being found as significant contributors in the earlier analysis, test anxiety was also found to be a significant contributor (step 5). The Beta values from the table indicated that parental support was the first and most important contributor (predictor) followed by test anxiety and academic self concept in that order possible reason for the negative beta value could be that

one of the independent variables might have had a suppressive effect on these variables even though the zero order correlations between the above variables and the dependent variable was positive. .

#### 4.6. Parental help and problems parents encounter:

The perceptions of the 8<sup>th</sup> - grade students on the ways their parents help / support them in their academic pursuit was obtained and presented in Table 23 below.

**Table 23: Ways of parental help (N=391)**

| <b>Helping Activities</b>                                                         | <b>N</b> | <b>Percent</b> |
|-----------------------------------------------------------------------------------|----------|----------------|
| 1 My parents give me direction in doing homework                                  | 160      | 40.92          |
| 2 My parents /guardians encourage me to study hard                                | 196      | 50.13          |
| 3 My parents provide sufficient books and other educational materials for me      | 336      | 85.93          |
| 4 Follow up my daily educational activities like studying, doing homework         | 151      | 38.62          |
| 5 Support me in preparing my doily and weekly plan                                | 98       | 25.06          |
| 6 Provide separate room for study                                                 | 18       | 4.60           |
| 7 Encourage me in following question and answer program distributed by television | 14       | 3.58           |
| 8 Encourage me in reading at public library                                       | 33       | 8.44           |

As viewed in table 23, most parents /guardians (85.93%) engaged in helping children through providing sufficient books and other necessary educational materials. Almost half of the parents (50.13%) encouraged children to study hard. Only a small portion (4.60%) were provided with separate rooms for study and 3.58% of the parents encouraged in following question and answer program distributed by television. Likewise, 8.44% of the guardins parents stimulate their children in reading at public library. The data also showed that that 40.92% of the guardians /parents help their children by giving directions in doing homework while 38.62% of them follow up daily their children's educational activities like studying and doing homework. Moreover, 25.06% were helping their children in preparing daily and weekly study plans.

Table 24: Perception of students on the problems their parents face while helping

| No | Problems Parents Face                                                                         | N   | Percent |
|----|-----------------------------------------------------------------------------------------------|-----|---------|
| 1  | Shortage of time                                                                              | 153 | 39.13   |
| 2  | Lack of awareness and skills related to how to help children in their education               | 250 | 63.94   |
| 3  | Financial problem                                                                             | 139 | 35.55   |
| 4  | Lack of stationeries where text books and other necessary educational materials are available | 17  | 4.35    |

The results in table 24 reveal that a substantial portion of the parents /guardians (63.94%) face a problem of lack of awareness and skills relevant to help children in their education. About 39.13% of them had a problem of time shortage. Financial problem (35.55%); and lack of stationeries (such as sufficient text books and other necessary educational materials availability) were the problems of the parents /guardians ( 4.35% ).

Table 25:- types of support parent need for helping children in education (N=391)

| No | Supportive Activities For Parents                                     | N   | Percent |
|----|-----------------------------------------------------------------------|-----|---------|
| 1  | Creating awareness on how to help their children related to education | 278 | 71.10   |
| 2  | Creating opportunities to cooperate with teachers in helping children | 250 | 63.92   |
| 3  | Helping those parents who are economically very poor                  | 99  | 25.32   |

Finally, considering the solutions related to the problems that parents face while helping children, the responses of students (table 25) indicated that creating awareness for parents /guardians on how to help children in education (71.10%) and creating opportunities for them to cooperate with teachers in children's helping (63.925) were given great emphasis. Some respondents even suggested that giving economic supports was necessary to encourage parents in children's helping.

## CHAPTER FIVE

### DISCUSSION

The principal questions of the study rose in the following sequence:

- The Relationship between parental support and academic achievement of primary School students;
- The difference in parental support practice as a function of gender, family structure and parental education;
- Ways by which parents help their children in education;
- The relationship between primary school students' Academic self concept and their academic performance;
- Gender and age differences in academic self concept;
- The relationship between Test-anxiety and Academic achievement;
- Gender differences in Test anxiety;
- The combined relationship of the three main independent variables to the dependent variable.

#### **5.1. The Relationship Between parental support and Academic Achievement .**

One of the major issues explored in this study was to see the relationship between parental support and the academic achievement of children at primary school level. With this regard, the Pearson correlation analysis of parental support scores obtained from the ratings of the sample subjects revealed that there is a statistically significant positive and high relationship between parental support and academic achievement of children at respective grade level table(see 13, chapter 4). This means that the various helps related to education provided by parents or guardians generally relate directly with the achievement score of children on their school subjects.

The results of step wise multiple regression analyses (table 19 and table 20) also showed that parental support is the first significant predictor of academic achievement and accounted for a very high percent of the explained variance in academic achievement.

The result of this study is consistent with the findings of Buxbaum (1984), Davis (2000), Stevenson and Baker (1987, cited in Admasu, 2004) and Grusec (1997). The child's physical, emotional and intellectual development is dependent on parents. For children to be physically healthy, happy in their relations with the other people, able to function at the higher level of their abilities and to have better school performances parents and family play considerable role. The school related skills, both cognitive and social are shaped by parents since they play an important role in preparing children to meet teachers' demands (Buxbaum, 1984; Davis, 2000).

Parental involvement is not only considered as an important predictor of students' school success but also considered as a key mediator between family background factors and academic achievement (Stevenson and Baker, 1987; Grusec, 1997). Basically, parents can promote children's learning by maintaining effective school-home interaction. Through encouragement, providing resources, imparting their own knowledge of how schooling works and making decisions on what educational options should be pursued. They also play a crucial role in children's development of social and moral values which in turn have great contribution for the adjustment to school environment and for successful educational achievement. It is also believed that the psycho-social, material and other necessary supports like encouraging the child to study hard, monitoring daily educational activities, and encouraging children in doing home work are very vital components in determining the school performance.

## **5.2. The Difference in Parental Support Practices as Function of Gender, Family-structure and Parental Education**

Investigating the differences in the practice of parental support due to gender of children, family structure and parental education was another objective of this study. One of the findings addressing this objective supported that there are statistically significant high relationship between father education, mother education and the practices of parental supports (table 14). It indicates that educated parents are more aware of the importance of their educational supports for children and therefore involved more in helping practices.

The finding of this study is in agreement with the ideas of Baker and Stevenson (1986), Stevenson and Baker (1987), Tayler, et. al, (1993), and Grolnik and Slowiaczek, (1994, Cited in Admasu, 2004). Parents know more about the child's school performance, had more contact with

teachers and were more likely to have taken actions to manage their child's academic performance when necessary. On the other hand, parents with low educational level were more likely to use coercive discipline strategies and were also more likely to have children who displayed anti-social behavior rather than achievement facilitating behaviors.

The results of correlation analysis (table 14) also showed the presence of statistically significant but less positive relationships of family structure, gender of children with the practice of parental support. The t-test result (table 18) also confirmed the mean scores' differences of parental support as a function of family structure. This result clearly indicates that children of 'intact' family received more support from their parents while children of the non-intact group received less support.

The results related to parental support practices and family structure are consistent with the findings of Lam (1997), Kuder and Sinclair (1988), Zimles and Lee (1992) ( all authors cited in Kasahun, 2005). Since children of intact families (those who live with their biological parents ) have more access for parental supportiveness and psychological autonomy, and they had higher end-of-the-year grades than children from non-intact family (Lam, 1997; Kuder and Sincar, 1988). Moreover, the mean achievement scores of children from intact families exceed from those children of either step or single parent families (Zimles and Lee, 1992). Students from step families and single parent are more likely to drop out of school as their counter parts from intact families.

Further, gender differences analysis (table 23) indicated the presence of significant differences in the mean scores of parental support for males and females. The mean score of parental support for males was significantly higher than the mean score of females. This study had similar result with Block (1983) Russel and Russel (1987) (all cited in Kasahun, 2005) i.e, there is gender differences in parental support practices.

Block (1983) confirmed that parents do not give equal freedom, protection and necessary supports related to education for their children of both sexes. Russels and Russeels (1987) also found sex differences in parenting practices.

### 5.3. Ways by Which Parents Help Their Children in Education

One of the objectives of the present study was to examine the ways by which parents provide support for their children related to education. In line with this, the analysis of the responses obtained from the sample subjects revealed that parents had been using different techniques and strategies in their helping processes (table 23). Some of these techniques and strategies were :

- giving directions in doing home-works,
- encouraging their children to study hard,
- providing books and other necessary educational materials,
- Following-up children's daily educational activities like studying and doing home works,
- supporting children in preparing daily and weekly plans,
- providing separate rooms for study,
- encouraging children in following question and answer program distributed by television and
- encouraging children in reading at public library.

Many of the above strategies have been studied and suggested by various authors (eg. Brooks, 1994; Grusec, 1997; Fehrman etal, 1987; Stevenson and Baker, 1987, cited in Admasu, 2004).

As to the views of the above educators, a) supplying educational materials like books, mathematical instruments, b) study rooms with furniture; c) monitoring and guiding in doing homework, d) in preparing study plans; e) following up their children's daily educational activities and f) selecting appropriate television programs for their children are found to be helping practices of parents.

However, parents face several problems in the process of children's helping for education (table 24). Some of the findings of this study were shortage of time; lack of awareness and skills related to 'how' to help children in their education and financial problem. These findings are partially consistent with the findings in Admasu (2004). According to this researcher parents could have shortage of knowledge and skills on how to assist their children in their education. This might have played a great role in hindering the parents to be highly involved in their children's schooling.

#### **5.4. The Relationship Between Primary School Students' Academic Self-concept and their Academic Performance**

This study also emphasized on the relationship between the academic self-concept of primary school students and their academic performance. The result in table 14 indicated that they have very high correlation ( $r=.92$ ). Moreover, their relationship was statistically significant ( $t=-4.803, p<.01$ , table 19). The results in this study also showed that academic self concept is a significant predictor of academic achievement.

The present study findings are similar with the findings of many researchers (eg. Marsh, Relich and Smith, 1983; Marsh and O'Neill, 1984; Byrene and Shavelson, 1988; Hamachek, 1995; Chapman and Tunmer, 1997; Helmake and van Aken, 1995; Marsh and Yeung, 1997a; Yeung and Lee, 1999; all cited in Garuma, 2005).

In general, the research findings on the relationship between academic achievement and academic self-concept of the above scholars strongly support that they are positively correlated. Although the relationships are likely to be reciprocal, academic self-concept seem to be causally predominant over achievement especially if achievement is inferred from school performances. Sanchez and Reda (2004, cited in Garuma, 2005) also indicated that academic self concept powerfully and positively predicts general academic performance of primary school students.

#### **5.5. Gender and Age Differences in Academic Self concept**

Knowing the relationship between gender, age and academic Self-concept of primary school students is another objective of this study. The findings related to this objective clarified that the mean score of academic self-concept for males ( $\bar{x}=38.98$ ) is greater than the mean score of academic self-concept for females ( $\bar{x} = 32.91$ , table 17). This difference is statistically significant ( $t= -5.56, 2= .000$ , table 17).

Researchers (Marsh and skaalvik, 1990; Marsh, smith, and Byrne, 1985; Calsyn and Kenny, 1977; Chapman and Boersma, 1983; Lott, 1987; cited in Bahru, 1999) have the following ideas regarding the relationship between gender of children and academic self concept.

For instance, Marsh and Skaalvik (1990) suggested that the results of the studies of gender differences in the general academic self-concept seem to be strongly dependent on the instruments. Boys have slightly higher general academic self concept than girls as measured by context free instruments such as Rosenberg Scale. On the contrary, these researchers suggested that the results of their study, (boys have slightly higher general academic self concept than girls) is less convincing when self-esteem is measured by instruments like Coppersmith self-esteem inventory.

Marsh, Smith and Byrne (1985) as well as Calsyn and Kenny (1977), using the self-concept ability scale also found that, although males tend to have higher self concept of ability than females, the difference generally did not reach statistical significance.

On the contrary, Lott (1987) reviewed the literature on self-confidence and concluded that, compared to men, women generally underestimate their abilities and set lower educational and vocational goals that are unrelated to objective measures of their abilities. Moreover, Lipa (1982) continued to report a general tendency for women to state lower self-expectancies than men, to underestimate their performance on a variety of tasks and to express less self confidence than men.

Considering the relationship between age and academic self-concept of children, Pearson correlation coefficient ( $r = .140$ ) indicated the presence of little positive relationship between these two constructs.

The level and structure of self-concept in general and academic self concept in particular are different with children of different age. The multi-dimensionality of self-concept, especially, would increase with age (Shavelson, et al. 1976).

## **5.6. The Relationship Between Test anxiety and Academic Achievement**

The results of correlation analysis (table 13) revealed that there is a negative relationship between test anxiety and academic achievement of primary school students. Moreover, the stepwise multiple regression analysis of the joint effects of eight predictor variables (parental support, academic self concept, test anxiety, father education, mother education, gender, age

and family structure), from table 21, clarified that test anxiety has significant relationship ( $t=4.300, P<.01$ ) with academic achievement.

The researchers Vogel and Collins (2006) together with Culler and Holahan (1980) support the presence of negative relationship between test anxiety and academic performance.

Students who suffer from test anxiety tend to worry about success in schools, especially doing well on tests. They worry about the future, and are extremely self critical. Instead of feeling challenged by the prospect of success, they become afraid of failure. This makes them anxious about tests and their own abilities. Ultimately, they become so worked up that they feel incompetent about the subject matter or the test (Vogel and Colling, 2006). Moreover, Culler and Holahan (1980) suggested that the debilitating effects of test anxiety on performance may have an attentional explanation. They feel that high test anxious students become pre-occupied with task irrelevant (worry) responses and do not devote enough attention to the test taking task. Anxiety during tests interferes with the students' ability to retrieve and use information that is known well.

### **5.7. Gender and Age Differences in Test Anxiety**

In this study, the objective of examining the difference in the extent of test anxiety due to age and gender of children, was also designed. The findings addressing this objective indicated that the mean test anxiety score for females ( $\bar{x}=24.17$ ) is significantly higher ( $t=5.10, p<.000$ ) than the mean score of males ( $\bar{x} = 20.53$ , table 19). Further, the correlation analysis (table 12,  $r = .150$ ) showed that there is significant but less positive relationship between test anxiety and the age of children.

Related to these findings, literature review ([Http:\\A:gms psycho-socil-Medicine....](http://A:gms psycho-socil-Medicine....)) described that although there is no evidence about the relationship between the specific components of anxiety, for instance test anxiety, with gender and age of children obtained via the researchers, the presence of linear increase of general anxiety with the increasing age of children is indicated. Moreover the mean values of general anxiety for females were higher than those for males.

### **5.8. The Relationship of the Three main Predictor Variables together with the criterion Variable**

Investigating the relationship between the three main predictor variables (parental support, academic self concept and test anxiety) and the criterion variable academic achievement) was one of the major issues in this study. Stepwise multiple regression analysis (Table 20) showed that parental support ( $t = 21.467$ ,  $p < .01$ ) and academic self-concept ( $t = -4.803$ ,  $p < .01$ ) are significantly related to the academic performance of students. However, test anxiety didn't become significant predictor to the academic achievement of children. The two variables (parental support and academic self-concept together accounted for about 92.7% of the explained variance (table 20) of the students' academic achievement.

Related to these findings, Garbarino (1995) and Corsini & Painter (1975) have the following ideas. The various helps provided by parents like encouraging children, giving love and direction as well as using positive ways of disciplining can be contributed to the students' academic achievement through influencing their academic behaviors including their self concept in academic areas and their emotions while taking a test. Those children who receive appropriate parental support related to academic areas develop positive academic self concept. The presence of positive academic self concept helps children to be prepared for hard working while they are learning. This preparation also reduces their anxiety related to tests and exams. Love provided by parents for a child is a base for development. It is a tremendous energizer. No domestic task, no outside job seems difficult for those children whose parents provide them love.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1. Summary

The general objective of this study was to investigate the relationship between parental support and academic achievement of primary school students in the context of academic self concept and test anxiety. Accordingly, the following specific questions were formulated for investigation:

1. In what ways do parents help their children in education?
2. Is there a significant relationship between parental support and academic achievement of their children in primary schools? If so, to what extent is the relation ship?
3. Is there difference in the practice of parental support due to the difference in gender of children, family structure and parental education?
4. Is there a significant relationship between the primary school students' academic self concept and their educational performance? If so, to what extent is the relationship?
5. Does the extent of students' academic self-concept differ with the difference in gender and age?
6. Is there a significant relationship between test anxiety and academic performance in primary school students?
7. Does the degree of test anxiety differ with the difference in gender and age?
8. To what extent do parental support, academic self concept and test anxiety together relate to the academic achievement of students in primary schools?

In order to find answers for the above questions, the primary school students at woreta and Debretabor towns were subjects of the study. From 3 primary schools, 400 sample subjects (202 male and 198 female) from grade 8 were selected using random sampling (lottery) method. The analysis, however was made using 391 students' responses ( 198 male and 193 female). The responses of 9 sample subjects (4male and 5 female) were not complete and thus were discarded.

Instruments (parental support measuring scale, academic self-concept measuring scale, and test anxiety scale) were used to collect data related to this study. To overcome language barriers, the instruments were translated into Amharic language with the help of language experts. Moreover, the discriminating ability, validity and reliability of all measuring instruments were emphasized.

The validity of the test items was checked by 3 psychology experts and those invalid items in each test were discarded. Thereafter the instruments were pilot tested on 80 students (40 male and 40 female) selected at respective grade level.

To see the discriminating ability of each test item and the reliability of the tests, different statistical methods like t-test, chi-square test, item-total correlation and Cronbach alpha were used. Item analysis was also made on the data collected for final study. The data for final study have been collected after insignificant items have been removed. The reliability coefficients of instruments (Parental support, academic self concept and test anxiety scales) were 0.97, 0.96 and 0.84 respectively on the final data.

The 1998 E.C first semester, second semester and total scores of each sample subject were collected from the record offices of the sample schools as a measure of academic achievement.

To analyze the collected data, descriptive statistics (mean, standard deviation and divaricates correlation) , t-test, and stepwise multiple regression analysis were employed.

The analyses brought about the following results:

1. Statistically significant and positive relationship was found between parental support and academic achievement of the children in primary school. Stepwise multiple regression analysis also showed that parental support was the most important predictor of academic achievement.
2. Significant difference was observed in the practice of parental support as a function of gender, family structure and parental education. Children from intact family and educated parents received more support while children of the opposite group received less. Moreover, male children seem to receive more support than female children.
3. Academic achievement scores of primary school students significantly differ as a function of their academic self-concept. This variable (academic self concept) was also a significant predictor of academic achievement.
4. Statistically significant but less positive relationships were found between gender and academic self-concept as well as between age and academic self concept of children. The mean score of academic self concept for males was slightly higher than the mean

score of academic self concept for females. Moreover, the correlation analysis indicated the presence of slight increment in academic self concept with increasing age.

5. The result of correlation analysis revealed that test anxiety has negative relationship with academic achievement of children in primary schools.
6. Correlation between Test anxiety and age of children were statistically significant but low positive relationship whereas test anxiety and gender had low negative relationship. The mean score of test anxiety for females was significantly higher than score for males.
7. The sample subjects reported that parents perform different practices to facilitate the education of their children. Most parents help their children through providing books and other necessary materials; giving directions in doing home work and preparing study plans, encouraging to study hard and following daily educational activities while less number of parents help through providing separate rooms for study and selecting appropriate television programs.
8. stepwise multiple regression analysis of the joint effects of three predictor variables (parental support, academic self-concept and test anxiety) on academic achievement revealed that parental support and academic self-concept were significant contributors of academic achievement while the contribution of test anxiety to the academic achievement is not significant. On the other hand step-wise multiple regression analysis of the joint effect of all 8 predictor variables of the study on academic achievement indicated that test – anxiety is a significant predictor of academic achievement like that of parental support and academic self-concept.

## **6.2. Conclusions**

Based on the findings obtained in this study, the following conclusions are given.

- The various parental practices concerning the education of their children are highly and positively related with academic achievement. Children of intact families and educated parents seem to receive more supports than children of non-intact and less educated parents. Moreover, parents are found to provide more supports to male children than females.

- Parents were found to help more their children through giving directions in doing home works, providing books and other necessary materials, encouraging to study hard and following up daily educational activities.
- Significant high and positive relationship was observed between academic self concept of primary school students and their academic achievement. Differences in academic self concept were also perceived as a function of gender and age of children. The academic self-concept of male children seems to be slightly higher than that of females. Moreover, the extent of academic self concept seems to increase with increasing age, the relationship was low.
- Test-anxiety and academic achievement were found to have very high negative correlation. The extent of test anxiety tended to vary due to gender and age of children. Female children seem to have more degree of test anxiety than males. The finding in this study also revealed that the extent of test anxiety is more likely to increase with increasing age.
- Parental support and academic self-concept were independently the significant predictors of academic achievement of primary school children, whereas, test anxiety was not significant predictor of the criterion variable (academic achievement). This is so, when the three independent variables taken together. However, when all 8 predictor variables in the study (parental support, academic self concept, test-anxiety, Father education, mother education, age, gender and family structure) were taken together; test anxiety is the significant predictor of academic achievement like that of parental support, academic self concept, father education and mother education. In this case gender, age and Family structure were not significant predictors.

### **6.3. Recommendations**

On the basis of the findings obtained in the study, the writer of this paper gives the following recommendations:

1. parents can help children in various ways concerning education and their helping practices will have a positive impact on increasing the educational performance of children. However, most of them have a problem of lack of knowledge and skills on how to help their children related to education. Therefore, teachers, school principals and

other concerned bodies should work with parents to increase their awareness of helping children and to make them cooperative with teachers.

2. Parents and teachers should be aware of the self concept of children related to academic areas since it has an impact on their educational performance. In addition to other efforts, it is advisable through encouraging, giving directions and love as well as using positive ways of disciplining so that the children can be fully functional in their education, thereby increase the self-concept of children.
3. Test anxiety is found to have a negative effect on academic achievement of children. Therefore in addition to the other techniques; teachers, parents and other concerned bodies should emphasize on the following do's and don'ts to reduce the extent of their children's test anxiety.
  - Don't be too anxious about a child's test scores. If you put too much emphasis on test scores, this can upset a child.
  - Praise your children for the things they do well. If they feel good about themselves, children will do their best.
  - Don't judge a child on the basis of a single test score.
  - Do make sure your child completes lessons regularly.
  - Do provide a quiet, comfortable place of studying.
  - Do make sure that your child is well rested on school days, and also especially the day of a test.
  - Do give your child a well-balanced diet. A healthy body leads to a healthy, active mind.
  - Do make sure you understand what the test result means and that they are consistent with your child's usual performance.
4. Further research should be done on the:
  - Differences in academic achievement of children in relation to mother and father supports separately,
  - Causal ordering of academic self concept and academic achievement.
  - Relationship between academic achievement and different levels of test anxiety.

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## APPENDICES

### Appendix 1

#### ADDIS ABABA UNIVERSITY DEPARTMENT OF PSYCHOLOGY

#### OPINIONNAIRE

**General Introduction:** The main purpose of this research is to understand the reasons for students' to achieve better or not better in their studies. This is not a test or examination. Each of the statements written here asks your perception or opinion. You are thus kindly requested to be honest and frank in your opinion. Your honest opinion will make the success of this research.

Before you write the opinion for each item, please read the instruction which will inform you on how to respond the questions in each section.

### Part one

#### Background Data

##### A. Your Background

1. Name of your school \_\_\_\_\_
2. You are        a) Girl        b) Boy
3. Grade level \_\_\_\_\_ Section, Roll No. \_\_\_\_\_

##### B. About your Family

4. With which parents or guardians do you live ?

Tick or Circle one of the following

- A. your mother only                      B. your father only  
C. both your mother and father  
D. Guardian        E. others (specify) \_\_\_\_\_

5. The highest level of education completed by your parents or guardians

- A. mothers or female guardian's \_\_\_\_\_  
B. Father's or male guardian's \_\_\_\_\_

6. Parents' / guardians' occupation

- A. Mother's or female guardian's \_\_\_\_\_  
B. Father's or male guardian's \_\_\_\_\_

## Part Two

**Direction:-** Below are statements which describe the involvements of your parents / Guardians in helping you for your educational achievement. You are requested to give your opinion on what is happening. If you are living with a guardians, say about them in place of parents.

While responding to statements indicate your opinion by **circling** one of the numbers; Meaning of the number is :

**1 = Never**

**2 = Some times**

**3 = Many times**

| No | Statement                                                                                             | Never<br>(1) | Some<br>times<br>(2) | Many<br>times<br>(3) |
|----|-------------------------------------------------------------------------------------------------------|--------------|----------------------|----------------------|
| 1  | My parents treat me respectfully, fairly and with love                                                | 1            | 2                    | 3                    |
| 2  | My parents do not create attractive and non fearful home environments                                 | 1            | 2                    | 3                    |
| 3  | My parents give directions when I do any new activities on my own                                     | 1            | 2                    | 3                    |
| 4  | My parents permit me to solve my own problems                                                         | 1            | 2                    | 3                    |
| 5  | My parents identify my complex problems and cooperate in solving them                                 | 1            | 2                    | 3                    |
| 6  | My parents discourage me to study hard                                                                | 1            | 2                    | 3                    |
| 7  | My parents monitor my daily educational activities                                                    | 1            | 2                    | 3                    |
| 8  | My parents force me in doing home work                                                                | 1            | 2                    | 3                    |
| 9  | My parents explain difficult things/events so that I understand and exert efforts to achieve my goals | 1            | 2                    | 3                    |
| 10 | My parents provide opportunities for me to develop new skills and positive identities                 | 1            | 2                    | 3                    |
| 11 | My parents work in partnership with teachers to enhance my learning                                   | 1            | 2                    | 3                    |
| 12 | My parents try to teach / talk good language                                                          | 1            | 2                    | 3                    |
| 13 | My parents make me feel emotionally secure                                                            | 1            | 2                    | 3                    |
| 14 | My parents regard me warmly and in a supportive manner                                                | 1            | 2                    | 3                    |
| 15 | My parents spend insufficient time with me                                                            | 1            | 2                    | 3                    |
| 16 | My parents are warm and respective toward each other as well as to me                                 | 1            | 2                    | 3                    |
| 17 | My parents are committed to my needs                                                                  | 1            | 2                    | 3                    |
| 18 | My parents deal with crisis in a negative manner                                                      | 1            | 2                    | 3                    |
| 19 | My parents understand what they are supposed to do regarding my educational problems                  | 1            | 2                    | 3                    |
| 20 | During the process of disciplining, my parents do not treat me favorably compared to other children   | 1            | 2                    | 3                    |

| No | Statement                                                                     | Never<br>(1) | Some<br>times<br>(2) | Many<br>times<br>(3) |
|----|-------------------------------------------------------------------------------|--------------|----------------------|----------------------|
| 21 | My parents help me in organizing my daily and weekly plan for study           | 1            | 2                    | 3                    |
| 22 | My parents know what I do with my free time                                   | 1            | 2                    | 3                    |
| 23 | My parents assist me to set my academic goals                                 | 1            | 2                    | 3                    |
| 24 | My parents encourage and help me to achieve the academic gals                 | 1            | 2                    | 3                    |
| 25 | My parents encourage me to try hard even though I get poor marks              | 1            | 2                    | 3                    |
| 26 | My parents praise me when I work hard academically                            | 1            | 2                    | 3                    |
| 27 | My parents get me private tution or tutor whenever I get problems in my study | 1            | 2                    | 3                    |
| 28 | My parents provide separate room for my study                                 | 1            | 2                    | 3                    |
| 29 | My parents provide sufficient books and other educational materials           | 1            | 2                    | 3                    |
| 30 | My parents give more work to me at home                                       | 1            | 2                    | 3                    |

31. If there are other ways by which your parents help you, but not described in this questionnaire, mention them.

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32. What problems do your parents face when they try to help you concerning your education?

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33. What supports should be given to you parents by the government and other concerned bodies so that hey can help your appropriately

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### Part Three

**Direction:** - Below are statements related to how you view about yourself. Read each statement carefully and chose the number that best describes you. The meaning of the number is:

**1 = False    2 = Somewhat true    3 = Mostly true**

Indicate your choice by **circling** the number against each statement.

| No | Statement                                                                       | False<br>(1) | Some<br>what<br>true (2) | Mostly<br>True<br>(3) |
|----|---------------------------------------------------------------------------------|--------------|--------------------------|-----------------------|
| 1  | I am good at most school subjects compared to other students                    | 1            | 2                        | 3                     |
| 2  | Work in most school subjects is difficult for me                                | 1            | 2                        | 3                     |
| 3  | I get good marks in most school subjects                                        | 1            | 2                        | 3                     |
| 4  | I can help other students in some school subjects                               | 1            | 2                        | 3                     |
| 5  | I learn things quickly in most school subjects                                  | 1            | 2                        | 3                     |
| 6  | Assignments /home works given by most subject teachers are difficult for me     | 1            | 2                        | 3                     |
| 7  | I can read and understand text books by my self on most subjects                | 1            | 2                        | 3                     |
| 8  | Time is sufficient for me to study most subjects                                | 1            | 2                        | 3                     |
| 9  | I feel confident and relaxed even if I was going to a test                      | 1            | 2                        | 3                     |
| 10 | Usually I pay attention to what my most subject - teachers say in the class     | 1            | 2                        | 3                     |
| 11 | The topics explained by most subject teachers in the class are not clear for me | 1            | 2                        | 3                     |
| 12 | I can remember things easily that I learn in school                             | 1            | 2                        | 3                     |
| 13 | Doing well at studies is important for me                                       | 1            | 2                        | 3                     |
| 14 | My classmates are friendly to me and we enjoy studying together                 | 1            | 2                        | 3                     |
| 15 | When school work is difficult, it is the most interesting                       | 1            | 2                        | 3                     |
| 16 | I do not feel like coming to school                                             | 1            | 2                        | 3                     |
| 17 | I dislike studying most subjects                                                | 1            | 2                        | 3                     |
| 18 | Studying hard will be valuable in getting a good job                            | 1            | 2                        | 3                     |

## Part Four

**Direction:** - Below are statements to understand on how you think about yourself. Read each item carefully and choose "true" if the statements is correct for you, or "false" if the statement is wrong for you. Indicate your answer by circling either "T" or "F".

| No | Statement                                                                                                     | True<br>(T) | False<br>(F) |
|----|---------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 1  | While taking an important exam, I find myself thinking of how much brighter the other students are than I am. | T           | F            |
| 2  | While taking an important exam, I perspire a great deal                                                       | T           | F            |
| 3  | During class examinations, I find myself thinking of unrelated things to the actual subject materials         | T           | F            |
| 4  | I get to feeling very panicky when I have to take a surprise exam.                                            | T           | F            |
| 5  | During a test, I find myself thinking of the consequences of failing                                          | T           | F            |
| 6  | I freeze up on things like intelligence tests and final exams                                                 | T           | F            |
| 7  | I sometimes feel my heart beating very fast during important exams                                            | T           | F            |
| 8  | After taking a test, I always feel I could have done better than I actually did                               | T           | F            |
| 9  | I usually get depressed after taking a test.                                                                  | T           | F            |
| 10 | I have an uneasy, upset feeling before taking a final examination                                             | T           | F            |
| 11 | When taking a test, my emotional feelings do not interfere with my predominance                               | T           | F            |
| 12 | During a subject examination, I frequently get so nervous that I forget facts I really know                   | T           | F            |
| 13 | I seem to defeat myself while working on important tests                                                      | T           | F            |
| 14 | The harder I work at taking a test or studying for test, the more I get confused                              | T           | F            |
| 15 | As soon as an exam is over, I try to stop worrying about it, but I just can't                                 | T           | F            |
| 16 | During exams, I sometimes wonder if I'll ever get through school                                              | T           | F            |

Contd....

| No | Statement                                                   | True<br>(T) | False<br>(F) |
|----|-------------------------------------------------------------|-------------|--------------|
| 17 | I would rather write an assignment than take an examination | T           | F            |

|    |                                                                                                                                 |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------|---|---|
|    | for my grade in a subject                                                                                                       |   |   |
| 18 | I wish examinations did not bother me so much                                                                                   | T | F |
| 19 | I think I could do much better on tests if I could take them alone and not feel pressured by time limits                        | T | F |
| 20 | Thinking about the grade I may get in accurse interferes with my studying and performance on tests                              | T | F |
| 21 | If examinations could be done away with, I think I would actually learn more                                                    | T | F |
| 22 | On exams I take the attitude, "if I don't know it now, there's no point in worrying about it"                                   | T | F |
| 23 | I really don't see why some people get so upset about tests                                                                     | T | F |
| 24 | Thoughts of doing poorly on a test interfere with my performance on tests                                                       | T | F |
| 25 | I don't study harder for final exams, than for the rest of my subject work                                                      | T | F |
| 26 | Even when I'm well prepared for a test, I feel very anxious about it                                                            | T | F |
| 27 | I don't enjoy eating my food before an important test                                                                           | T | F |
| 28 | Before an important examination, I find my hands or arms trembling                                                              | T | F |
| 29 | I seldom feel the need for "cramming" before an exam                                                                            | T | F |
| 30 | The School should recognize that some students are more nervous than others about tests and that this affects their performance | T | F |
| 31 | It seems to me that examination periods should not be made such intense situations                                              | T | F |
| 32 | I start feeling very uneasy just before getting back a test paper                                                               | T | F |
| 33 | I dread those subjects where the instructor has the habit of giving surprise quizzes                                            | T | F |

## APPENDIX 2

በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት  
ፕሮግራም የስነ- ትምህርት ፋኩልቲ የሳይኮሎጂ  
ትምህርት ክፍል መረጃ ማሰባሰቢያ መጠይቅ

አጠቃላይ መመሪያ፡- የዚህ ጥናት ዋና አላማ የአንደኛ ደረጃ ት/ቤት ተማሪዎች የተሻለ ወይም ያነሰ ውጤት እንዲያመጡ የሚያደርጉ ምክንያቶችን መገንዘብ ነው። ይህ መጠየቅ የተዘጋጀው ለጥናት አስፈላጊ የሆኑ መረጃዎችን ለመሰብሰብ ነው።

በመጠይቁ የተካተቱት ሁሉም ጥያቄዎች በእናንተ እይታ ወይም አስተያየት መሰረት ምላሽ የሚሰጣቸው ናቸው። በመሆኑም ጥናቱ ስኬታማ ሲሆን የሚችለው ሁሉም ጥያቄዎች በቅንነትና በታማኝነት ሲመለሱ ብቻ ነው።

በዚህ መጠይቅ አማካኝነት የሚገኘው መረጃ ሁሉ ለዚህ ጥናት ብቻ የሚውል ሲሆን መረጃውም እንደ አስፈላጊነቱ በሚስጥር ይይዛል። ለዚህ መልሶቻችሁን በቅንነት " በታማኝነትና ኃላፊነት በተሞላበት ስሜት እንድትሰጡ እገልጻለሁ።

በቅድሚያ ስለትብብራችሁ በጣም አመሰግናለሁ።

## ክፍል አንድ

መመሪያ፡- ቀጥሎ የሚገኙት ጥያቄዎች የአንችን/አንተንና የወላጆችሺን/ህን የግል ሁኔታ በተመለከተ መረጃ ለማሰባሰብ የተዘጋጁ ናቸው። ክፍት ቦታ ለተተወላቸው ጥያቄዎች በክፍት ቦታው በመመላትና በምርጫ መልክ ለቀረቡት መልስ የሆነውን ፊደል በመክበብ መልሷል/ሰ ::

1/ የት/ቤትህ/ቤትሽ ስም

2/ ጾታ                      ሀ/ ወንድ

ለ/ ሴት

3/ ዕድሜ

የክፍል ተራ ቁጥር

4/ ከሚከተሉት ወላጆች ወይም አሳዳጊዎች ውስጥ አንተ/አንች የምትኖረው/ኖሪው

ሀ/ ከእናቱ ጋር

ለ/ ከአባቱ ጋር

ሐ ከአባቱና ከእናቱ ጋር

መ/ ወላጆቹ ካልሆኑ አሳዳጊዎች ጋር

ሠ/ ሌላም ካለ ይግለጹ \_\_\_\_\_

5/ ወላጆችህ/ህ ተምረው ያጠናቀቁት ትምህርት ደረጃ

ሀ/ የእናትህ/ሺ ወይም የሴት አሳዳጊህ/ሺ \_\_\_\_\_

ለ/ የአባትህ/ሺ ወይም የወንድ አሳዳጊህ/ሺ \_\_\_\_\_

6/ የወላጆችህ ሥራ፡

ሀ/ የእናትህ/ሺ ወይም ሴት አሳዳጊህ/ሺ \_\_\_\_\_

ለ/ የአባትህ ወይም የወንድ አሳዳጊህ/ሺ \_\_\_\_\_

## ክፍል ሁለት

መመሪያ፡- ወላጆች/አሳዳጊዎች የልጆቻቸውን ትምህርት ለማበልፀግ የሚያደርጉትን ድጋፍ በተመለከተ መረጃ ለመሰብሰብ የሚያስችሉ ጥያቄዎች በሚቀጥለው መጠይቅ ስረ ተዘርዝረዋል። ከጥያቄዎቹ ውስጥ አብዛኛዎቹ ዝግ ሲሆኑ የተወሰኑት ደግሞ ክፍትና ሃሳብን በነፃ መግለጽ የሚያስችሉ ናቸው። ስለዚህ በእናንተ አስተያየት መሰረት ተገቢውን ምላሽ እንድተሰጡ በአክብሮት እገልጻለሁ።

መልስ በምትሰጡበት ጊዜ ለዝግ ጥያቄዎች ከተሰጡት አማራጮች ማለትም፡-

1/ ፈጽሞ አያከናውኑም

2/ አንዳንድ ጊዜ ያከናውናሉ

3/ ብዙ ጊዜ ያከናውናሉ ከሚሉት መካከል አንዱን መርጠው በመክበብ ይመልሱ። ለክፍት ጥያቄዎች ደግሞ በተሰጠው ባዶ ቦታ መልስዎትን ያስቀምጡ።

| ተ.ቁ | ከወላጆች/አሳዳጊዎች የሚጠበቁ ተግባራት                                         | አማራጭ መልሶች          |                        |                     |
|-----|------------------------------------------------------------------|--------------------|------------------------|---------------------|
|     |                                                                  | ፈጽሞ አያከናውኑም<br>/1/ | አንዳንድ ጊዜ ያከናውናሉ<br>/2/ | ብዙ ጊዜ ያከናውናሉ<br>/3/ |
| 1   | በአክብሮት፣ በአግባቡና በፍቅረ ማስተናገድ /መያዝ/                                 | 1                  | 2                      | 3                   |
| 2   | ማራኪ ያልሆነና ጥላቻ የሰፈነበት የመኖሪያ አካባቢ መፍጠር                             | 1                  | 2                      |                     |
| 3   | በራሴ ተነሳሺነት አዳዲስ ሥራዎችን ለማከናወን ሥንቀሳቀስ በተወሰነ እርቀት ሆኖ አቅጣጫ መስጠት      | 1                  | 2                      | 3                   |
| 4   | በሕይወት ሂደት ውስጥ የሚያጋጥሙ ችግሮችን በራስ ለመፍታት ፍቃድ መስጠት                    | 1                  | 2                      | 3                   |
| 5   | ውስብስብ ችግሮችን መለየትና ለመፍታት መተባበር                                    | 1                  | 2                      | 3                   |
| 6   | በርትተው እንዲያጠኑ አለማበረታታት                                            | 1                  | 2                      | 3                   |
| 7   | በየቀኑ የሚከናወኑ የትምህርት ሥራዎችን መከታተልና መቆጣጠር                            | 1                  | 2                      | 3                   |
| 8   | የቤት ሥራ እንደሠራ ያስገድዱኛል                                             | 1                  | 2                      | 3                   |
| 9   | በጥሩ ሥሜትና በከፍተኛ ጥረት አላማን ማሳካት እንዲቻል ልጆች የከበዷቸውን ነገሮች መተርጎም /ማብራራት | 1                  | 2                      | 3                   |
| 10  | ስለራስ ማንነት ቀና አመለካከት እና አዳዲስ                                      | 1                  | 2                      | 3                   |

|    |                                                                                    |   |   |   |
|----|------------------------------------------------------------------------------------|---|---|---|
|    | ክህሎቶች ማዳበር የሚያስችሉ ምቹ ሁኔታዎችን መፍጠር                                                   |   |   |   |
| 11 | ልጆች የመማር ልምዳቸው እንዲዳበር ከመምህራን ጋር በቅንጂት መስራት                                         | 1 | 2 | 3 |
| 12 | ለቋንቋ መዳበር አስተዋጽኦ የሌለው የመኖሪያ አካባቢ መፍጠር                                              | 1 | 2 | 3 |
| 13 | ለሰሜት ደህንነት ተስማሚ የሚሆኑ ሁኔታዎችን መፍጠር                                                   | 1 | 2 |   |
| 14 | በሞቅታ፤ በቀናነትና ድጋፍ በተሞላበት ሁኔታ መመልከት                                                  | 1 | 2 | 3 |
| 15 | ከልጆች ጋር በቂ ጊዜ አለማሳለፍ                                                               |   | 2 | 3 |
| 16 | ወላጆች እርስበርሳቸውና ለልጆች ታማኝ፤ ግልጽና አክባሪ መሆን                                             | 1 | 2 | 3 |
| 17 | የልጆችን ፍላጎት ለማሟላት ዝግጁ መሆን                                                           | 1 | 2 | 3 |
| 18 | የሚያጋጥሙትን ስጋቶች በጋራ ተወያይቶ ለመፍታት ቀና አለመሆን                                             | 1 | 2 |   |
| 19 | ልጆች ችግር በሚያጋጥማቸው ጊዜ መደረግ የሚገባቸውን መፍትሔዎች ቀድመው መገንዘብ                                 | 1 | 2 | 3 |
| 20 | ስነ-ሥርዓት ለማስከበር ጥረት በሚደረግበት ጊዜ በቤተሰብ አባላት መካከል ልዩነት መፍጠር                            | 1 | 2 | 3 |
| 21 | ልጆች የቀንና የሳምንት የጥናት ዕቅድ በሚያዘጋጁበት ጊዜ ድጋፍ ማድረግ                                       | 1 | 2 | 3 |
| 22 | ልጆች በትርፍ ሰዓታቸው ምን እንደሚሰሩ በትክክል ማወቅ                                                 | 1 | 2 | 3 |
| 23 | ልጆች ግልጽና ሊሳካ የሚችል ትምህርታዊ አላማ እንዲነድፍ መርዳት                                           | 1 | 2 | 3 |
| 24 | ልጆች የነደፉት ግብ እንዲሳካ ማበረታታትና መደገፍ                                                    | 1 | 2 | 3 |
| 25 | ምንም እንኳን ልጆች በትምህርታቸው ያነሰውጤት ቢያመጡም ወደፊት የበለጠ ጠንክረው እንዲሰሩና የተሻለ ውጤት እንዲያመጡ አለማበረታታት | 1 | 2 | 3 |

|    |                                                                              |   |   |   |
|----|------------------------------------------------------------------------------|---|---|---|
| 26 | ልጆች በትምህርታቸው ዙሪያ ጠንክረው ሲሰሩ መሸለም                                              | 1 | 2 | 3 |
| 27 | ምንጊዜም ቢሆን ልጆች በጥናት በውጤታቸው ዙሪያ ድክመት ሲታይባቸው የማካካሻ ድጋፍ በመስጠትና እንዲያገኙ በማድረግ መርዳት | 1 | 2 | 3 |
| 28 | በመኖሪያ ቤት አካባቢ ለልጆቻቸው ተስማሚ የሆነ የጥናት ክፍል /ዲርሚተሪ/ መስጠት                          | 1 | 2 | 3 |
| 29 | በቂና አስፈላጊ የሆኑ መጻህፍትና ሌሎች የትምህርት መሳሪያዎች በቤት ውስጥ ማሟላት                          | 1 | 2 | 3 |
| 30 | በቤት ውስጥ የሚኖረውን የሥራ ጫና መጨመር                                                   | 1 | 2 | 3 |

31/ ከዚህ በላይ /ተራቁጥር 1-32/ ከተዘረዘረት ውጪ ወላጆችህ/ሺ የሚያደርጓቸው ሌሎች የድጋፍ አይነቶች ካሉ ይዘርዝሩ \_\_\_\_\_

32/ ወላጆችህ/ሺ ትምህርትን/ሺን ለማበልፀግ ድጋፍ ለማድረግ በሚንቀሳቀሱበት ጊዜ የሚያጋጥሟቸው ችግሮች ምን ምን ናቸው? \_\_\_\_\_

33/ ወላጆችሺ/ህ ወይም አሳዳጊዎችህ/ሺ በትምህርትህ/ሺ ዙሪያ አስፈላጊውን እገዛ ማድረግ እንዲችሉ በመንግስትና ሌሎች በሚመለከታቸው አካላት ምን ምን ድጋፎች ቢሰጡ ይሻላል? \_\_\_\_\_

## ክፍል ሶስት

ከትምህርት ጋር በተያያዘ ልጆች ለራሳቸው ወይም ለማንነታቸው የሚሰጡትን ግምት በተመለከተ መረጃ ለመሰበሰብ የተዘጋጀ መጠይቅ

መመሪያ:- ከትምህርት ጋር በተያያዘ አንተ ወይም አንች ለማንነትህ/ሺ የምትሰጠውን/ጠውን ግምት በተመለከተ መረጃ ለመሰብሰብ የሚያስችሉ ጥያቄዎች ቀጥሎ ተዘርዝረዋል። እያንዳንዱ አረፍተ ነገር አንተን/ችን የሚገልጽ መሆኑን ግንዛቤ

## DECLARATION

This thesis is my original work and has not been presented for degree in any other university and that all sources of material used for the study have been duly acknowledged.

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Signature: [Signature]

Place : Addis Ababa

Date of Submission: \_\_\_\_\_

This thesis has been submitted for examination under my approval as a research advisor.

Name : DR. P. MOHAN RAJU

Signature: [Signature]

Date : 23-2-2007